



NEWCASTLE WALDORF SCHOOL

Supporting Positive Behaviour Policy

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Related Documents	Supporting Positive Behaviour Expectations and Procedures Child Protection Policy Whole School Wellbeing Policy Staff code of Conduct Enrolment Policy NWS Handbook

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1. Policy Overview

Waldorf Perspective

Newcastle Waldorf School endeavours to promote a healthy positive environment, where students: gain an understanding and appreciation for the importance of spiritual, social, emotional, mental, and physical health and wellbeing; grow to be healthy individuals who are able to assess and maintain their own health throughout their lifetime, in order to develop appropriate and healthy relationships both professionally and personally; have an appreciation for aesthetic, artistic, and creative movement; and have a lasting sense of responsibility for, and appreciation of, the environment in which many of these pursuits take place.

1.1 This policy outlines the schools' approach to positive behaviour management, including guidelines to support and manage student behaviour. In Kindergarten honouring the mood of the world being Good we build a shared culture of Reverence. In the Primary within the mood of the world being Beautiful we build a supportive culture of loving Authority. In High School within the mood of the world being True it becomes worthy of Love. These developed moods and cultures within the classes across the stages support and nourish a student's positive behaviour.

1.2 We teach students positive behaviours across the different environments and different times of the school day. We teach values of, reverence, truth, goodness and creativity where students are encouraged to share in a vibrant learning community. The school environment is one in which students can explore, connect, make mistakes, grow, develop, and learn to be strong, ethical individuals who have the capacity to productively contribute within the school and wider community context.

1.3 We 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 development of human capacities and behaviour is purposefully integrated in our school learning program in a way that addresses student wellbeing throughout their school life.

1.4 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. Teachers are aware of their legal responsibilities and update their knowledge annually.

1.5 Children all have a right and responsibility to work, play and learn in a friendly, safe and helpful environment. Teachers all have a right and responsibility to teach in a friendly, safe school, which is supported by the school community. Parents all have a right to be informed, feel welcome and know their children work, play and learn in a friendly, safe school environment.

2. Implementation

All students are supported through a continuum of care that includes the promotion of positive behaviour, and early intervention to address inappropriate behaviour and give targeted support for students.

2.1 Whole school approach to promoting positive behaviours and preventing inappropriate behaviour

Curriculum

Newcastle Waldorf School encourages and teaches positive behaviours by: Continually developing our curriculum to support students to:

- Have the physical foundation for their future health through immersion in nature-based activity, rich experience of the arts, engagement in authentic activities such as building, cooking and gardening and a rhythmic daily program that has a balance between cognition, feeling, aesthetic engagement and will-based activity.
- Develop the ability and communication skills to build, maintain and enrich respectful relationships and the insight to discern and respond to imbalanced relationship paradigms on a personal, community or professional level. We systematically work to develop feelings of gratitude and respect from Kindergarten all the way through the school.
- Develop a sense of connection to their inner selves and an ability to mediate between their inner insights and reflections, impulses and actions through an authentic sense of self-identity.
- Develop an interest in the surrounding world and its needs in order to fulfil these needs on everyone's behalf.

Integrated learning experiences within the curriculum include:

- Selecting key narratives for students to hear, discuss, write about, illustrate and dramatise, at each stage of development, that exemplify human nature and show appropriate social responses.
- Experiences that promote the building of resilience through harmonising the child's physical strengths, with their feelings, and understanding of themselves and others. These include: woodwork, cooking, handwork, camps, hiking, drama, music and choir.
- Encouraging leadership qualities in the upper high school students. In preparation for year 11 students assist in the review of the school guidelines and are encouraged to be leaders within the school environment.

- Acknowledging stages of human development and using these to provide greater opportunity for teaching and learning experiences which promote positive relationships.
- Teaching through discussion of the expectations of student behaviour; using incidents as teaching and learning moments to guide students to positive responses in difficult situations.

