



NEWCASTLE WALDORF SCHOOL

Supporting Positive Behaviour and Discipline Policy

Date of Implementation	November 2018
Date of Next Review	November 2020
Approved by	Co-Principals, College of Teachers
Modification History	June 2011, Jan 2014, Jan 2015, Jan 2016, Nov 2018
Related Documents	Child Protection Policy Student Welfare Policy Staff code of Conduct Enrolment Policy

Policy

Newcastle Waldorf School aims to provide a warm, nurturing environment where individual students can learn.

We aim to do this by teaching values of respect, reverence, truth, goodness and creativity where students are encouraged to share in a vibrant learning community.

We encourage goodwill and empathy. We collaboratively set expectations and teach students positive behaviours across the different environments and different times of the school day. Students are expected to strive to meet these expectations and follow requests made by school staff.

We endeavour to teach these behaviours through positively acknowledging students. We also endeavour to individualise acknowledgement and consequences for students that are related to the situations and contexts in which the behaviours occur. By doing this we aim to build resilience in our students.

The School prohibits the use of corporal punishment in disciplining students attending the school.

The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, for any reason at the School.

For serious breaches of expectations it may be necessary to suspend or expel a student.

The implementation of this policy statement will follow the principles of procedural fairness.

Newcastle Waldorf School has the following expectations of students to demonstrate the value of respect:

To show respect for teachers students:

- listen to the teacher,
- imitate the example set by the teacher, and
- take direction from the teacher

To show respect for their peers students:

- are inclusive and fair in work and play,
- display kind actions to one another, and
- strengthen others by setting examples

To show respect for the environment students:

- care for the natural environment,
- look after school property, and
- look after their own property and the property of others

To show respect for their work students:

- complete work tasks as directed,
- complete homework, and
- increasingly strive to do well at school

Newcastle Waldorf School has the following expectations of students to demonstrate the value of reverence:

To show reverence for living things and the environment students will:

- demonstrate consideration and sensitivity in their actions by caring for and protecting animals and gardens, and
- appreciate the nourishment provided for them

To show reverence for stories and songs and their teachers' efforts students will:

- listen attentively and participate with feeling, and
- engage in tasks to the best of their abilities.

Newcastle Waldorf School has the following expectations of students to demonstrate the value of truth:

To demonstrate a deepening understanding for the necessity of truth students:

- appreciate and acknowledge the strengths and gifts of others,
- recognise and develop a sense of responsibility for their own actions
- demonstrate their best effort
- demonstrate a growing understanding of integrity

Newcastle Waldorf School has the following expectations of students to demonstrate the value of goodness:

To show goodness through sharing, generosity, consideration and enthusiasm students:

- willingly join in school experiences,
- participate in class and school activities,
- be considerate through acts of kindness,
- be sensitive to the needs of others,
- be sensitive to the learning environment of others, and
- encourage others by being positively engaged in the classroom and playground.

Newcastle Waldorf School has the following expectations of students to demonstrate the value of creativity:

To show creativity students will:

- work together for a higher ideal and common good by striving towards their unique potential,
- be creative in tasks, with guidance and inspiration,

- use their talents to help and encourage others,
- use teachers' guidance to strive to make something of worth in class for the school community,
- demonstrate an awareness of beauty and imagination in their work and play,
- develop uniqueness in their work, and
- express imagination through their creative actions.

Procedures

Newcastle Waldorf School encourages and teaches the meeting of expectations by:

- modelling the behaviour that they expect from their students,
- selecting stories that exemplify the expectation and show appropriate social responses to guide students,
- positively acknowledging students who are doing the right thing
- teaching through discussion and/or example the expectations of student behaviour,
- using targeted activities to develop resilience and leadership,
- encouraging and positively acknowledging efforts made to achieving expectations, and
- redirecting students engaged in inappropriate behaviour and providing an opportunity for the student to replace that behaviour with an appropriate one

Newcastle Waldorf School supports students to develop more appropriate behaviours by:

- Adopting an approach of least to most intrusive responses
- Providing support that is dependent upon the nature, degree and impact on the student and on others of the behaviour.

If a student is still not meeting expectations once they have been taught to them and understood by them teachers will:

- correct students in a non-obtrusive way suggesting an appropriate action and or stating the desired behaviour.

