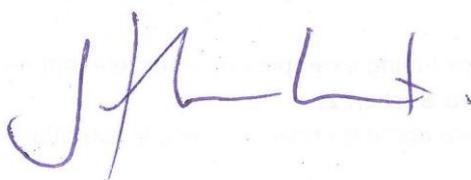




STUDENT BEHAVIOUR POLICY 2021

Signed By:	James Herbert  <hr/> Waikato Waldorf School Board, Presiding Member
Date Ratified:	Term 4 October 2021
Next Review Date:	Term 4 October 2022
Review Cycle:	Annually

Introduction

Waikato Waldorf School follows the principles of Steiner Education. This special character education creates a culture of respect and care. We acknowledge children as individuals and encourage all students to grow as human beings. The core values of our school as set out in the Charter are:

- Goodness
- Beauty
- Truth
- Reverence

Staff

- receive every child in reverence
- create a relationship in which each child is honoured as an individual
- affirm each student in a supportive and inclusive manner



Within School these core values are regularly supported and strengthened through:

- a child centred, age appropriate Waldorf Curriculum
- the New Zealand Key Competencies
- school assemblies
- a caring classroom culture
- positive learning environments
- clearly articulated school wide expectations
- age appropriate classroom guidelines and treaties
- building strong personal relationships
- good role modelling
- monitoring of behaviour in class and play areas
- consistently applied and appropriate behaviour interventions and restorative justice processes
- age appropriate social skills lessons focusing on self-awareness, self-management, social awareness, relationship skills and responsible decision making.
- class buddying
- service and leadership opportunities

Staff strive to use:

- pre-emptive strategies, (Planning to prevent problems from arising) eg seating arrangements, planned breaks, games, reminders of rules, warning of / countdown to change over times, visual timetables, strong rhythms and routines but flexible approach to changing activities to suit mood of class, differentiating activities, nutrition breaks, tactical ignoring, proximal praise, regular review of class rules/treaties.
- operative strategies. (Using the teacher/student communication as well as building relationships with students and parents to dissolve potential difficulties) before resorting to consequences as laid out in this document eg pre-emptive meetings with student and/or parents, monitoring meetings with students and/or parents, home/school communication book.

School and Community:

- We make a clear statement of acceptable and unacceptable behaviour known to all staff, parents, and students.
- These behaviour goals are applicable during the school day, coming to and going from school, on school trips and at all events organised by the school.
- Pre-emptive meetings are conducted with students and/or parents/caregivers where necessary, when behaviour is causing concern.
- The school actions the procedures outlined by the Ministry of Education for the stand-down, suspension, or exclusion of students, in cases of extreme and persistent behaviour.
- Individual programmes and strategies for students with particular behaviour difficulties are devised with parents and staff, and outside agencies if necessary, and these students may be dealt with outside the school's behaviour plan.



- Where deemed appropriate, further assistance will be sought with external agencies e.g. R.T.L.B. or Ministry of Education Special Education.

Parents' concerns about student behaviour

If a parent has a concern about an incident at school, the parent should contact the school and the school will deal with the concern. The school believes that parents should not approach other students or parents about school behaviour incidents.

Contact between staff and students at school

- Staff may need to physically help students from time to time, temporary physical contact such as holding a hand, or a guiding hand on the arm, back or shoulders to remove a student from a situation to a safer place, physically support a student in an emergency or for health and safety purposes.
- Staff may need to give additional assistance to students with additional needs in accordance with their Individual Education Plans and as guided by a physiotherapist or occupational therapist.
- When staff are interacting with a student one-to-one, they ensure wherever possible that the space is not closed off from other people.
- Teachers take particular care with students who express themselves freely and seek close physical contact. When this is a problem, it is always discussed with the child's parents.
- Staff are aware that students with special needs may have particular needs with regards to safety and supervision.
- Corporal punishment is prohibited and staff are to avoid physical contact with students that could be considered intimate, sexual, threatening, or violent.
- If a teacher is attacked by a student, they protect themselves without causing injury to the student involved, and immediately report this incident to the principal. If a student cannot be restrained in any other way, the adult physically restrains the student as appropriately as possible, and seeks other adult support. See Physical Restraint section below.

Time-out and seclusion

- Seclusion is not used at Waikato Waldorf School. Seclusion is defined as placing a student, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. It is inappropriate and can be emotionally (and physically) damaging to students.
- Time-out is different from seclusion and can be used at school. In time-out, a student may be asked to go to a specified area, either within the classroom or in another part of the school, in order to calm down. In these situations, the student may be separated from others, but is not secluded. Any student in time-out is checked regularly by staff.

Physical Restraint

- Waikato Waldorf School has procedures in place for managing student behaviour and guidelines around the care and management of students. The key point is to safeguard the well-being of students, staff, and others whenever behaviour management issues arise.

Waikato Waldorf School

...developing the whole child



- Staff use preventative and de-escalation techniques (see the Ministry of Education guidelines referenced below) if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. The other students can be removed from the situation which may calm the student down.
- However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and only used when there is 'imminent danger of physical injury' of other students, staff, themselves, or others. Teachers and authorised staff members will need to use their professional judgement to decide what constitutes "a serious and imminent risk to safety". It may be necessary to move people out of the area to de-escalate the situation and keep them safe. In some cases, it may be necessary to involve the Police.
- If physical restraint is warranted, the level of restraint should be proportional to the level of risk the student or their behaviour poses, and should end as soon as the safety of everyone involved is assured. Ideally, physical restraint should only be applied by staff trained in its safe use.
- It is important to monitor the student, and the person who applied the physical restraint for signs of distress or shock in the aftermath of the incident.
- The school holds a debrief after the incident, examining the events leading up to it, the interventions used, and what could have been done differently. The Board is notified of any incident involving physical restraint.
- Parents/caregivers whose child was involved in the incident should be notified on the same day, as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents should be dealt with through the school's complaints process, and the Ministry of Education or School Trustees contacted for advice, if necessary.
- Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student.
- Only authorised staff are able to use restraint. Authorised staff must be trained through the MOE. These staff must be authorised by the board after completing training.

Monitoring the use of physical restraint.

The principal, or delegate, monitors the use of physical restraint and collates information about any incidents. The principal shares this information with the board through the Principal's Report at Board meetings (in a public-excluded session). The school is also required to inform the Ministry of Education.

Related Documents

- Guidance for Registered Schools in New Zealand Schools on the use of Physical Restraint. (Ministry of Education – August 2017)
- Child Protection Policy
- Stand-downs, Suspensions and Exclusions Policy
- Complaints Policy
- Health and Safety Policy
- Education Act 1989