Students

- Encouraging students to develop an independent and positive attitude toward learning, under the guidance of teachers, in and out of the classroom. Reminding them, where necessary of what a good lesson looks like, prior to entering the classroom.
- Encouraging students to develop a sense of community through cooperation and equity in all group activities.
- Encouraging a sense of place when students enter class...."we are now in class, let's use this time productively and focus on our learning".
- Developing with students, safe environments for learning, encouraging safe conduct. In practical lessons, students are encouraged to use equipment with care to ensure the safety of others.
- Providing regular and specific positive acknowledgment of students who are doing the right thing and efforts made to achieve expectations. Teachers verbally provide feedback and encouragement and provide opportunities for student leadership with younger age groups, in reading groups, in games, in the playground and on camps.

Families

- Working closely with families of the school to encourage collaboration and consistency between home and school. Opportunities for parent collaboration include regular individual meetings, class talks, parent education sessions, and parent teacher circle meetings.
- Informing parents of their responsibilities through the school handbook and regular reminders in note home.

Teachers

- As a College, the teachers work to grow their understanding of individuals within the context of the group through regular and planned discussions and child studies.
- Teachers modelling the behaviour that is expected from the students, with supervision of the students in all designated student areas of the school.
 - Having teachers attend professional development learning sessions to ensure that the College of Teachers has current knowledge of best practice for supporting positive behaviour. Details of this are kept in the individual files on Sentral.
- Monitoring student responses to the curriculum and annually reviewing and ensuring it coincides with this policy review.

2.2 Managing/Guiding behaviours

Where a student displays inappropriate behaviour teachers will begin by managing the behaviour within the classroom setting. We acknowledge the developing child and respond to situations through an understanding of child development.

It is recognised that the Class Teacher/Guardian, due to their close relationship with students, is usually best placed to know what is needed to support an individual student when disciplinary or social issues arise.

Teachers will always endeavour to limit and prevent classroom behaviour problems by effective teaching preparation, such as ensuring variety in presentation, providing appropriate levels of work, accommodating individual learning rates, maintaining reasonable consistency in applying discipline measures, and by acting in ways consistent with the best teaching practice.

The “NWS Layers of Student Support” document provides detailed guidance for teachers in managing difficult behaviours.

Strategies for minor behaviours that are to be managed within the classroom/playground situation

Behaviours that are managed within the classroom/playground include but are not limited to:

- Verbal disruption of the learning process
- Disrespect for the learning or another student or teacher
- Inability to follow teacher direction
- Refusal to join in lessons
- Minor conflict or conflict between students
- Incidents of swearing
- One-off incidents of disrespect for other students
- Minor damage to school property or the property of others.
- Non-compliance with the school’s codes on clothing, electronic devices, designated play areas and classroom use.

Strategies teachers use to manage behaviour may include but are not limited to:

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.
- Redirection and focused supervision in organised play.
- Moral guidance is given in narrative form.
- Explicit direction to the correction of any inappropriate response. For example:

picking up any equipment that has been used improperly.

Primary

- The teacher will work to guide the student through their authority and interest in the student.
- Students will be directed to the appropriate actions to re-engage themselves with the lesson.
- Students may be moved to a new seating position within the classroom to allow for more focus on the lesson.
- Where there is a classroom assistant, they will endeavour to assist the student to return to their learning.
- Students learn healthy life-habits when they complete their work. A student who does not complete work during class time may be directed by their teacher to remain in the classroom at first or second lunch to finish the work.
- Where appropriate a student may be directed to taking a short break from the lesson, having a drink, or getting some fresh air.
- Incidents will be reviewed with the student to establish what can be learnt and what strategies can be called on for future experiences.
- Giving the student opportunities to make restitution, for example through restorative practices or repairing any damage to school property.
- In the playground, where supervision is more general, the children will be encouraged/redirected to play constructively or continue with ongoing work activities in an atmosphere of respect for nature, their surroundings, equipment and supervising teachers.

