



Perth Waldorf School

# Behaviour Management Policy

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## Perth Waldorf School Behaviour Management Policy V6.3

Behaviour Management Policy	
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Compliance interactions:	Standards Child Safe Framework Child Protection Policy
Area	Teaching
Delegated Policy Owner (Custodian)	School Administrator Coordinators
Priority	1
Procedures and forms:	Incident
Supporting documents:	PWS Code of Conduct PWS Teacher's Handbook
PWS Website:	No
Related policies:	Attendance Policy Bullying Prevention Policy Critical Incident & Crisis Management Policy Child Protection Policy Staff Code of Conduct Grievance and Concern Policy
Links	<a href="https://www.education.wa.edu.au/ongoing-obligations">https://www.education.wa.edu.au/ongoing-obligations</a> <a href="https://mrweb.communities.wa.gov.au/psc/mrweb/EMPLOYEE/CRM/c/MRIS2.AS_MRIS2.GBL?Page=AS_MRWEBFRONT_PG&amp;Action=A&amp;">https://mrweb.communities.wa.gov.au/psc/mrweb/EMPLOYEE/CRM/c/MRIS2.AS_MRIS2.GBL?Page=AS_MRWEBFRONT_PG&amp;Action=A&amp;</a>
Legislation:	School Education Act 1999 Occupational Safety and Health Act 1984 (WA) The National Safe Schools Framework
Circulation:	Faculty Co-ordinators Summary to Parents via newsletters and web links All staff (induction, handbook, intranet)
Feedback:	fdavidson@pws.wa.edu.au
Review/ stakeholders:	College of Teachers Policy sub-committee

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### **1.1. DEFINITIONS**

**“Critical Incident”** an event where there is high likelihood of traumatic effects and evokes unusual or unexpectedly strong emotional reactions which have the potential to interfere with the ability of the individual, group or related parties to function at the time or later.

### **1.2. POLICY STATEMENT**

The Perth Waldorf School is committed to the safety, health and wellbeing of children and young people in our care and expect all school staff, parents, students, volunteers and visitors to the School to share that commitment. The School provides a safe, non-violent environment for all students and staff and explicitly bans the use of any form of child abuse or corporal punishment.

The Perth Waldorf School provides high quality education based on the insights of Rudolf Steiner. The Steiner Education ethos and philosophy includes the belief that caring for others, for ourselves, and for the world is a vital part of living as developing human beings. We consciously model these values through positive and respectful behaviour between teachers and colleagues, between teachers and students, and between teachers and parents.

This policy emphasises demonstrating and guiding positive behaviour and includes processes for the effective management of student behaviour

### **1.3. PURPOSE**

The purpose of the policy is to enable the teacher, with strength and purpose, to instil in students an appreciation of clear order and respect for others, and to ensure a safe caring learning environment, which promotes personal growth and development for all.

Students receive positive feedback and encouragement for following the school rules shown in Appendix B and working well with the teacher and their peers. Teachers will assist students by developing their social skills and positive communication skills that will enable them to work through problems that arise in the classroom or the playground.

Age appropriate management and consequences for poor and/or unacceptable behaviour, as shown in Table 2, are part of this Behaviour Management Policy. Standards with respect to playground behaviour and use of the bus service along with information and procedures with respect to bullying and drugs are found in the associated Appendices.

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### **1.4. RIGHTS & RESPONSIBILITIES**

Our school has a set of rights and responsibilities that are assigned to all students, staff and parents which members of the school are expected to recognize and adhere.

#### **4.1 Rights**

##### **Student Rights**

- Students have a right to work, play and learn in a safe and supportive environment.
- Students have a right to learn to the best of their ability and to be treated with dignity and respect.

##### **Teachers' Rights**

- Teachers have a right to teach in a safe and supportive environment.
- Teachers have a right to be treated with dignity and respect.

##### **Parents' Rights**

- Parents have a right to be treated with dignity and respect.
- Parents have a right to know that their child is learning in a safe, supportive and respectful learning environment.

#### **4.2 Responsibilities**

##### **Student Responsibilities**

Students need to

- Respect the rights of others, to play co-operatively and safely with others.
- Be attentive in their learning, to try their very best and to be fair and honest.

##### **Teacher Responsibilities**

Teachers' responsibilities are

- To provide an engaging learning environment that is safe and supportive.
- To be thoughtful and respectful of their students.
- To demonstrate by their own behaviour the values that are expected of their students.
- To act consistently and fairly.

