



# CHRYSALIS STEINER SCHOOL

educating the whole child

## Discipline Procedural Guidelines Attachment 1

### **Roles, Rights and Responsibilities:**

#### **College of Teachers:**

Significant behavioral, educational and other developmental issues are brought to the College for discussion, information, support and meditation through the Child Study segment of the weekly College meeting.

As well as the procedures set out in this document, College may make recommendations for individual students from the following range:

- ▣ Therapy such as Rhythmical Massage, Extra Lesson, Sand Play
- ▣ Invite a child to a selected College group (senior students only)
- ▣ Counseling
- ▣ Professional support or advice

#### **Teachers:**

In general it is desirable that teachers deal with their own class behaviour problems, since discipline is a reflection of the "disciple-relationship" between the teacher and the student. Class Teachers are responsible for implementing strategies and programs aimed to reduce the incidence of undesired behaviours. This involves utilising classroom management strategies, implementing social and emotional programs, rewarding/acknowledging desired behaviours, and individual support for those experiencing difficulties.

#### **Class/Behaviour Management :**

Teachers at Chrysalis school utilize communication approaches that encourage positive behaviour in students.

#### **Kindergarten and Class One:**

Class/behaviour management in the early years relies primarily on the curriculum. The use of curative stories is employed to deal with behavioural issues as they arise. Rules are explicitly taught to children and reward systems are utilized to encourage and acknowledge desired behaviours. Most behaviour issues within the class are solved with the Kindergarten and Class one teacher.

The safety of the children is of highest importance. In the event that a child is exhibiting behaviors which make it difficult for the teacher to maintain a safe environment for that child, the teacher or other children (for example, running away from class or injuring other children), parents/guardians will be contacted and asked to collect the child. The child will only be allowed to return to class when a meeting has been held with the parents/guardians, class teacher and Education Manager and a behavior plan has been put into place.

**Class Two onwards:****Pro active teaching approaches**

**Rules** are formed collaboratively with the students. Setting Standards for student behaviour is handled through the use of agreed 'rules' in the Classes 2-8. This approach reflects the abilities of students at various ages and reinforces the sense of responsibility encouraged by the school.

- ▣ Rules should be few in number, positively phrased, and simple to understand.
- ▣ Rules are individually explored through role-play and discussion, and can be revisited any time.
- ▣ Rules to be displayed in the classroom.

**Teaching** students about appropriate behaviour and providing opportunities for the development and rehearsal of social skills.

**Rewarding** desired behaviour through positive reinforcement.

**Rule Reminders:** Teachers give students two rule reminders to allow for take-up time. If a third infringement occurs the parents are contacted and may be required to attend a meeting with the class teacher and Educational Manager. Where a meeting is called, the needs of the student, their classmates and the teacher are discussed and a plan formulated.

**Reflection by students** verbally (K-8) and/or through the use of reflections sheets (Class 5 onwards)

- ▣ Asking child - What happened? What else could have been done? What can be done now?
- ▣ Child is given the opportunity to "make amends" with the teacher and students involved. The teacher supports and encourages this process in a timely fashion.

**Guidelines:**

If a student displays ongoing challenging/disruptive/aggressive behaviour the following process/s may be utilized:

- ▣ Parents to meet with teacher regarding the issues presented by the child.
- ▣ Regular communication between the teacher and parent/guardian is established through the use of daily communication book and telephone calls.
- ▣ An Individual Learning or Behaviour Support plan may be developed in collaboration with Learning Support team members, teachers and parents. This will include ways of encouraging/reinforcing desired behaviours and outline consequences for problem behaviours.

The school may request further assessments from multi disciplinary professionals. The parent is responsible for the costs of these assessments.