



# CHRYSALIS STEINER SCHOOL

educating the whole child

## BEHAVIOUR SUPPORT POLICY

### Aim

Chrysalis School aims to support and promote the development of pro-social behaviour, individual responsibility and respect for others in our students, from the Kindergarten child through to the Middle School student.

Using the indications of Rudolf Steiner as a guide to child development, problematic behaviour is addressed via a system of school-wide effective behaviour support. The school aims to improve student behaviour through proactive measures such as explicit instruction of social skills, classroom management strategies, supporting students who experience difficulty, and encouragement and acknowledgement of those able to live up to behavioural expectations. We strive to create a balance between the rights of the individual, and the harmony of the whole.

### Purpose

This policy:

- provides guidance for staff, students and parents on the School's approach to behaviour management and relationships
- ensures behaviour management procedures are based on principles of procedural fairness
- deals with behaviour matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

This policy is to be used as a guide for all school activities and events.

### Introduction

Chrysalis School has policies relating to discipline of students attending the school that are based on principles of procedural fairness.

The Act requires that policies related to the discipline of students be based on procedural fairness. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.

**Procedural fairness** is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. A review mechanism adds to the fairness of the process.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations

- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker

## **General policies**

- 1.1 This policy applies to Chrysalis staff, students and parents.
- 1.2 Students are required to abide by the School's Behavioural Expectations (*Attachment 4*) and the Code of Conduct (*Attachment 3*) and to follow the directions of teachers and other people with authority delegated by the School.
- 1.3 Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student will be required to engage in considered restorative practices and may be subject to disciplinary action and the school (in collaboration with parents/carers) may develop an Individual Behaviour Support Plan.
- 1.4 The disciplinary procedures undertaken and restorative practices required by the School vary according to the seriousness of the alleged offence. When a student demonstrates challenging behaviour on an ongoing basis, the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
- 1.5 The consequences vary according to the age, behaviour and the prior record of the student. Students will be supported to address their behaviour through considered restorative practices. As a consequence, there could be at the lower end of the scale 'time out', a warning/reminder system or detention as appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. (*Refer to Attachment 6 Behaviour Management/Support Procedures and Attachment 9 Suspension and Expulsion Procedures*)
- 1.6 The school does not support or permit corporal punishment of students attending this school under any circumstances.
- 1.7 The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons to enforce discipline at the school.
- 1.8 The school adheres to protective behaviour guidelines.

## **A Framework for Managing Behaviour at Chrysalis**

### **Positive Behaviour Support towards Changing Behaviour**

At Chrysalis we believe that by incorporating principles of restorative justice into student management practices we can:

- begin to address the root causes of harmful behaviour
- acknowledge that harm from incidents goes beyond those directly involved in the incident
- find meaningful ways to respond to violations against people and property and to develop preventative strategies
- develop in young people a sense of understanding, responsibility and accountability
- make the commitment of time necessary to repair relationships
- build and strengthen links between the school and its wider community.

### **Critical elements of the Restorative approach include:**

- agreement on a clear and positive set of behavioural expectations,
- explicitly teaching all students about those expectations
- teaching of social skills and emotional awareness and implementation of anti bullying programs
- acknowledging and reinforcing positive behaviours
- providing support to those who experience difficulty
- ongoing review of implementation and effectiveness of the approach
- provide programs to create a positive school and classroom environment

These all include some elements that are restorative, place a value on people and relationships and are based on communitarian notions of justice.