



# Behaviour Development Policy

	<b>Ratified by Council</b>	<b>Reviewed by Principal</b>
<b>Date</b>	23 May 2023	23 May 2023
<b>Name</b>	Justin Coombs	Jenny Dougan
<b>Signature</b>		

*West Coast Steiner School is committed to being a Child Safe Organisation, taking a preventative and participatory stance on child protection issues and promoting a child safe environment based on the National Principles for Child Safe Organisations.*

<b>PROVENANCE</b>		
<b>Responsibility:</b> School Principal	<b>Review Cycle:</b> 3 years	<b>Date for Next Review:</b> May 2026
<b>Related Policies and Procedures</b>	Child Protection Policy Duty of Care Policy Code of Conduct for Parents Code of Conduct for Staff Code of Conduct for Students Enrolments Policy Attendance Policy	Concerns and Complaints Management Policy Student Complaints Policy Critical Incident and Emergency Management Policy Incursions, Excursions and Camps Policy Work Health and Safety Policy Risk Management Policy Pastoral Care Policy
<b>Relevant Legislation and Authority</b>	School Education Act 1999 (WA) School Education Regulations 2000 (WA) Equal Opportunity Act 1984 (WA)	Occupational Safety and Health Act 1984 and Regulations 1996 Work Health and Safety Act 2020 (WA) Disability Discrimination Act 1992 (Commonwealth) Disability Standards for Education 2005
<b>Appendices</b>	Appendix A: School Rules Appendix B: Positive Interaction Plan Appendix C: Incident Report Appendix D: Individual Behaviour Support Plan	

<b>VERSION MANAGEMENT</b>		
<b>Date</b>	<b>Changes Made</b>	<b>Author</b>
May 2019	Behaviour Management Policy ratified by Council	A Gernaat
January 2023	Reviewed and renamed as Behaviour Development Policy and rewritten to include Restorative Practice Approach and incorporate staff input. Policy includes revisions in line with AISWA Behaviour Management Guidelines V5 February 2020	L Lane
May 2023	Ratified by Council	L Lane

# Policy

## Purpose

West Coast Steiner School is committed to being a Child Safe Organisation and explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. The purpose of this policy and associated procedures is to provide guidance for all members of the West Coast Steiner School community on the School's expectations regarding behaviour development, relationships and disciplinary procedures which are based on principles of Steiner education, restorative practices and procedural fairness. This is to ensure that a safe, positive and productive learning environment is maintained for all students at WCSS or while away from the school grounds on school endorsed activities.

## Application

This policy applies to and is binding upon all students, parents, employees, work experience students, volunteers and contractors of West Coast Steiner School. For the purpose of this policy 'parent' includes step-parents, foster parents, legal guardians, carers and grandparents.

## Definitions

### Child abuse:

Four forms of child abuse are covered by WA law as defined by the Department of Communities:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
  - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
  - b) the child has less power than another person involved in the behaviour; or
  - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
  - a) psychological abuse; and
  - b) being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
  - a) adequate care for the child; or
  - b) effective medical, therapeutic or remedial treatment for the child.

### Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm (From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007).

### Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. (From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

# Our Approach to Behaviour Development

At West Coast Steiner School behaviour development is a process of both proactive initiatives and meaningful consequences to support students in taking responsibility for their actions. The intentional creation and maintenance of appropriate supportive relationships between students, teachers and parents is at the heart of our approach. We aim to guide children to develop a positive self-discipline based on understanding and appreciation of others' needs, rights and feelings. In doing this, each child's individual experiences and developmental level will be taken into account by the staff.

Our behaviour development framework is based on the following understandings about behaviour:

- behaviour is learned – responses to behaviour in a student's environment and the modelling of significant others all serve to reinforce the learning of specific behaviours;
- behaviour is purposeful and communicates needs in a social environment – understanding the function of the behaviour and the unmet needs provides valuable information to inform support and intervention;
- behaviour can be taught and changed.

Discipline is a response to individuals and situations in such a way as to foster the development of skills that promote responsibility and accountability. Such responses are tailored to different age levels - what is appropriate in the Kindergarten may be different in the Primary years - but recognise that all children need the security of firm, consistent boundaries set by the adults in their lives. As a Steiner school, we aim to resolve most situations through the use of creative discipline with young children. With the older children a more direct process is sometimes more appropriate.