High School

- The teacher will work to guide the students through their positive relationship with the students, providing examples of how they can re-engage with the lesson. High school students will be expected to call on their developed skills and adjust minor behaviours accordingly.
- Students who do not develop an individual and positive attitude to learning will be redirected to more specific supervised tasks. This may be in a different space within the classroom.
- Where there is a classroom assistant, they will endeavour to assist the student with supervised tasks within the lesson.
- Students learn healthy life-habits when they complete their work. A student who does not complete work during class time may be directed by their teacher to remain in the classroom at first or second lunch to finish the work.
- Where appropriate a student may be directed to taking a short break from the lesson, having a drink, or getting some fresh air.
- Within the high school it is expected that students will be able to re-engage quickly with the lesson and that they will not repeat the behaviour.
- Students' understanding of the breach of the school's expectations, will be

addressed within the moment or at an appropriate time, with the classroom teacher.

- In the high school where a student does not complete their homework, they will be required to complete it during the lunch break.
- Students are regularly reminded of relevant aspects of this policy including the school's responsibility to them and their responsibility to meet the school's expectations. Students are informed of the school dress code, punctuality, and device policies.

In many cases where behaviour adversely impacts others, practices to restore relationships provide a positive approach to addressing the behaviour. This can be through a teacher-mediated conversation with the student(s) involved, addressing the following steps:

What happened?

Who has been affected?

How can the harm be repaired?

Reach agreement on what needs to happen.

When is a good time to check that the issue is resolved?

How are you feeling now?

It could also be through addressing the incident/behaviour in a similar way in a class circle.

Strategies for behaviours that are unable to be managed within the classroom/playground situation

In repeated or severe cases of disruption of class activities, students may be guided to engage in purposeful activities outside the classroom.

Behaviours that are managed outside of the classroom include:

- repeated distraction of other students from their learning.
- disrespecting the school and its teachings.
- unsafe conduct that puts themselves or others at risk.
- repeated incidents of disrespect or misuse of power towards other students.

Students may be directed to work:

- on the classroom veranda or courtyard outside their classroom,
- in the small library,
- at the lunch tables,
- in the back of another classroom.

Students will work under the supervision of the classroom assistant or another class teacher. If an assistant is not available or the student refuses these options, then students will be taken to the administration building where a Co-Principal may:

- Check on the wellbeing of the student and any need for interventions. This may include speaking with the school counsellor or a member of the learning

support team.

- Supervise the student to continue their classroom work in the administration building.
- Initiate guidance under an available teacher or assistant who will assist students in purposeful work or learning for the remainder of the lesson. Any missed classwork will then need to be caught up in the lunch break.
- Engage the student in meaningful work in the playground or Design & Technology area at lunch time under teacher supervision.
- Principal/student discussion about the unacceptable behaviour ending in agreed restitution.
- Contact the parents who may initiate consequences outside of school.
- Initiate in school suspension from specific activities, privileges, or for particular times at school.
- Ask parents to come and collect their child for the remainder of the day. This may be the only available course of action for students who refuse to engage in anything offered to them or asked of them at school.

Parents will be informed where a student is requiring support outside of the classroom. Teachers may email or contact by telephone the parent as soon as practicable to keep families informed. Teachers will consult with parents on the next steps for encouraging positive behaviour.

Documentation of incidents, using the incident report process through Sentral will be recorded by the observing teacher and the classroom teachers, who will share this with the Class Guardian, and be reviewed regularly with the College of Teachers.

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 or illegal including bringing of illicit substances to school.
- Behaviour that gives the school reasonable grounds to suspect a mental health concern.
- Bullying.

Individual student behaviour plans

Where a student is unable to adjust their behaviour and ongoing strategies are required, the school will establish an individual plan to address the student's behaviour. Behaviour support and management may be part of an IEP (Individual Education Plan) or it might be a standalone BMP (Behaviour Management Plan) that purely addresses behaviour. The former is more often the case due to the obvious link between those two areas. This planning will be done in consultation with parents and other specialists as required. This plan may include a section for crisis management. 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.

The process for this will be:

- Discussion with the student's family about the nature of the behaviour.
- Drafting of a plan, either in the form of an IEP or BMP.
- Meeting with the family to agree on the plan and find ways to provide consistency between home and school.
- Consideration to any need for risk assessment due to harm caused to other students or teachers.
- Implementation and monitoring of the plan.
- Evaluating and adjusting the plan based on the success of the implementation.

