



Whole of School Behaviour Management Policy

1 Preface

Shearwater, the Mullumbimby Steiner School, is hereby referred to as 'the School'.

The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the *Education Act 1990* and of the NESAs for registration of the school.

2 Objectives

Through implementing the principles listed below, this policy aims to achieve the following behaviour management goals:

- All students feel safe, respected, valued, engaged and connected to their school community
- Students' rights to learn and teachers' rights to teach are respected and supported
- Students develop self-confidence and healthy relationships through learning and practicing positive social values, skills and behaviours.

3 Scope

This policy applies to all employees, students, parents, visitors, contractors, volunteers, stakeholders and members of the general community.

4 Principles and Commitments

4.1 Regulatory Commitments

The School will implement behaviour management policies and procedures as required by Section 3.6.2 of the NESAs *Registered and Accredited Individual Non-government Schools (NSW) Manual*.

4.2 General Commitments

An effective approach to behaviour management has a strategic focus on supporting the development of positive behaviours as well as managing inappropriate behaviour.

The School is committed to promoting positive behaviour through:

- Continually growing a positive school culture where responsible and respectful learning is valued and supported

- Explicitly teaching and reinforcing social-emotional skills, social values and behaviours so that they become intrinsically rewarding for students
- Training staff in effective classroom management skills, differentiating instruction to tailor to individual learning needs, and providing individualised behaviour support
- Ensuring that whole of school behaviour expectations, processes and consequences are clearly communicated, consistently honoured and modelled by all members of the school community
- Strong communication frameworks and networks between the school leadership, staff, students and carers
- Student consultation and representation in school decision-making.

In order to effectively respond to inappropriate behaviour, the School will implement behaviour management processes that:

- Incorporate personalised adjustments based upon student needs and circumstances, and are culturally, developmentally and psychologically appropriate
- Are fair, respectful, and based upon restorative and natural justice practices
- Incorporate mechanisms to ensure procedural fairness
- Use consequences derived from the interplay between rights, responsibilities and rules
- Are designed to empower students to learn the value of personal accountability and responsibility, and to teach the associated social skills and responses
- Build consistency in behaviour support in and out of school, through establishing cooperative partnerships between parents/carers, school and the wider community
- Are designed to quickly identify students at risk of disengagement
- Include the coordination of school level and external student well-being support services to provide the social, emotional and educational support and monitoring needed for vulnerable students
- In the case of unacceptable student behaviour, include the use of suspension periods to allow time for the school, the student and their parents/carers to resolve the reasons why the unacceptable behaviour occurred, and to allow the School to plan appropriate support to assist with the successful and safe return of the student to school
- Are supported by the administration through adequate resourcing, planning, training and monitoring.

The use of corporal punishment for any reason by employees, contractors, volunteers or anyone associated with the School is expressly prohibited by the School. The School does not sanction the use of corporal punishment as a form of discipline by parents or community members.

5 Related Legislation, Policies & Procedures

- PS-PRO-Classroom Behaviour Management Procedure
- PS-PRO-Outdoor Areas Behaviour Management Procedure
- HS-PRO-Support Room Procedure

- HS-PRO-Blue Card Procedure
- HS-PRO-Red Card Procedure
- WS-PRO-Suspensions & Expulsions Procedure
- WS-PRO-Appeal of Suspension or Expulsion Procedure
- WS-POL-Anti-Bullying Policy
- *Registered and Accredited Individual Non-government Schools (NSW) Manual*

6 Roles & Responsibilities

The Board is responsible for ensuring that this policy is reviewed for effectiveness and updated on a regular basis.

The Head of School is responsible for ensuring that this policy is implemented through the development and implementation of action plans, procedures and other documentation. The Head of School is also responsible for ensuring that these documents are monitored for implementation, reviewed for effectiveness and updated on a regular basis.

DOCUMENT HISTORY

Version:	Date approved:	Description of changes made from previous version
V1	2017-03-27	
Draft B		
Draft A	NA	Various comments included
Next review date:		

Version:	Author:	Reviewed by:	Approved by:
V1		C Rubsamen	School Board
Draft B		NA	
Draft A	Bec McNicholl	Gabe Karkkainen, Cherie Kendall	NA