##### **Parent Responsibilities**

Parents are expected

- To be supportive of the Steiner education philosophy, ethos and policies of our school.
- To be supportive of the teachers and support the implementation of the Behaviour

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- To alert or consult the teacher if there is a problem, concern or question in relation to their child.

### 5. BEHAVIOUR MANAGEMENT

#### 5.1. Behaviour management approach

The following section details the approach taken by the school generally, but not always in consecutive order, to manage behaviour. It should be noted that a parent meeting may be arranged at any time by the teacher to discuss a student's behaviour. Parents are encouraged to speak with the child's teacher about rules that apply to the class and to ask any other questions they may have about school behaviour management and discipline.

#### 5.2. Behaviour Management Strategies

In most instances behaviour issues are handled and resolved using the three complementary strategies in the table 1.

<b>1) Steiner Curriculum and Approach to teaching</b>		
Implementation of the Steiner Curriculum which meets the needs of the child at each stage of development.		
Teaching approach which nurtures the children and involves the head, heart and hand.		
<b>2) Proactive Strategies</b>		
Emphasis is placed on positive behaviour and students receive positive feedback and attention for positive behaviour.	Teachers use in-class discussions, stories, role-plays etc. to explore the effects of behaviour that negatively effects others (including bullying) and the importance of peer respect and support. Teachers help students to develop social skills, including communication and problem solving	Clear classroom rules are implemented fairly and consistently by all teachers.
Teachers arrive punctually for playground supervision.	Students see that alerting a teacher to a problem is not "dobbing".	Respectful, healthy, age appropriate behaviour is promoted in all environments.

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### 3) Restorative Practice Approach

The Restorative Practice approach aims to allow 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.

The tool is used to manage conflict and harm situations. (Please see Appendix C for details about this approach.)

*Table 1 Behaviour Management Strategies*

## 6. BEHAVIOUR CONSEQUENCES AND DISCIPLINE PROCEDURES

### 6.1. Consequences of inappropriate behaviour

If behaviour issues are not resolved using the three behaviour management strategies (at 4.2) or are deemed to need a more immediate response, various actions may be taken according to the teacher's discretion and professional judgment.

Table 2 shows examples of actions that may result as a consequence of inappropriate behaviour.

Time out	Examples: <ul style="list-style-type: none"> <li>• Students to sit on bench or stay with duty teacher during play</li> <li>• Lunchtime work 'catch-up' with teacher</li> <li>• Student to sit separately from other students in class</li> <li>• Student excluded from particular class activities or playing with particular children students to 'stay in' during playtime</li> <li>• Students to pick up rubbish or other helpful task</li> <li>• Students to write card or letter of contrition for behaviour.</li> </ul>
Lunchtime 'detention'	
Exclusion from other students or activities	
Special task	
Parent may be contacted and involved in the solution	

*Table 2: Examples of consequences*

### 6.2. Formal Measures

When it is deemed necessary, the formal disciplinary measures in Table 3 will be followed. Parents will usually be informed when these measures are taken.

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<p>After School Detention (Year 7-12 Students only)</p>	<ul style="list-style-type: none"> <li>• Generally, two entries in the Detention File within a week will incur an automatic after school detention.</li> <li>• At a teacher’s discretion, a one-off serious misdemeanour may incur an automatic after school detention.</li> <li>• After school detentions are considered an inconvenience for all parties and parents are expected to follow-up the detention with discussions with their child about this and the behaviour that lead to the detention.</li> </ul>
<ul style="list-style-type: none"> <li>• Disciplinary Meeting</li> <li>• Formal Restorative Justice Conference/</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Two after-school detentions in one term, or when a teacher believes a misdemeanour warrants it may incur a suspension, as well a disciplinary meeting may be organised. This meeting may involve a range of people including but not limited to the student, the student’s parents, the class teacher, the faculty coordinator and those affected by the misdemeanour.</li> <li>• An Individual Behaviour Plan may be created (it may be created at the teacher’s discretion at an earlier stage).</li> </ul>

*Table 3: Formal Measures*

### 7. SUSPENSION, EXCLUSION AND EXPULSION

General principles relating to suspension, exclusion and expulsion are at Appendix A and summarised in Table 4.