If the behaviour persists and/or is impacting negatively on others, teachers will:

- consistently deliver natural consequences as close as possible to the occurrence of the behaviour, and then provide opportunities for students to learn from their behaviour.

Natural consequences include:

- requiring the student to take the appropriate actions to reverse the negative effects of the behaviour as far as possible
- making clear to the student all other possible negative effects of the behaviour, even if they didn't happen this time.
- giving the student opportunities to make restitution for not meeting expectations and to practise the appropriate actions or desired behaviour
- requiring the student to temporarily sit out of the lesson (either on the classroom step or with a support teacher) to have time to consider and adjust their behaviour
- consequences that are appropriate for the student's individuality, temperament and stage of development, while being consistent with the class and school.

Natural consequences do not include:

- physical punishment of any nature
 - emotional punishment of any nature
 - language directed to a student that is demeaning or could be psychologically damaging
 - restitution tasks that are not connected with a positive benefit for the student, the class and/or the School
- maintain records of persistent noncompliance and contact parents to assist in supporting their children to meet expectations,
 - if the unacceptable behaviour continues a student may be sent to a Co-Principal. Parents may be informed and consulted and, where necessary, a consequence will be determined and the instance of unacceptable behaviour will be recorded by the class teacher in a student's file.

Consequences may include:

- Principal overseeing alternate activities for a period of time

- Principal/student discussion about the unacceptable behaviour ending in agreed restitution
 - parent initiated consequences outside of school
 - suspension from specific activities, privileges, or for particular times in the school day
 - individual planning
 - short or long term suspension from the School.
- In some instances of unacceptable behaviour, the Co-Principal may, in consultation with Parents, contact School Liaison Police and / or Youth Liaison Officers and other support services available to the school community (see Student Welfare Policy for contact details). Such instances may include:
 - Behaviour that is bordering on illegal.
 - Behaviour that gives the school reasonable grounds to suspect a mental health concern.
 - Bullying.

Whole School Overview

Kindergarten

- Children will be encouraged to imitate the example of the teacher in class time.
- In the playground children will be encouraged to play constructively in organised games and free play.
- Children who repeatedly do not imitate the teacher's example will be encouraged to do so by individual attention.
- Children who do not play constructively will be redirected and supervised in other organised play.
- Unsafe behaviour will be reprimanded and closer supervision applied.
- Moral guidance is given in story form. The School finds this method much more effective than giving abstract rules, which have little meaning to a child before ten years of age.

Primary

- Children are expected to respect the authority of the teacher(s) in and out of the classroom.

- In the playground, where supervision is more general, the children will be encouraged to play constructively or continue with ongoing work activities, in an atmosphere of respect for nature, their surroundings, equipment and supervising teachers.
- Equal rights will apply to all children in relation to behaviour – each child will respect the rights of each other child.
- Children who are disrespectful to the teacher’s authority will be reprimanded, and/or redirected to more formally supervised activities. In severe cases of disruption of class activities children will be sent to a support teacher and specifically engaged in work.
- Continued or repeated disrespectful or disruptive behaviour in or out of class will be the subject of parent/teacher discussion. If meetings are unproductive and no progress is made a child may be suspended or expelled from the School.

High School

- Students will be encouraged to develop an independent and positive attitude toward learning, under the guidance of teachers, in and out of the classroom.
- Students will be encouraged to develop a sense of community through cooperation and equality in all group activities.
- High school students will model appropriate behaviour to the younger children.
- Students who do not develop an individual and positive attitude to learning will be redirected to more specific supervised tasks. In severe cases of disruption of class activities students will be sent to the Principal and specifically engaged in work.
- Repeated negative attitude or behaviour in students before the age of sixteen will be the subject of parent/teacher discussion. Unfruitful results may lead to suspension or expulsion.
- Repeated negative attitude or behaviour in students aged sixteen and over may be discussed with the students themselves, if deemed appropriate by the College of Teachers.
- Students who violate equality of rights in or out of class will be reprimanded and/or redirected to individual work.

General

- Students are supervised at all times in the school day.
- The School prohibits the use of corporal punishment in disciplining students.
- The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School or for any other reason.

- The School is vigilant in regard to bullying. Discussions with the parents of perpetrators and victims must lead to a positive change in behaviour to ensure continued enrolment of students who participate in bullying.