We embrace a Restorative Practice approach to discipline where the intention is to resolve conflict between people through a peaceful and fair process in which all parties are heard and respected.

## Steiner Philosophy

As a Steiner school, we believe the discipline between teacher and child will best operate if the teacher inspires a rich appreciation of the wholeness and beauty of the world, i.e. if a reverent and artistic dimension to life is nurtured. The imparting of knowledge and the inspiration for learning should be thought of as an art in themselves. The teacher should have an unquestioned authority that arises quite naturally and is developed over years with their class. This authority is not expressed in a fixed way, but is creative and mobile, changing to meet new situations as the child grows older.

Through recognition of the implications of the stages of child development, as given by Rudolf Steiner, certain forms and rhythms are set in place so that the individuality of the child is protected, and safety is ensured. The *rhythms* that are established may include the daily and weekly rhythms of the timetable, the Main Lesson subject, the seasonal celebrations. *Form* may include the School's accepted social manners and etiquette, such as the welcoming of students each morning or the way the school day begins and ends. These rhythms and forms encourage the progression from outer discipline to inner (self) discipline as the child matures.

The teacher is assisted by an understanding of the child which is both developmental, that is, it sees the child as passing through a sequence of typical developmental stages, each of which calls for appropriate teaching methods and curriculum, and also holistic, in that it appreciates the child's past and future, and also the interrelated physical, emotional, social, intellectual and spiritual elements of the child's being.

In Kindergarten, children gradually develop an awareness of themselves as separate individuals. The child models their behaviour on those adults most central or significant to their life. The adult, therefore, strives to be worthy as

an example – in thought, word, and deed. At the same time, an awareness of the immediate and wider environment develops, so for the child it is a time to explore and interact with the environment. An important part of the child's self-concept depends on the positive or negative reactions that they receive; therefore we positively guide children to develop acceptable behaviour and self-discipline.

In the Primary years, the authority of the teacher (adult) is fundamental. At heart, all children at this age naturally seek the security of this relationship. In the Primary years there is a need for certainty and consistency so that students feel secure in their boundaries and experience the exercise of authority as proportionate and consequential. There is also a need for discernment and flexibility, recognizing the shifting contexts and needs, so that students experience the exercise of authority as loving and fair.

## Restorative Practice

When a student falls short of a behavioural expectation, we believe the correct response is to help them learn and grow from the incident. For this reason, we embrace a Restorative Practice approach to student discipline which allows all parties to share their experiences and hear the experiences of others, and then find ways to restore a situation so that all parties feel that justice has been done. We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

The Restorative Practice approach:

- teaches students about the impact of their behaviour on others
- helps them to understand the thinking before the misconduct occurred
- enables them to take personal responsibility for any harm through repair
- reinforces their value as an important and contributing member of the school community.

If students have done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future. When our students find themselves in conflict or upset, the teacher, Deputy Principal and/or Principal will act as a facilitator in a Restorative Conversation, and use the following questions as a guide. All parties must be willing participants and it may be necessary to give students time to reflect and come back to them.

### Standard Debriefing (no harm)

- What happened?
- What was the hardest or most difficult part?
- What could you do differently next time?
- Would you be willing to talk with [Student] about this?

### Debriefing Harmful Behaviour

- What happened?
- What were you thinking/feeling at the time?
- How do you think (other person/members of group) feels?
- What could you do differently next time?
- Is there anything you want to say or do?
- What needs to happen to repair the harm/make things right?
- How could you make sure this doesn't happen again?
- Would you be willing to talk with [Student] about this?

A Restorative Conversation will typically involve the following:

- a meeting with those directly involved;
- students speak one at a time – everyone else is to listen;
- what the student says is reflected back to them;
- confirm if it has been understood correctly - slowing down of communication allows time for reflection;
- each is given a chance to speak and be heard.

A follow up meeting or series of meetings may be scheduled to monitor the situation, check how everyone is going and support the participants to feel confident that the concern has been addressed in a lasting way.

# Student Expectations

All members of the West Coast Steiner School community have rights and responsibilities, as well as expectations and rules around how these are exercised for the safety and well-being of the community. Student rights and responsibilities, and the expectations around acceptable behaviour are set down in the Code of Conduct for Students, Class Agreements and School Rules. These social and learning guidelines are a key part of creating a safe, positive and consistent learning environment for all students.