In primary school it may be included within the plan that when a student is unable to take guidance from the instructing teacher/assistance that parents may be asked to collect their child for a time of reflection at home. Consideration is given to the level of escalation of situations; the level of risk to other students and to teachers; psychosocial risk is included within the risk management process.

IEP and BMP Plans will be implemented and reviewed. The review will include parents/guardians and will address the success and progress of the student and identify any need for further planning.

Newcastle Waldorf School is committed to the long-term support of students who require individual plans (IEP and BMP) within our available school resources and keeping a balance within the cohort of students.

Where a student's behaviour continues to deteriorate and there is a lack of progress/response then the school may enter into discussions with family and outside support agencies to determine the next steps.

2.3 Student Welfare - effects of behaviour on other students

Newcastle Waldorf School's Whole School Wellbeing Policy includes details of support for students and parents who experience the effects of other students' behaviour. Please refer to this policy for details.

In accordance with the School's ethos, a student with behavioural problems will be given opportunity and guidance to change their behaviour. While this is happening, other students and the class generally may be adversely affected by the behaviour. Class teachers/Guardians are responsible for discussing with parents or guardians the general impact of other students' behaviours on their child and how this is being managed, and determining in conjunction with the Head of Agency what ongoing support (if any) is needed. Restorative practices will likely be appropriate for resolving issues between students or where the class is affected.

Bullying behaviour will be treated in accordance with Appendix 2 below.

Serious incidents between students will be treated in accordance with Appendix 3 below.

2.4 Suspension and Expulsion & Exclusion

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.

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/guardian, 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 an 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 guardians' 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.

[Appendix 1 - Inclusivity - Gender, Race and Disability](#)

[Diversity Statement](#)

The Newcastle Waldorf School welcomes students, parents, carers, staff and visitors from all races, religions and cultural backgrounds. We welcome people of all genders and sexualities, and we model and teach inclusivity in age-appropriate ways across the school. We highly value the richness that comes from diversity and the opportunities for learning and understanding that diversity brings to us. Above all, we strive to create a loving space that allows each and every child to grow and flourish unimpeded by discrimination of any kind. We make adjustments to be inclusive while respecting the privacy of the individual, fostering a safe environment where each individual has the opportunity to learn and grow towards their potential.

[Anti-Racism: Anti -Racism Statement](#)

Newcastle Waldorf School rejects all forms of racism. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification, and harassment – in all aspects of the learning environment.

No student, employee, parent, caregiver or community member should experience racism within the learning environment.

Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all teachers.

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, and challenging prejudiced attitudes.

[Reconciliation Action Plan](#)

Newcastle Waldorf School's Reconciliation Action Plan aims to create integral awareness and share respect in our Waldorf School community for Aboriginal and Torres Strait Islander peoples. To value Country and to gratefully acknowledge Aboriginal and Torres Strait Islander custodianship. We want to be nourished by Aboriginal and Torres Strait Islander culture and stories, and to recognise history and perspectives in our learning and appreciate that the way we learn and how we all strive together towards reconciliation will empower the futures of all our young people.

Whole school learning environment to promote anti-racism and inclusivity for all gender differences and disabilities

Students are taught through indirect and direct social learning. Indirect social learning involves cultivating a general awareness of others, the ability to be open to others and listen to them with empathy, appreciating what others do and simply being with other people, who may be different from us in some way, as a normal part of life and school. Direct social learning involves explicitly learning about different cultures, religions, ways of life, people's individual differences and needs, economic processes and mutual dependencies as well as learning about our senses and how we perceive other people.

Examples of this include:

- unchosen participation with others in activities (i.e. groups that are not self-chosen),
- being careful how we portray people in story and image, and the language we use,
- Including positive stories about diverse individual situations and inclusivity for all gender differences and disabilities,
- practising listening to others and retelling their stories,
- hearing stories in which women and people from a range of diverse backgrounds appear and play key and positive roles.
- stories from a range of different cultures around the world.
- placing local stories and traditions at the centre of the narrative curriculum.
- learning how people in different cultures and places live or have lived,
- telling historical stories from different perspectives,
- telling biographies of significant people,
- learning about the history of migration and immigration over the whole of history,
- giving examples of well-integrated cities and cultures in the past.
- looking at how different cultures have influenced our culture and in particular how all cultures have been influenced by other cultures.