Individual Planning

There may be a small number of students who persistently display inappropriate behaviour that impacts negatively on other students and /or impinges the safety of themselves and/or others. For these students an Individual Behaviour Support Plan will be developed in consultation with parents and other specialists as appropriate. This plan may include a crisis management response. The nature of the plan will be sympathetic to the child's stage of development and will be discussed amongst members of the College of Teachers.

A Co-Principal will coordinate the individual planning and may use AIS NSW in the consultation process, especially where there is a likelihood of disagreement between School, student and parent.

Suspension and Expulsion & Exclusion

In serious cases, or persistence of unacceptable behaviour, where it will be in the best interests of the School community and or the student involved, a Co-principal may suspend or expel a student.

Parents will be immediately notified of cases of intended suspension or expulsion and will be afforded procedural fairness in the process.

In cases of suspensions longer than a day and expulsion the student and parents/carer (if the student is under the age of 18) have the right to:

- know the allegations related to the suspension or expulsion and any other information which will be taken into account in considering the matter,
- know the process by which the matter will be considered,
- respond to the allegations,
- know how to seek a review of the decision made in response to the allegations.

If a parent, or student over the age of 18, wishes to seek a review of a decision, they will be required to appeal to the other Co-Principals. A majority vote between the three Co-Principals will be the final decision.

The School endeavours to initiate consequences for negative behaviour as close as possible to the time of the behaviour occurring. Parents are always consulted about immediate suspensions and if there is not initial mutual agreement, the other Co-Principals will be consulted and their decision will be acted on.

Procedural fairness includes making available to students and parents or carers policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident unless restricted under legislation.

The School will not exclude a student from attending another school.

Bullying

The School recognises the importance of responding appropriately to bullying. All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships. The school responds to bullying by following the strategies outlined in this policy.

Definition:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.¹

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere including at school, travelling to and from school, outside of school.

Bullying behaviour can include:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single or isolated incidents are not defined as bullying. Bullying behaviour is not:

- **single episodes of social rejection or dislike**
- **single episode acts of nastiness or spite**
- **random acts of aggression or intimidation**
- **mutual arguments, disagreements or fights.**

Prevention and Intervention Strategies

Establishing a Positive Environment

Newcastle Waldorf School is devoted to a holistic approach to all aspects of children's education and emotional well-being, and upholding morals is an integral part of this approach. The fostering of creative deeds and self-motivation are important aspects present in all school life, which serves to enhance inner worth and self-respect in all students. Moral values, and respect for another's

¹ From the National Centre Against Bulling, November 2018, <https://www.ncab.org.au/bullying-advice/bullying-for-schools/>

rights in particular, extend beyond the classroom. Teachers strive to engender a harmonious environment by eliminating rivalry and encouraging a communal sense of co-operation.

The Curriculum

- Teachers model the appropriate behaviours and are vigilant in identifying inappropriate behaviour in students.
- In the Primary years, bullying is addressed through stories that contain embedded anti-bullying messages.
- In the High School, students are explicitly taught to recognise bullying and how to address this within the PDHPE lessons.
- Guidance in dealing with bullying for the aggressor and victim is prioritised in the PDHPE programmes
- Follow-up addresses and reminders may occur during assemblies throughout the year

Staff

- Model appropriate behaviour
- Recognise and report bullying as stated in this policy
- Work collaboratively, in College of Teacher meetings to identify and develop strategies for dealing with bullying or perceived bullying in the school.

Students

- Inform a teacher if they or anyone is bullied, including to and from school
- Help others who are bullied by reporting immediately to a teacher
- Not to take part in bullying

Parents

- Supervise their children before and after school
- Report bullying by speaking to a teacher

Responding to Reported Incidents of Bullying

Bullying will be dealt with in accordance with the procedures outlines above in this policy. In particular:

- Incidents will be discussed at a College of Teachers Meeting or between Co-Principals, and if bullying is identified:

- Parents will be contacted
- An individual plan may be developed including requirements for continued enrolment.
- A student may be suspended or expelled in accordance with this policy.

In general, the School recognises the seriousness of bullying within any school community and the devastating effect that it can have on the individual in particular. The College of Teachers is committed to effectively resolving incidents of bullying, where it stands within its power to do so.