## Students Rights

### I have a right to:

- learn to the best of my ability in a supportive, positive and caring environment
- express myself and be heard by my peers and teachers
- feel safe and be protected from ridicule, harassment and harm
- be treated with care, courtesy, respect and fairness
- receive guidance and help when required.

## Student Responsibilities

### I have a responsibility to:

- show care, courtesy, respect and fairness when I listen, play or work with others
- speak truthfully and kindly at all times
- prioritise learning at school by being prepared, on time and working to my best
- play and participate in a way that is safe and inclusive
- look after property that belongs to me, the School or other people
- abide by the School Rules, my Class Agreement and accept the consequences of my actions.

## Code of Conduct for Students and Class Agreements

The Code of Conduct for Students sets out:

- how students see the School's Values reflected in daily school life
- expectations of students in terms of rights and responsibilities
- the School Rules and our Dress Standards
- how students can make a complaint in a safe, supported and sensitive way.

Teachers use the Code of Conduct for Students to establish Class Agreements that set out their expectations of student participation and behaviour within the classroom and consequences, appropriate to the age, ability and developmental stage of the students in their care. Consequences must be fair, reasonable, proportionate to the behaviour and consistent. Staff will use a Restorative Practice approach that focuses on repairing the harm or damage done through inclusive processes that engage all those concerned.

## School Rules

The School has an agreed upon set of rules (see *Appendix A*) based on the following overarching principles:

- I will prioritise learning at school
- I will respect my own and other people's right to fairness, peace and happiness
- I will play and behave in a way that is safe to me and to others
- I will respect the property that belongs to me and others
- I am proud to be a student of West Coast Steiner School.

Our School Rules aim to make each student aware of the value of self-control, orderliness and the need to cultivate a sense of responsibility for their own conduct and for the larger community of which they are a part.

# Helping Students to Meet Expectations

The School encourages and helps the students meet expectations through:

- teachers being aware of each child's individual developmental level and needs;
- providing a curriculum which is age appropriate in its content and delivery;
- creating a learning environment that is well-prepared so that problems are anticipated and prevented;
- attention to the need for rhythm and balance in all learning activities;
- employment of physical, artistic and intellectual activities in a balanced fashion across the curriculum;
- staff modelling appropriate behaviour for the students;
- staff encouraging students who are striving to meet these expectations and acknowledging students who meet expectations;
- regular use of legends, biographies and therapeutic stories told for specific social situations, which provide the children with social understanding and with suggestions for the confrontation of difficulties and challenges
- extensive and regular use of the Arts, and especially drama, as means of self-expression and tools for social understanding
- teaching the expectations of student behaviour through discussion and/or example;
- providing students with a developmentally appropriate protective behaviours curriculum;
- assisting students to develop effective use of language, so that they are empowered to explore and express their reactions verbally and appropriately, rather than by acting out or withdrawing;
- teachers redirecting students engaged in inappropriate behaviour, helping them to seek creative solutions and providing an opportunity for the student to replace misconduct with appropriate behaviour;
- teachers speaking to the whole class about behaviour, expectations of behaviour, and about possible solutions for ongoing issues;
- the collegial study of child development and the pedagogy, including the sharing of teaching experiences;
- regular case studies (Child Studies and Class Studies) focusing on individual children and classes
- the practice of the Class Teacher staying with their class through the Primary years
- parents encouraging their children to meet the expectations of the School and working with the School to support positive behaviour in their children.

Staff members strive to use positive techniques of gentle guidance, redirection and reinforcement rather than promoting competition, comparison, or criticism. It is intended that consistent, clear guidelines will be used by all the adults working with the children.

## If Expectations Are Not Met

If expectations are not met once students have been taught them and understand them, teachers will correct students in a non-obtrusive way, suggesting an appropriate action and/or stating the desired behaviour, with explanations appropriate to the age and understanding of the child. Teachers exercise their professional judgement based on their professional knowledge, training and experience to support students to develop more appropriate behaviours, adopting an approach of least to most intrusive responses.

Teachers will aim to:

- employ consequences which have a connection to the mistaken behaviour;
- empower and support children to resolve their own conflicts;
- help children to resolve to do better, rather than instilling lasting regret;
- facilitate a restorative conversation as part of Restorative Practice approach;
- make use of Incident Report forms and student observation records as appropriate;
- communicate with parents and work on setting limits and positive reinforcement.