Training and Development

Teachers and non-teaching staff engage in regular professional development to equip the school community with knowledge and skills needed to sustain an inclusive learning and working environment free of racism.

Monitoring of our school approach is evaluated and used in the development and delivery of programs to effectively counter racism and enhance learning.

Appendix 2 Anti Bullying Plan

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. The school is committed to encouraging the growth of positive relationships, to providing a safe and caring environment, to educating students about issues related to bullying, and to identifying and dealing with bullying behaviour.

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 plan.

Overview of Anti Bullying Plan

- Identifying Bullying
- Families and Teachers working collaboratively
- Responding to Incidents of Bullying
- Teaching of appropriate behaviours
- Resources

Definition of Bullying

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).

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying and are dealt with under the guidance of the Supporting Positive Behaviour Policy.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including and not restricted to a persons' sexuality, race, disability, or gender diversity.

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.

Working collaboratively with families and community

Newcastle Waldorf School will communicate with families through notes home, school newsletters, class meetings and parent teacher circle meetings, about how we address forms of bullying behaviour.

Parents assist with the implementation of this plan by reporting bullying to a teacher. Parents also play a vital role and assist in many ways including:

Build a welcoming and inclusive home environment.

Encourage your child to bring friends home. Acknowledge and accept differences in others.

Practise good communication, showing interest in your child's day, and discuss issues openly.

Encourage your child to seek help from the teachers if there are problems.

Try not to blame or defend. Staying calm and objective usually enables the truth to be found out more easily. Encouraging positive attitudes helps build self-confidence.

Be observant. Look out for signs such as an unwillingness to attend school, a decline in academic performance, loss of interest in sporting or social events, change in eating or sleeping patterns.

Sometimes a child might be reluctant to talk because he/she might be worried parents will interfere and make matters worse. It is important to maintain trust by respecting your child's own judgments.

Responding to Reported Incidents of Bullying including online bullying

Bullying will be dealt with in accordance with the procedures outlined above in our Supporting Positive Behaviour Policy. In particular:

- Incidents are reported to a parent or teacher.

- Discussion takes place with teachers and Co-Principals, and if bullying is identified a strategy is developed including:
 - A teacher talks individually with students involved.
 - A plan is made for behaviour change
 - Students implement the plan with support of the teachers and wellbeing staff.
 - Depending on the age of the students involved, teachers and wellbeing staff may work with the whole class during “circle” discussions where the incident is dealt with in an explicit manner.
 - Parents will be contacted and informed of incidents of bullying and bullying behaviour.
 - Documentation of the incidents are recorded in Sentral.
 - A review of the plan will take place and if behaviour continues.
 - A Co-Principal will conduct a further review.
 - An individual plan for the student displaying bullying behaviour, may be developed including requirements for continued enrolment. A student may be suspended or expelled in accordance with this plan. The plan may include reparation for damage caused.
 - Support will be provided to any student or group of students who experience bullying. This may include opportunities to speak with the school counsellor or member of the learning support team. Outside agencies may be used to support this process where needed. (See Whole School Wellbeing Policy).

Teaching of Positive Behaviours in Relation to Bullying

Newcastle Waldorf School is devoted to a holistic approach to all aspects of children’s education and wellbeing, 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 rights, extend beyond the classroom. Teachers strive to engender a harmonious environment by eliminating rivalry and encouraging a communal sense of cooperation.

Examples of this include but are not limited to:

- Teachers model the appropriate behaviours and are vigilant in identifying inappropriate behaviour in students.
- Using the curriculum to develop the ability and communication skills to build,

maintain and enrich respectful relationships and the insight to discern and respond to imbalanced relationship paradigms on a personal, community or professional level.