<p>Suspension</p>	<p>At any time, an in-school or at-home suspension will result if a student seriously or continuously violates school rules, the rights of others or shows insufficient signs of change despite all efforts at seeking a resolution.</p> <p>Suspension will be approved by the Faculty Coordinator and School Administrator.</p> <p>The College of Teachers will be informed.</p>
<p>Exclusion</p>	<p>Exclusion may take place where a long suspension has not resolved the problem and it is considered that the student might develop self-discipline and cooperative behaviour in a suitable alternative school.</p>



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	The College of Teachers will be informed.
Expulsion	Three members of the college of teachers to agree. Expulsion of a student requires ratification by the school administrator. The School Council will be notified.

*Table 4: Suspension, Exclusion, Expulsion*

### 8. RELATIONSHIP TO CRITICAL INCIDENT MANAGEMENT

**Please refer to the Critical Incidents Policy for detailed procedures.**

By rare exception, it is possible that student behaviour may result in the triggering of the critical incident procedure

#### **Crisis management team**

The School Administrator has the responsibility to form a crisis management team. Membership of the team depends on the nature of the crisis but will generally involve the School Administrator, the relevant Faculty Coordinator, and the Class Teacher/Guardian. Other members may be called upon depending on the incident or roles assigned to team members to handle particular activities (e.g. communication, document management).

One of the members of the crisis management team is allocated the task of document control and ensuring a good level of detail of the incident investigation and response is captured.

#### **Notification of a critical incident**

The School Administrator will act promptly to:

- Contact WA Police if the particular incident warrants it;
- Contact a parent or carer of any student who has been harmed or threatened with harm;
- Contact a parent or carer of any student directly involved in the incident;
- Notify the Department of Education within 48 hours of the event via a critical incident report form on the DES website <https://www.education.wa.edu.au/ongoing-obligations>

Police notification by the school involves good judgement and depends on the nature of the incident, or whether the child is in immediate danger. Early advice should be sought from the Department of Education or from the police if clarification about the reportable nature of an incident (such as a crime) is required. There are particular critical incidents relating to child protection that require mandatory reporting to the Department of Communities as detailed in the PWS Child Protection Policy.

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### **Following a critical incident**

Approaches detailed in the Behaviour Management Policy and associated discipline strategies may form part of the response to elements of the critical incident. For example, the restorative practice approach may be a tool used to debrief in situations where there has been harmful behaviour.

In the event of a critical incident an independent experienced facilitator may be engaged to guide a formal restorative justice conference.

Information and experience collected from the incident will inform proactive strategies to assist with the longer term response and debriefing of the incident as well as a review process that may be conducted by an independent committee formed by the School Council Chair.

## **APPENDIX A: SUSPENSION, EXCLUSION AND EXPULSION**

### **A. General Principles**

- 1) The school should use its available authority immediately if it believes that the safety of staff or students is at risk.
- 2) The School will seek early and positive support from parents or caregivers in resolving discipline and behaviour problems. Suspension provides a period when all parties can seek a positive resolution to the problem.
- 3) A student who is extremely insolent, persistently disobedient, disruptive or continually harasses other students or staff may be suspended from school.
- 4) Violent behaviour must be dealt with swiftly and may result in immediate suspension, exclusion or expulsion.
- 5) Parents are to be notified, in writing, of suspension, exclusion or expulsion.
- 6) A record must be created and maintained in relation to any serious student misbehaviour particularly where that misbehaviour may lead to suspension, exclusion or expulsion.
- 7) The School may refuse enrolment of a student on the grounds of previous documented violent behaviour
- 8) Action by a student that could constitute a reportable crime may be reported to the police by the school or the victim/care giver may be supported to do so by the school.
- 9) When a parent or guardian does not agree to withdraw a child who has been expelled or excluded, the School Council as the governing body may be informed and may form a committee to review the decision. In the interim, the child may be expected to stay away from school.

### **B. Circumstance Principles**

#### Urgent circumstances

- 1) In circumstances where violence has occurred, or where for some reason the safety of students or staff is considered to be at risk, the school will immediately suspend or expel a student.
- 2) If a student's behaviour is threatening to other students or staff, the school may call the police.