## Importance of Parent Support

Early and positive support will be sought from parents or caregivers in seeking to understand and resolve behaviour situations. Meetings with the child's parents and the teacher are compassionate in nature and may involve parents sharing any contributing factors that the School may not be aware of in the child's home life. Having a shared understanding between student, parents, and School of how to move forward with a situation is imperative for the child to feel secure in the authority guarding and guiding them.

## Behaviour and Disability

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like inappropriate behaviour. When considering a response to a breach of school discipline, the Principal must be satisfied that the breach was not a symptom or manifestation of the student's disability. In determining whether a student's actions are a symptom or manifestation of a disability, advice will be sought from suitably qualified specialist, such as the School Psychologist or specialists supporting the student.

Any plans will implement reasonable adjustments to assist a student with disability to achieve desired behaviour and in the creation and implementation of such plans, the School will be mindful of meeting relevant legislation requirements under The Disability Discrimination Act 1992, the Disability Standards for Education 2005, and the Equal Opportunity Act 1984.

Where a student's actions breach school discipline, and these actions are the symptom or manifestation of a disability, the School will respond to the behaviour in a tailored manner that takes the disability into account to ensure the student is not disadvantaged.

## Persistent Unacceptable Behaviour

If the unacceptable behaviour persists and or is impacting negatively on others, specific recommendations for restorative steps and expectations of behavioural change will be made. Teachers will consider any or all of the following actions:

- observe the student and note observations in writing
- seek input from other teachers or request another teacher observe the child
- remove privileges or student from specific activities
- remove the student to another class for a short time
- send the student to the principal (or their nominee) or request the Principal oversee alternative activities for a period of time
- consider additional assessment for the student for possible contributing factors such as: hearing, speech, or vision problems. assessments could include: extra lesson, paediatric assessment, or an educational consultant
- complete a Child Study;
- refer student for counselling.

Short term withdrawal by sending the student home may be considered by teachers when a child is unable to regulate their behaviour and other sanctions have not helped. Teachers will advise the Deputy Principal or Principal and request that the student be collected by the parents and taken home for the rest of the day. Short term withdrawal allows the student time at home to rest and reflect on their behaviour to preserve relationships with the class.

Parent support is vital in addressing persistent unacceptable behaviour. Teachers will discuss the unacceptable behaviours or issue with parents and work together with the student and parents to complete a Positive Interaction Plan (*Appendix B*).

## Bullying and Harassment

Bullying prevention at West Coast Steiner School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. Bullying behaviours vary enormously in their extent and intent. Each case will be treated individually to ensure a successful outcome to the problem.

In all circumstances the School:

- takes bullying incidents seriously
- provides assurance to the student(s) being bullied that they are not at fault and their confidentiality will be respected
- takes time to properly investigate the allegations and to understand any concerns of all individuals involved
- maintains records of reported bullying incidents
- will escalate its response when dealing with students who persistently demonstrate bullying behaviours and/or severe incidents.

Please refer to the School's *Bullying Prevention Policy* for full information on the School's approach to preventing and managing harassment and bullying behaviours.

# Serious Misconduct

Serious Misconduct is seen by the School as repetitive and/or intentional violation of the Code of Conduct for Students or School rules, and may involve:

- physical assault;
- intimidation or harassment of another child;
- repeated or extreme acts of aggression;
- deliberate disobedience, lack of respect, or persistent bad manners;
- leaving the school grounds without permission;
- wilful destruction or vandalising school property;
- unreasonable and significant escalation of violence;
- repeated or extreme crude behaviour or offensive language.

## Investigations into Serious Misconduct

When notified of an incident of serious misconduct School staff are required to record the details of the allegations and inform the Deputy Principal or Principal and other teaching staff where appropriate. The Deputy Principal or Principal will investigate the serious misconduct in a timely and sensitive manner. To appropriately investigate they may:

- speak to the those involved in the allegations;
- speak to the parents of the students involved;
- speak to the teachers of the students involved;
- take detailed notes of all discussions for future reference;
- obtain written statements from all or any of the above.

## Responses to Serious Misconduct

When sufficient information to understand the circumstances of the serious misconduct and the students involved is gathered, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the classroom teacher, specialist teachers, the Deputy Principal, Principal, parents and the School Counsellor, where required.