- In the Primary years, narratives are heard, discussed, written about and illustrated to promote inclusion and cooperation, while highlighting incidents of bullying and the effects of this on all parties, as well as how to deal with bullying. Strategies for healthy play are discussed and practised, including bystander behaviours.
- In the High School, students are explicitly taught to recognise bullying and how to address this within lessons as well as through class guardian discussions and/or high school assemblies.
- Working collaboratively, in College of Teacher meetings, to identify and develop strategies for dealing with and following through on bullying or perceived bullying in the school.
 - Encouraging students to seek the support of teachers if they or anyone is bullied, including to and from school.
 - Encouraging students to help others who are bullied and not taking part in bullying.

Online Resources

[E-safety](#)

[Kids Helpline - Bullying](#)

[Anti-bullying interventions in schools – what works?](#)

<https://bullyingnoway.gov.au/>

Professional Learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Monitoring and evaluating the school approach

Incidents of bullying will be documented and reported to a Co-Principal. The school will monitor and review reports and evaluate the effectiveness of school planning annually as a part of this policy review.

Appendix 3 - Serious incidents between students plan

A serious incident involving two or more students is one with physical or psychological repercussions and may include physical assault, threatening or intimidating behaviour, forcing a student to do something against their will, behaviour which is sexual in nature.

Response to a serious incident

Responding to a serious incident involves the following:

1. Attending to any immediate needs for medical attention.
2. Clarifying the exact nature of the incident.
3. Assessing the risk of a further incident and eliminating or minimising the risk. This may include: ensuring that the students are separated from each other until the risk level is low; additional supervision; suspension of a student.
4. Complete an incident reports as soon as possible after the incident
5. Informing the students' parents of the incident and advising them of any disciplinary action being taken. The disciplinary action would be decided by a co-principal in consultation with the class teacher/guardian and wellbeing support staff.
6. Supporting the affected student(s) and families through discussion of what happened, the effects, and what needs to happen for reparation and prevention of a repeat occurrence. This may take the form of a restorative conference. It may include providing counselling services.
7. Considering what could be addressed in PDHPE lessons or circle time to inform (without breaching confidentiality) and support classes, and educate against future occurrences, with student input.
8. Following up with all parties that all due process has been completed by the school.
9. Undertaking risk assessment and any need for Behaviour Support Planning

The order of the above steps is advisory but may be varied on a case by case basis.

Incidents of a sexual nature

Incidents of peer on peer sexual behaviour may occur in the school context. The school endeavours to minimise the opportunity for this to occur through supervision and individual planning when a risk is identified. The school follows legislative requirements and Child Safe Standards in dealing with these matters when they occur.

Staff will report incidents of peer on peer sexual behaviour to the Head of Agency who will begin a process of identifying whether a particular behaviour is normal, problematic or harmful and what response is appropriate. Support from the Child Protection Team at the Association of Independent Schools may assist the Head of Agency with appropriate next steps.

Sexualised behaviour will be addressed in an age appropriate way with guidance from the AIS research based advice documents. See *Understanding Child Sexualised Behaviours* document.

With early childhood years, such behaviour needs to be redirected, made clear it is not acceptable in the context of the school and children supervised to minimise opportunities

for future occurrences. Such incidents often occur in toilets and these areas are a focus for supervision during breaks. Repeated or escalating occurrences may put a child at risk or may indicate that the instigator is also at risk. In such cases the Head of Agency is to be informed and a decision made as to whether the Department of Communities and Justice should be notified. Once a child reaches the age of 10, unsolicited sexual touching or penetration can be a criminal offence and may require reporting to police.

- Class teachers and PDHPE teachers discuss with their classes what behaviours are not acceptable and how to determine and implement boundaries.
- Teachers encourage a culture of reporting behaviour of a sexual nature. If a child makes such a disclosure to a teacher the teacher should listen carefully and not investigate the allegation, but report it to the Head of Agency who will decide, or seek advice, as to whether it needs to be addressed under criminal or child protection law.
- Head of Agency will assess risk and take any necessary action as in 3. above; provide support for the students as appropriate; and notify the parents to the extent which will not contravene any possible investigation under child protection law.

Subsequent actions will be in accordance with reportable conduct processes if there is an official investigation; otherwise the Head of Agency will investigate the circumstances of the incident and follow the steps above.