#### Non-urgent circumstances

- 1) Except in the cases of immediate suspension or expulsion in extreme circumstances, before suspension or expulsion is enacted the Administrator will be confident that:
  1. Appropriate school student welfare and behaviour management strategies have been applied and that relevant staff such as guardians and class teachers have been involved;
  2. The student and parents or caregiver are informed of the unacceptable behaviour, and are informed of the consequences;

### **C. Suspension**

In cases of suspension – both short and long – the School will:

- 1) Inform the student and/or parents or caregivers of the grounds upon which suspension is being enacted.
- 2) Notify the parents or caregiver in writing of:
  - 3) the suspension;
  - 4) the date and probable duration of the suspension;
  - 5) the reasons for the suspension;
  - 6) the importance of their assistance in resolving the reason for suspension;
  - 7) any intention to proceed to exclusion or expulsion if applicable.
- 8) Outline clearly conditions for re-entry into the school.
- 9) Record action taken.

#### **Short suspension – up to four days**

- 1) The School Administrator may impose a short suspension of up to four school days.
- 2) In determining whether a student's behaviour is serious enough to warrant suspension, the school will consider the welfare of the student, teachers and other students in the class or school.
- 3) Two short suspensions within 12 months is considered very serious. If the unacceptable behaviour persists after two short suspensions, strategies such as alternative education programs (exclusion) must be considered, as well as strategies such as counselling or referral to outside agencies. Expulsion may also be considered.

#### **Long suspension – five days or more**

- 1) The School may impose a long suspension on an individual student.
- 2) If two long suspensions occur and the matter has not been resolved, alternative strategies are highly recommended including alternative educational programs, exclusion or expulsion.

### **D. Exclusion from School**

- 1) Exclusion is not a substitute for expulsion. Accordingly, exclusion from a school may take place only where a long suspension has not resolved the problem, and it is considered that the student might develop self-discipline and cooperative behaviour in a suitable alternative school for a period of time.
- 2) Where a student is excluded from the school, the School, in conjunction with parents or caregiver, will arrange a suitable alternative school placement for the student. If this cannot be arranged an application for expulsion or a return to the school are the only other options.
- 3) The School must notify the parents or caregiver in writing of an intended exclusion from the school. Three College of Teacher members must approve exclusion. The School Council Chair will be notified.

### **E. Expulsion**

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- 1) The School may recommend expulsion. In such cases, the student will be immediately suspended.
- 2) Expulsion may be recommended following violent behaviour, threats of violent behaviour, the bringing of weapons or drugs to school, irrespective of any police action taken or continued cases of serious misbehaviour.
- 3) Final decisions of a formal expulsion lie with three members of the College of Teachers and ratified by the School Administrator. The School Council will be notified. In the case of a caregiver voluntarily withdrawing their child from the School, the College and Council will be notified by the School Administrator following the child being withdrawn.
- 4) Notification of expulsion shall be given in writing.
- 5) If required a follow up interview may be made available to parents/students.

## APPENDIX B: SCHOOL RULES

<b>We all have the right to feel safe at all times</b>		
<b>Care of Self: We will</b>	<b>Care of Others: We will</b>	<b>Care of Our School and the Environment: We will</b>
Act and move safely	Never bully	Care for school property and its plants and wildlife
Wear footwear unless given special permission.	Speak to each other and to all teachers and all staff respectfully	Follow the pathways delineated by ropes & chains and not take shortcuts to form new paths.
Be in the right place at the right time and stay within the school boundaries during school hours.	Listen when a teacher is speaking	Care for our classrooms and school equipment and materials
Act with care Inside and outside the classroom.	Not interfere with the learning of others	
	Follow school and classroom rules	
	Care for the property of others	

**APPENDIX C: LIST OF UNACCEPTABLE BEHAVIOURS AND FORBIDDEN ITEMS**

<b>Unacceptable Behaviour</b>	<b>Forbidden Items</b> (Attract immediate confiscation and disciplinary action)	<b>Items not to be used on school grounds</b> (A teacher or member of the school staff has the right to temporarily confiscate items that should not be on display at school)
Bullying (see Prevention of Bullying policy)	Cigarettes / Matches / Lighters / Fireworks	Wheels (bikes, skateboards etc.)
Lying	Alcohol and drugs of all types (including any non –prescription drugs)	Electronic equipment (IPODS, earphones mobile phones etc.)
Kicking, pushing, hitting, spitting	Pornographic material	
Throwing sticks, stones or other objects	Knives and weapons	
Violent behaviour	Chewing gum/ bubble gum	
Verbal abuse		
Teasing		
Swearing		
Rudeness		
Wilful exclusion of others/ formation of cliques		
Malicious gossiping		
Continual talking while the teacher is talking		
Failure to follow instructions		
Regularly not completing homework		

**APPENDIX D: RESTORATIVE PRACTICE APPROACH**

**1. Introduction and Overview**

The Perth Waldorf School has adopted the Restorative Justice Practice Approach as a tool to deal with behaviour issues. This practice aims to allow 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.