The School may implement all, or some of the following responses:

- facilitate mediation using the restorative approach between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance;
- facilitate an Individual Behaviour Support Plan (*Appendix D*);
- offer counselling support to all students involved or affected;
- provide discussion and/or mentoring for different social and emotional learning competencies of the students involved;
- monitor the behaviour of the students involved and take follow up action if necessary;
- implement year group targeted strategies to reinforce positive behaviours as appropriate;
- implement disciplinary consequences for the students, which may include removal of privileges, playground and classroom withdrawal, suspension and/or expulsion in extreme circumstances.

Parents will be formally notified, in writing, of serious misconduct, informed of the consequences being applied and the consequences of any further breaches. They will be informed of the availability of counselling to students and parents. They will be invited to negotiate an effective process to resolve the situation.

Detailed records will be created and maintained in relation to any serious misconduct.

# Suspension and Expulsion

In the case of serious misconduct or cases of persistent unacceptable behaviour, where it will be in the best interests of the school community and the student involved, the Principal may suspend a student from School for a short period of time (up to four days). The Principal, in consultation with the Leadership Team, Faculty and College, will exercise their authority to suspend a student immediately if they believe that the safety of staff or students is at risk. The School Council Chair will be informed if this occurs.

It is important that the Principal:

- informs the student and their parents of the reason for the suspension and the intended duration of the suspension; this should be done orally in person or by phone and followed with a written email to record the conversation.
- provides the student and their parents a reasonable opportunity to respond. If the Principal cannot contact the parents by phone, an email or letter outlining the suspension will be sent home and provide the parents with the opportunity to respond.

Conditions that are attached to a period of suspension should specify:

- any permission granted for the student to attend School during their period of suspension;
- the School response to a student entering school property without specific permission being given by the Principal;
- that the parent is responsible for the student during the period of suspension from School; and
- any other specific conditions considered to be necessary by the Principal.

The school will arrange a meeting to be held towards the end of the period of suspension with the student, parents, Class Teacher, and Principal. The School will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.

## Long Suspension - Five Days

If a short suspension has not resolved the problem or the behaviour is so serious as to warrant a long suspension, the Principal will advise the School Council Chair. The Principal will ensure that all relevant documentation is retained on file at School, for review by the Leadership Team and College who will make recommendations for further action. This must include a record of a process of 'procedural fairness'.

The Class Teacher will offer to develop, with the student and parents, an agreed study program to be undertaken by the student during the period of suspension.

Return to the School will be under the conditions of an agreement, signed by the parents and the Principal (or their nominee). The teacher and Principal (or nominee) will meet with the student and parents to set out conditions for the student continuing at School. The meeting is to be recorded along with the agreements made.

If after two long suspensions the matter has not been resolved, alternative strategies must be considered, including alternative educational programs or expulsion.

## Expulsion

On the very rare occasion and as a last resort after all other actions have failed, the Principal may expel a student. The decision is made in consultation with the Leadership Team and the College of Teachers, and the Chair of the School Council is notified in a timely manner. The Principal may expel a student from School if, whilst attending

school, or engaging in any school-related activity away from school grounds (including when travelling to or from that activity) the student:

- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- causes significant damage to or destruction of property
- commits or attempts to commit or is knowingly involved in the theft of property
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student's behaviour must be of such a magnitude that, whilst recognising the need of the student to receive an education; to maintain the health, safety and wellbeing of other students and staff at West Coast Steiner School; and to maintain the effectiveness of the School's educational programs, expulsion is considered the only available option.

It is critical that interventions and supports have been implemented to address behaviours of concern prior to making an expulsion decision. Students may only be expelled after a thorough investigation of the incident/s has been conducted.

In deciding to expel a student the Principal must determine that expulsion of the student is appropriate to:

- the behaviour for which the student is being expelled;
- the educational needs of the student;
- any disability or additional learning needs of the student;
- the age of the student; and
- the residential and social circumstances of the student.

Prior to an expulsion, the Principal must ensure that:

- a comprehensive range of strategies, consistent with the staged response, to meet the educational, social and emotional needs of the student has been considered and implemented by the School; and
- despite these strategies, the student's inappropriate behaviour persists.

The student and parents must be informed that expulsion is being considered and given the opportunity to be heard. The Principal may implement an immediate suspension pending expulsion, prior to a meeting with the student and parents being convened, if the severity of the situation and the possibility of immediate physical threat to another person warrants such action.

If the Principal decides to expel the student, they must provide the student and their parent with the following:

A Notice of Expulsion, which must include;

- the grounds and reasons for the expulsion;
- the date of the commencement of the expulsion; and
- that the student has a right to appeal the expulsion decision.

