



## BEHAVIOUR MANAGEMENT PROCEDURE

### Rationale

At the Dunedin Rudolf Steiner School we recognise and value the right of students and teachers to a safe, inclusive and fulfilling learning and teaching environment. In the Primary School, rhythm, form, boundaries and loving teacher authority, unite to provide a meaningful structure within which the children are held and nurtured.

### Purpose

- To maintain and consistently review that there is a safe, inclusive, orderly and positive school environment in which students are supported and encouraged to take responsibility for their own learning and behaviour.
- To assist students to develop appropriate social skills and modes of personal behaviour.
- To promote a culture of service and leadership.
- To promote the principles of restorative practice.
- To ensure fair and consistent response to behaviour and wellbeing concerns, taking into account the bigger circumstances as well as the imminent behaviour.
- To ensure that the community is well informed about the agreed standards of acceptable student behaviour and works in partnership with the school with the special character to resolve these.

## Guidelines

- Each class will have a code of conduct/class treaty/set of expectations. These will be hung up in the classrooms and shared with the parents. This may be repeated as necessary throughout the year, every year or every other year.
- An expectation of dress has been developed by the teaching staff and shared with the community. The dress code takes account of the special character and our particular context. Teachers and families are expected to be familiar with the dress-code and administer this consistently and fairly.
- The school rules will be developed in consultation with staff and aligned with the code of conduct. Teachers are expected to be familiar with the school rules and administer these consistently and fairly.
- A step system is in place to ensure a consistent and fair response to any behavioural concerns. All behavioural incidents step... and above must be reported to the principal and to the student's parents. This will be done through the incidence form, which will be emailed to the parents and stored in the school's online system.
- Any incidents involving physical injury, allegations of bullying or targeted behaviour must be recorded on an incident form and reported to the principal.
- The school rules, code of conduct, dress code and step system is applicable during the school day, on all school camps, trips or any other after hour events organised by the school.
- Stand-downs, suspensions, exclusions/expulsions will be carried out as per the provisions in the Education Act and guidelines issued by the Ministry of Education.
- Search and seizure will be conducted in accordance with sections 139AAA-139AAF of the Education Act 1989 and the Education Rule 2013.

## Implementing the Step system:

1. The step system consequences will be determined by the referring teacher, if required in consultation with the College of teachers or the principal. Any referrals involving step 3 and above must be recorded through the incidents/behaviour systems.
  - a. For incidents at step 3 or above, students may be asked to spend some time in a different classroom.
  - b. More than two/three of incidents at that level will trigger a meeting with the parents.
2. Daily report/behaviour plan: where there is a repeating pattern of behaviour or inattention it may be useful to implement a daily report programme. This is not a punitive strategy but a mechanism for providing more support and supervision for the student. Positive enforcement should be provided at every opportunity. A daily report/behaviour plan should specify the focus/strategies for the week and should be developed with the teacher, the student and the parents. If the parents are choosing not to be involved, the focus/strategies will be shared with them.
3. Any consequences should be timely, documented and appropriate to the misdemeanour and focus on restoration of positive behaviour. Any consequence/intervention should involve a reflective conversation, appropriate to the age of the student, between the issuing teacher and the student. It should focus on positive steps the student can take to redeem the situation.

To be read with: Management Step system

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Signed: \_\_\_\_\_

Print Name \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_      Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## DRSS Behaviour Management Step System

Please note that all of the below are examples and suggestion only and this list is not complete. For any other behaviours, the teacher will use the following principles to guide their decision on which step to apply:

- A restorative approach
- A supportive approach
- The context of the child
- The context of the situation

Steps	Step 1	Step 2	Step 3	Step 4	Step 5
<b>Behaviour category</b>	<ul style="list-style-type: none"> <li>• Minor first time event</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat of step 1 events &amp; other low-level, non-repetitive events/ behaviours / infringement of Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat of step 2 behaviour</li> <li>• Repeating patterns of behaviour which transgress the code of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Serious behaviour</li> <li>• Serious infringement of Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Repeating serious behaviour</li> <li>• Repeating serious infringement of Code of Conduct *</li> <li>• Continual disobedience</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>• Forgot to complete duties.</li> <li>• Unresponsive to teacher directions.</li> <li>• Off task</li> <li>• Not listening</li> <li>• Inattentive</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to own learning</li> <li>• Disrupting the learning of others</li> <li>• Inappropriate behaviour (e.g. interfering with someone else's possessions)</li> <li>• Violations of school rules, dress code</li> <li>• Punctuality, late to class</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to own learning</li> <li>• Disrupting the learning of others</li> <li>• Inappropriate behaviour (e.g. interfering with someone else's possessions)</li> <li>• Violations of school rules, dress code</li> <li>• Punctuality, late to class</li> <li>• Unresponsive to instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to turn up for/engage in community service</li> <li>• Cheating, copying or assisting another student to cheat</li> <li>• Continual disobedience</li> <li>• Disregard for teacher instruction</li> <li>• Frequently late to class (after breaks)</li> <li>• Leaving school site without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Theft</li> <li>• Vandalism/ graffiti</li> <li>• Bullying of any form</li> <li>• Breaking and entering school property</li> <li>• Smoking, drugs, alcohol</li> <li>• Verbal or physical abuse, endangering others</li> </ul>

		<ul style="list-style-type: none"> <li>• Unresponsive to instructions</li> <li>• Off-task</li> <li>• Falling behind on work</li> <li>• Homework not done</li> <li>• Not completing tasks/responsibilities</li> <li>• Chewing gum/lollies at school</li> <li>• Rough play</li> </ul>	<ul style="list-style-type: none"> <li>• Off-task</li> <li>• Not completing tasks/responsibilities</li> <li>• Chewing gum/lollies at school</li> <li>• Rough play (repeat)</li> <li>• Unauthorised use of cell phone/other device at school</li> </ul>	<ul style="list-style-type: none"> <li>• Mild verbal or physical abuse, endangering others</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to turn up to class (after breaks)</li> <li>• Leaving school site without permission</li> <li>• Continual disobedience</li> <li>• Gross misconduct</li> </ul> <p>(Refer to MOE guidelines)</p>
<b>Likely consequences</b>	<ul style="list-style-type: none"> <li>• Conversation with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal/written warning (might be an incident report)</li> <li>• Redemption task, e.g. work catch up, for teacher, could be in playtime</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of break/playground privilege/ community service task / work catch-up / reflective conversation</li> <li>• Removed from space</li> <li>• Incident report</li> <li>• Parents notified</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of playground privilege for extended period/service to community</li> <li>• Behaviour management plan</li> <li>• Incident report</li> <li>• Meeting with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Referred to principal.</li> <li>• Loss of privileges.</li> <li>• Dealt with in accordance with MOE guidelines.</li> <li>• Parent/Principal meeting.</li> </ul>

**Definition of Bullying:**

Bullying can take many forms but shows some or all of the traits below:

- It is deliberate
- Can involve a power imbalance
- It has an element of repetition
- It is harmful, physically and/or emotionally
- It is often observed and involves initiator, targets and bystanders

**Bullying behaviour** – defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms: from teasing, spreading rumours, excluding individuals, subtle gestures, to pushing someone around and causing physical harm. It often happens in front of other people. In the case of the older students it may include some level of online exchange which can be an illicit form of bullying.

\*Once developed by staff and students.