While acknowledging this empowering approach, teachers and other staff retain the right and obligation to use their professional judgement and personal authority to deal with students and behaviour issues.

The Restorative Justice approach requires all parties to be willing participants

**2. Corridor Conference Approach**

Using the restorative practice approach, the teacher will usually act as a facilitator and would use the following language and questions as a guide.

Wrongdoer	Person Harmed	Back to Wrongdoer
What happened?	How have you been affected?	Does that seem fair? If not, what needs to happen?
What were you thinking/feeling at the time?	What’s the hardest or most difficult part?	Is there anything you would like to do or say?
What have you thought since?	What would you like to see happen?	Facilitator - Remember to: Use silence Say “tell me more” or “say more about that” Give time to reflect & if necessary
Who has been harmed / affected? How?		
What needs to happen to repair the harm/make things right?		

**3. Debriefing Questions**

1) Standard Debriefing (No harm)	2) Debriefing Harmful Behaviour
What happened?	What happened?
What was the hardest or most difficult part?	What were you thinking at the time?
What could you do differently next time?	How do you think (other person/members of group) feel/s? What could you do differently next time?
	Is there anything you want to say or do?

**4. Formal Restorative Justice Conference**

In situations of significant conflict or harm it may be necessary for a more formal “round table” type conference to take place. This may involve an independent experienced facilitator, and it may be appropriate for various parties to invite a support person to accompany them.



## APPENDIX E: BEHAVIOUR AT THE BUS STOP AND ON THE BUS

To make the bus stop use and bus travel a safer and happier experience we have set out some simple guidelines to assist everyone.

Firstly, the school day begins and ends at the school bus stop. Children are expected to behave in a way that will make everyone feel proud to be part of the school. School rules apply at the bus stop, on the bus and at school alike, because we all agree that school should be a safe and enjoyable place.

### Rules at the Bus Stop

- Waiting quietly, leaving space on the pavement for other users;
- No running up and down the pavement;
- No swinging on poles;
- No climbing trees;
- No swearing, disrespectful language or calling out aimed at other children or adults.

### Out of bound areas for students

- Shops, car park and the road

### Rules on the Bus

- Everyone remains seated;
- No calling out or bad language;
- Considerate and polite behaviour towards the bus driver and fellow passengers

If any of these safety or courtesy rules are disregarded the following consequences will apply:

1. The student will be given a warning from a teacher and a form will be sent home that must be signed by a parent and returned to school.
2. If a second warning is given in the same week, the parent will be contacted and the child must be driven to school for 2 days
3. If a further warning is given during a period of six weeks and disregarded, the loss of privilege to ride on the bus will be extended for a week or more at the discretion of the School Administrator.

The School asks for support from everyone in reinforcing these simple but necessary guidelines by discussing them at home.

The School is confident that everyone can work together to make bus travel a positive part of the school day.

**APPENDIX F: PLAYGROUND BEHAVIOUR AND DUTY TEACHER RESPONSIBILITY**

**Primary School Context**

Students eat morning tea and lunch with their class teacher and are then released to play in designated areas which are designated by the Primary Faculty at the beginning of each school year.

Play Area Rules	Out of Bounds Areas
<p>On the small field ball games must not involve kicking.</p> <p>On the oval kicking of balls is permitted. Tackling is not permitted.</p> <p>Cubbies Any disputes over cubby materials should be referred to the class teacher. Cubbies must be dismantled at the end of each term.</p> <p>Promoted from kindergarten is a culture of non-violent play, thus we discourage the use of imitation weapons/guns.</p>	<p>Outside school perimeter Car park area Fenced bush areas Maintenance sheds &amp; containers</p> <p>Paths The paths throughout the school have been delineated by poles or ropes. Students and teachers are expected to keep to these paths and to ensure that students do not take short cuts through the out of bounds areas and form new paths.</p> <p>Bicycles and skateboards All areas inside the school are out of bounds for bike riding or skating. Students are to walk their</p>
Wearing of Hats & Shoes During Play	Wet Weather Play
<p>Hats to be worn during term 1 and 4. No hat, no play – no warnings. Children put on hats before going out to morning tea and lunch. Shoes should be worn at all times except in the sandpit</p>	<p>Children to play under cover</p> <p>Children can go into their classroom for quiet activities</p>
Water Play Rules	
<p>When we use water for the purpose of fun and entertainment for our children we must keep in mind that we live in a country with severe water restrictions and must be conservative about how we use it.</p>	
<p>Water play needs to be supervised by the Class Teacher.</p>	<p>Water play must be confined to a designated area, not around buildings.</p>
<p>Water pistols/guns are not permitted.</p>	<p>The children must have a change of clothing.</p>
<p>Water bombs are not permitted.</p>	