The Notice of Expulsion and a thorough record of the process undertaken to arrive at the decision to expel must be recorded in the register of suspensions and expulsions by the Principal.

## **Expulsion Appeals**

In keeping with principles of procedural fairness and natural justice, a decision to expel can be appealed by the student's parents. The appeal must be lodged with the Principal within 10 school days of receiving the Notice of Expulsion.

The Principal and College of Teachers will determine the appropriate constitution of the Expulsion Review Panel. The person who filed the Expulsion Appeal must be present at the Expulsion Review Panel and have an opportunity to put their case to the panel. The parent may be accompanied at the Expulsion Review Panel meeting by a support person who is not acting for a fee or reward. Legal practitioners are not permitted to attend this meeting on behalf of any member of the Expulsion Review Panel, the student or their parents.

The Expulsion Review Panel must nominate a member of the panel to verbally notify the person who has brought the appeal of the outcome of the appeal within 24 hours of the decision being made. This verbal communication must be followed up by written communication notifying the student's parents of the panel's decision.

If the Expulsion Review Panel overturns the decision to expel the student, the student must be readmitted to School immediately. The Principal must work with the student, their parents and the student's teachers to develop a Return to School Plan for the student.

## **Fair Process and Procedural Fairness**

To ensure fair process and procedural fairness:

- Any student subject to formal behaviour development processes will be informed about the nature of the complaint or alleged breach of the Student Code of Conduct in such a way that they are capable of understanding it clearly;
- Disputed matters are fully investigated which may include interviewing witnesses;
- The student is given a chance to respond to the allegations or complaints;
- Both the investigator and the decision-maker/adjudicator (who may be the same person) will be free from bias and from the perception of bias;
- The decision-maker will act reasonably and consistently with school policy;
- The School's response to a student's breach of discipline will not only accord procedural fairness to the student but also be proportionate to the nature of the breach and provide an avenue to appeal the outcome;
- The School will keep discipline records of disciplinary actions and will ensure that relevant policies are implemented fairly.

# Restraint and Physical Contact

Under regulation 38 of the School Education Regulations 2000, school staff, under certain conditions, may take action including physical contact with a student or a student's property as is reasonable to:

- manage or care for a student; or
- maintain or re-establish order; or
- prevent or restrain a student -
  - i. to ensure the safety of any person; or
  - ii. from damaging any property.

West Coast Steiner School may use physical contact to care for a student or to help manage their behaviour. Physical contact differs from restraint in that it uses no force and its purpose is to direct or correct a student. Staff may use contact to prompt, to give reassurance or to offer support in a variety of contexts. Younger students, in particular, may need reassurance and comfort in certain situations. Staff should be aware that some students find this use of physical contact unwelcome or inappropriate.

When attempting to maintain order it is always preferable for staff to use their voice to de-escalate inappropriate student behaviour. However, it may be necessary for a staff member to use reasonable physical contact to maintain or re-establish calm. This may also include situations where teachers need to defend themselves or others from physical harm. Examples of physical contact include escorting a student by the arm or hand, holding, guiding and shepherding. Physical contact must not be used where it is intended to provoke or punish a student, or cause pain, humiliation or injury.

In all cases it is vital for staff to maintain professional distance and to be aware that physical contact towards a student places them in a vulnerable position.

Before any form of physical contact is used with a student, staff must consider the following:

- the age of the student
- the situation in which it is used
- the purpose of the physical contact
- the likely response of the student.

Staff must only use reasonable physical contact in the event the student or any other person present is in imminent danger due to the student's behaviour.

## Physical Restraint

Physical restraint should only be implemented by staff that have been trained in an approved program such as Team Teach (or similar) and should be considered as a last resort once alternatives have failed or are deemed inappropriate. Physical restraint should only be used if a student is acting in a manner that places at risk the safety of any person, including the student, or there is a risk of significant damage to property. If it becomes necessary in emergency situations to use physical restraint for safety reasons and a trained person is not available, it will only be used with extreme caution.

Staff should have regular training updates to maintain knowledge and skill levels. Evidence of this training must be recorded by the School to identify the members that are qualified to carry out appropriate physical restraint.

When restraint is used:

- it will be used in such a way as to minimise or prevent harm;
- staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- it will stop as soon as staff determine the student is no longer presenting a risk to safety; and
- appropriate support will be provided to staff, the student and parents as required after the restraint.

