



**PERTH WALDORF
SCHOOL**
Steiner Education

Bibra Lake & Parkerville Campus

Behaviour Management Policy V8.0 website

Behaviour Management Policy	
Date first approved:	Created 2013
Date of effect/ approved by Council	June 2016, March 2022
Date last amended:	December 2021
Date of next review:	January 2023 (annually)
Compliance interactions:	Australian Teaching Standards Child Safe Organisation Framework National Principles Child Protection Policy Australian Student Wellbeing Framework Bullying No Way Kids Matter Mind Matters
Delegated Policy Owner (Custodian)	School Administrator Coordinators
Procedures and forms:	Incident
Supporting documents:	High School Prospectus Kindergarten Handbook Parkerville Handbook Primary School Handbook Staff Handbook
PWS Website:	Yes – policy only
Related policies:	Attendance Policy Child Protection Policy Code of Conduct for Staff, Contractors, Volunteers and Council Members Code of Conduct for Parents Critical Incident & Crisis Management Policy Grievance and Concern Policy Prevention of Bullying Policy Student Code of Conduct
Links	https://www.education.wa.edu.au/ongoing-obligations
Legislation:	Criminal Code 1913 (WA); Disability Discrimination Act 1992 (Commonwealth); Disability Standards for Education 2005; and Equal Opportunity Act 1984 (WA) Occupational Safety and Health Act 1984 and Regulations 1996; School Education Act 1999 (WA); School Education Regulations 2000 (WA); State Records Act 2000(WA).
Circulation:	Faculty Co-ordinators Summary to Parents via Handbook and Prospectus All staff (induction, staff handbook)
Feedback:	pws@pws.wa.edu.au
Review/ stakeholders:	College of Teachers

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1. DEFINITIONS

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

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

“Child abuse”

Four forms of child abuse are covered by WA law and are 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 caregiver.
- (2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child’s age and developmental level, and 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 is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

“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.

“Harassment”

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

2. POLICY STATEMENT

Perth Waldorf School is committed to providing a safe and supportive environment for all students and staff and for having processes in place for an effective behaviour management policy. Perth Waldorf School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

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. Any processes are guided by the best interest of the child as the primary consideration.

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.

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 recognise and adhere to.

Allowances for students identified as having special needs and/or issues related to mental health & well-being will be addressed.

4.1 Rights

Students' 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

Students' 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.

Teachers' 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.

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