**High School Context**

Students eat morning tea and lunch supervised either inside or outside their classrooms by the duty teacher before being released for play. High School recreation areas are designated by faculty at the beginning of each school year.

Play Area Rules	Areas out of Bounds
<ul style="list-style-type: none"> <li>• On the field kicking of balls is permitted.</li> <li>• Tackling is not allowed</li> </ul>	<ul style="list-style-type: none"> <li>• Outside school perimeter</li> <li>• Car park area</li> <li>• Fenced bush areas</li> <li>• Maintenance shed and containers</li> </ul>

**Duty Teacher Responsibilities**

Duty Teachers need to be aware of the duty roster and it is their responsibility to be on playground duty at the appropriate times. Teachers are to ensure students observe school rules and codes of behaviour. Teachers are to follow through with disciplinary actions where necessary.

All teachers need to familiarize themselves with the Behaviour Management Policy and in particular the Restorative Practice Approach. It is important that all teachers act consistently so that the children get clear and consistent messages regarding their behaviour in the playground.

Teachers should have ready access to first aid supplies by having a belt bag or a first aid box in a nearby classroom.

Classes should be dismissed on time. If dismissed early the class must be supervised by the class teacher. In the case of after school duty any unsupervised children left after 3.15 pm may be taken to the School office.

Every teacher exercises a "duty of care" whether on duty or not.

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### APPENDIX G: DRUGS, ALCOHOL & TOBACCO

#### Definition

For the purpose of this policy "illegal drug or drugs" means:

1. Any drugs referred in the Misuse of Drugs Act 1975 as: a "controlled drug", a "controlled drug analogue" or a drug "derived from a prohibited plant".
2. Any prescribed drugs not being used by a person other than for whom they have been prescribed by a medical practitioner or medical specialist.
3. Any alcohol or tobacco or other harmful substance.

#### Rationale

To ensure the student body and school community are protected from the use and consequences of illegal drug taking, or dealing in illegal drugs.

#### Objectives

1. That no student uses drugs or is found influenced by drugs, on school property or at school functions.
2. That no student is in possession of illegal drugs.
3. That no student sells, gives away or exchanges drugs at school or on school property or at school functions.

#### Procedures

1. Possession of or use by students of any illegal drugs at any time on the school premises, school excursions, at functions, or en-route to and from school will result in immediate suspension for an unspecified period of time with a view to expulsion. Reasonable steps will be taken to ensure that pupils receive good guidance and counselling. Police may be called.
2. Possession of or use by students of alcohol or tobacco at any time on school premises, on school excursions, at functions, or en-route to and from school will lead to immediate suspension with a view to expulsion.
3. The school will query any medication in possession of or used by students, at any time on the school premises, on school excursions, at functions, or en-route to and from school.
4. If a student is suspected to be under the influence of any drugs, his/her parent/guardian will be called and may be asked to take their child to a doctor for a medical consultation. In the event that no parent or guardian can be contacted or are unavailable, the school will act 'in loco parentis'.
5. If a student is suspected of being in possession of drugs, a search of the student's bag, jacket, desk or other belongings may be conducted in the presence of two teachers.
6. If a student is suspected of concealing drugs on his or her person, the parents will be called and the police may be asked to conduct a search.
7. A student may, in some circumstances and at the sole discretion of the school, return to school to continue their studies provided they:
  - a) undergo counselling, and
  - b) submit medical test results to prove they are drug-free, and
  - c) sign an agreement to abide by school policy
8. Any illegal drugs found by a teacher must be receipted at the office and be locked away until such time as they can be handed to the police or appropriately disposed of. Drugs should not be handled by anyone who isn't directly involved with the investigation.