Where staff are required to use restraint on an ongoing basis to manage the behaviour of an individual student, information about the use of restraint must be included in the student's Individual Development Plan. Planning for the ongoing use of restraint requires a collaborative approach between the Principal, the student's parents and staff.

The student's Individual Development Plan should include the following information:

- triggers that may lead to the use of physical restraint
- situations in which physical restraint is not to be used with a student
- situations that may result in the removal of other students from the immediate environment
- staff willing and qualified to use physical restraint as an agreed management strategy
- assistance to be provided for staff who are involved with physical restraint
- regular review of the Individual Development Plan to reduce and/or remove the need for physical restraint.

When physical restraint has been used, the incident must be recorded by the staff member and reported to the Principal and student's parents on the day of the incident. It is important that the written record contains:

- the names of those involved, including the student, staff member(s) and other people present;
- date and location of the incident;
- details of the behaviour of the individual and the staff, including attempts at de-escalation
- accurate and clear description of the steps taken, the nature of any physical intervention used and outcome
- a description of any injuries or damage to property.

# Record Keeping

## Incident Report

An Incident Report (*Appendix C*) is completed for individual students for incidents of a serious nature (e.g. hitting, rough play, damaging equipment). Incident Reports are completed by the teacher who dealt with the incident. The class teacher and parents are informed, and the Report is kept on file by Administration. A summary of the incident is recorded on the Concerns and Complaints Register to allow tracking of repeated behaviour.

## Individual Development Plan

An Individual Development Plan will be used for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the School's regular behaviour management approaches, the School's current management strategies are not effective, and/or the student is diagnosed, by an appropriately qualified professional, with a disability that impacts behaviour.

An Individual Development Plan will be developed by the teacher, in consultation with the parents and other specialists, as appropriate. This plan will clearly describe the desired behaviour/goals for the student and outline both positive and negative consequences required to shape the desired behaviour. The nature of the plan will reflect the child's age and development needs of the student, and consider the context in which the behaviours occur, along with any changes required to the learning environment to support the student.

Individual Development Plans will be discussed amongst the Faculty and College and are to be recorded and updated on the student's file. The Individual Behaviour Support Plan will be reviewed at a set time in order for the strategies to be appraised.

If a student does not comply with their Individual Development Plan the parents will be contacted and asked to take their child home for the remainder of the day. The School will request a meeting with the parents before their child returns to School.

## Policy Review and Dissemination

This policy and related procedures will be made available to the public and staff on the School website and is available to staff in the Policies and Procedures folder in Reception. The School Community will receive reminders to refer to this policy (and updated versions) through the School Newsletter.

All staff will be directed to read this document at the first staff meeting at the commencement of the school year. New staff will be informed of this policy as part of the School's Induction Program. The School will provide ongoing training to ensure that all staff members understand their responsibilities in relation to this policy.

The School may, at any time, make amendments to this policy to ensure continuous improvement. If changes are made prior to the scheduled review they will be noted in the Version Management table of the policy and communicated to the School community as appropriate. The policy will be formally reviewed at least once every three years by the School Principal and ratified by the School Council.

# Appendices

## Appendix A: School Rules

### I will prioritise learning at School by:

- Being on time and prepared for lessons with all needed materials
- Following the teacher's instructions first time
- Listening respectfully when a teacher or other students are speaking
- Raising my hand to indicate I wish to speak
- Focusing on my learning and remaining quiet during quiet work time
- Joining in activities in a sensible way
- Not distracting or disturbing others so everyone can learn
- Doing the best I can in all school activities

### I will respect my own and other people's right to fairness, peace and happiness by:

- Accepting others for who they are regardless of how they may differ from me (age, race, culture, ability, etc).
- Including others, being friendly and giving everyone chances
- Always speaking kindly and truthfully
- Keeping my hands, feet and objects to myself and never intentionally harming others
- Following rules so we all enjoy fair play
- Taking responsibility for my behaviour
- Being open to restorative conversations to repair relationships with others

### I will respect the property that belongs to me and others by:

- Taking responsibility for my own personal possessions
- Storing my bicycle in the racks near the Performance Room, or storing my skateboard or scooter in Reception
- Not damaging other people's property or taking it without permission (including pencils, rulers, food, hats)
- Treating school property in a manner so it can be used later by others
- Returning property that belongs to others the way that I found it
- Letting a staff member know if something is broken.

### I will play and behave in a way that is safe to me and to others by:

- Staying in the school grounds during school hours
- Playing in the area designated for my Class during recess and lunchtime
- Playing in a friendly way, with gentle touch and kind language
- Entering classrooms only when a teacher or staff member is present
- Walking along verandas and paved areas
- Kicking balls on the oval and playing other ball games on the front playground, quadrangle, or basketball area
- Climbing only the Lizard Tree and following the rules for safe climbing
- Using sticks for creative, safe play, e.g. cubby making
- Playing handball and other games carefully, fairly and sharing turns
- Riding my bicycle, skateboard or scooter outside the school grounds
- Being Sunsmart – applying sunscreen, wearing a hat and shoes outside. No hat means restricted play
- Reporting any rough play, swearing, bullying behaviour or problems to the Duty Teacher and Class Teacher

### I am proud to be a student of West Coast Steiner School. I will demonstrate this by:

- Welcoming guests or newcomers
- Speaking positively about our School
- Keeping the School beautiful: allowing nature to grow, not graffitiing or damaging property
- Wearing clothing in keeping with the School's dress standards
- Following the Code of Conduct for Students and my Class Agreement.

## Appendix B: Positive Intervention Plan

Full document located in \Admin\fileshare\Pastoral Care

### Positive Interaction Plan (PIP) Form



Student's Name:	Class:
Teacher's Name:	Date:
Persons Present:	

Previous Related Issues
Teacher's view of the situation
Child's view of the situation
Parent's view of the situation

Agreed behaviours that need to change
Strategies on how to support these changes

## Appendix C: Incident Report



### Accident / Incident/Hazard Report Form (circle as appropriate)

DETAILS OF PERSON MAKING THIS REPORT	
Full Name:	Position:
Employer (external contractors):	
Email:	Phone:
ACCIDENT/INCIDENT DETAILS	
Date Occurred:	Time Occurred: Location:
Person(s) Involved in the Accident/Incident (if student, include class):	Names of Witnesses:
Details of Accident/Incident (explain what happened, how it happened, time returned to class etc):	
Did the accident/incident result in an injury? NO / YES If yes, complete Injury Section on next page	
HAZARD REPORT	INCIDENT FOLLOW THROUGH
Did the accident occur as a result of a hazard? NO / YES If yes, complete following details	List Restorative Justice steps followed to resolve issue.
Location of Hazard:	
Description of Hazard:	
Have you removed hazard or taken any other action?	
Has hazard been previously reported? NO / YES Reported to:	

<https://wcsswaeduau.sharepoint.com/sites/Admin/Shared Documents/files/Share/Critical Incident and Emergency Management/Accident Injury Hazard Report.docx>

# Appendix D: Individual Development Plan – Behaviour



## INDIVIDUAL DEVELOPMENT PLAN

<b>STUDENT NAME:</b>		<b>IEP CREATION DATE:</b>	
<b>D.O.B:</b>	<b>CLASS TEACHER:</b>	<b>MONITOR DATE(S):</b>	
<b>CLASS:</b>	<b>OTHERS:</b> (EA, Parents, Specialists etc.)	<b>REVIEW DATE:</b> 3-6 months minimum	

<b>BACKGROUND</b> <i>Student profile, strengths and weaknesses, history</i>						
<b>RELEVANT DIAGNOSES / ASSESSMENTS</b> <i>(attach specialist reports as required)</i>						
<b>NCCD CATEGORY AND LEVEL</b>		N/A	QTD	SUPPLEMENTARY	SUBSTANTIAL	EXTENSIVE
	PHYSICAL					
	COGNITIVE					
	SENSORY					
	SOCIAL EMOTIONAL					
<b>PLANNING AREAS</b> <i>(Shade and include notes if required)</i>	SOCIAL / EMOTIONAL	BEHAVIOURAL	ACADEMIC (LITERACY)		ACADEMIC (NUMERACY)	
	SENSORY	ATTENTION / PROCESSING	PHYSICAL / MOTOR		COMMUNICATION / LANGUAGE Speech difficulties Unclear communication	

<b>LONG TERM GOALS</b>	
------------------------	--

<b>SHORT TERM GOALS</b>	
-------------------------	--

CURRENT PERFORMANCE / BEHAVIOUR	LEARNING GOAL	STRATEGIES TO ACHIEVE GOAL	PEOPLE RESPONSIBLE / RESOURCES	ASSESSMENT (WHAT, HOW, HOW OFTEN)