



Created by: CD

Date: May 2015

Reviewed by: CD

Date: March 2018

Next review due: March 2020

Rainbow Ridge Social Behaviour Policy

Wisdom in the spirit
Love in the soul
Strength in the will
These shall guide me
These shall hold me
In them I trust, to them
I give my life.

Rudolf Steiner

Introduction

This policy is made for the purpose of complying with section 47 of the *Education Act 1990* (NSW) and of the BOSTES for registration of the school.

Rainbow Ridge School is educating children in accordance with the principles of Rudolf Steiner Education. These principles indicate that independence and freedom best arise if the child is surrounded and supported by positive and supportive environment, which includes the accepted authority of parents and teachers and orderly surroundings. When the child can feel secure within a healthy daily rhythm, a consistent and positive set of values can potentially begin to unfold.

The Social Behaviour Policy endeavours to create a safe and supportive environment for the school community. This requires the teacher's ongoing sensitive, creative response to the child, based on an understanding of the nature and needs of the child, with the combined support of the parents and the school community.

Based on the phase of child development in kindergarten to class two, behaviour management is implemented through imaginative images and the principle of imitation. While the teacher endeavours to cultivate a loving and safe environment for all students, students are also given clear boundaries and firm loving reminders. Where necessary, and in consultation with the College of Teachers, teachers may use the more formal procedures of the Social Behaviour Policy when addressing the behaviour of younger children.

To support positive behaviour, consistent communication between parents and teachers involving discussion around home rhythms and school rhythms is imperative. If a circumstance arises where a child's behaviour is deemed unsafe, the parent is contacted to come and pick the child up. Meetings are then scheduled to address and support the modification of behaviour.

While this approach continues in the primary years, a formal approach as outlined in this policy, is also adopted. Warmth, fairness and a commitment to social harmony are present in any social behaviour measure.

In regard to addressing social behaviour it is helpful to discriminate between the first two stages of childhood.

Kindergarten – approximately up to 7 years of age (up to the change of teeth)

In these years the child is most imitative and malleable. The child models her/his behaviour on those adults most central or significant to her/his life. The adult therefore strives to be a worthy example – in thought, word and deed.

If the child has been given warm security and has respect for the adult, she/he will imitate good behaviour. Rather than: ‘You must do this or that,’ the adult speaks to the child in an inclusive way ‘See, we do it like this’. Goodness is nurtured in everyday activities.

Primary and Upper School – approximately from 7 to 14 years (from the change of teeth to puberty). In these years the authority of the teacher (adult) is fundamental. The child is disciple (related to the root sense of discipline), and the teacher is author (related to the root sense of authority). At heart, all children at this age naturally seek this relationship of authority, which evolves over the years with her/his own class. This authority is not expressed in a fixed way – but is creative, mobile; changing to meet new situations, and changing as the child grows older.

Rainbow Ridge School takes a whole school approach to addressing social behaviour, leading to a consistent and supported behaviour management practice. All children and staff are aware of the expectations of behaviour and that any failure to meet the expectations will be followed up.

1. Expectations of Behaviour

An acceptable standard of behaviour must be maintained at all times.

The teacher’s approach is for friendly but firm relationships with students. The teachers use age appropriate strategies to support a safe and supportive learning environment.

Individuals are expected to be safe, respectful and responsible; to speak politely and show courtesy in the school at all times. Violent acts are not tolerated. Students and staff behave with mutual respect and dignity. When presented with challenging behaviour, the teacher looks firstly towards him/herself in an attempt to solve the problem.

Any major situation observed within the class or concerning an individual student is reported to the class teacher in the first instance.

1.1 Student Code of Conduct

Each child has the right to learn in an environment free of disruption

All people can expect a safe and supportive environment when at school and during school related events

All people are expected to be cared for with respect

All creatures are expected to be treated with care

All students are expected to own and be responsible for their own behaviour

All students are expected to work quietly when requested by the teacher

The following behaviours are not acceptable:

swearing	teasing	bullying	harassment	vandalism
stealing	lying	hurting, either physically or emotionally		

Arising from this are the following expectations:

Be safe

- Use classrooms, facilities and equipment safely and responsibly
- Play safely and responsibly
- Use common sense and care when playing, especially with mixed age groups
- Report unsafe behaviour to a teacher

Care for your environment

- The classroom is a place for study and learning
- Keep the classroom and your own area tidy
- Play within allotted boundaries
- Walk inside and on the verandahs and walkways
- Care for class property, school property and the property of others
- Use class property appropriately and return borrowed items
- Care for the gardens when playing
- Use the toilets appropriately, leave tidy and the lid down after use
- Report any damage or inappropriate use of school property to a teacher

Personal belongings

- Restricted to special days/events e.g. teddy bears picnic
- In the upper classes each student must have his or her own equipment stipulated by the teacher at the beginning of each year/term e.g. pencils, pens, rulers etc
- Books, toys and other items found to be inappropriate are to be placed in schoolbags and are not to return to school. If they return they will be confiscated for a period and returned to parents
- Electronic games, mobile phones, ipads and age-inappropriate objects and literature are not allowed

Respect for others and self

- Show respect for staff and all other adults on the school's premises or participating in camps, excursions or events
- Follow all reasonable requests made by teachers
- Discuss any concerns personally and privately with the teacher in a polite, reasonable manner
- Follow class procedures and rules
- Abide by School procedures and rules
- Treat all adults respectfully and speak politely
- Come to school rested, clean and tidy ready to participate in school activities

Be on task

- Co-operate with all class activities.
- Make best efforts to complete all tasks
- Do homework when required and hand in on time
- Arrive at class with the relevant work and materials e.g. library books, musical instruments, projects, sport clothing
- Participate and co-operate in all classes to best of ability including Eurythmy, Bothmer, Language, Music, Craft, Library etc.

Travelling to and from school by bus

- Well-mannered orderly conduct on the bus
- Seated at all times
- Comply with bus regulations re food, drink and noise
- Comply with rules set by bus company – e.g. Shoes must be worn on the bus.

School rules – parents please note

- Food - Ensure that food brought to school is healthy with minimal packaging.
- Attendance – all half or full day absences require the parents to notify the school by telephone on the morning of the absence and then provide a note on return to school.
- Hats, Clothing and Shoes – all children must abide by the Chrysalis Dress Code. Note that we follow the “No Hat, No Play” rule. See Dress Code policy.
- Illness – please notify school of any infectious diseases and exclude child from school for the appropriate time.

2. Supervision

2.1. Children are supervised at all times during school hours. Students are expected to be in the classroom or with the class during class times unless otherwise directed by the teacher.

On arrival students go directly to their class room areas. It is the responsibility of class teachers to monitor this and redirect the children when necessary.

Teachers ascertain who is present and who is not, at every lesson.

If students are sent out of a lesson they remain the responsibility of the class teacher.

Every effort is made to maintain the child’s place in the social fabric of the class.

During school hours there is at least one teacher on duty at all times.

At least one teacher is on bus duty for departures.

3. Safety (including Camps and Excursions)

3.1. Supervision of children’s safety at school and on excursion is the responsibility of the supervising teacher.

Students are required to stay within defined areas of the school grounds.

When using high-risk equipment or materials (e.g. tools, chemicals, fire), risk assessments are made and children are instructed in their use and supervised at all times and where necessary, with additional adults.

All dangerous equipment and materials, e.g. hazardous chemicals, tools, etc. to be locked away from children at all times when not in use.

On excursion supervision will be in accordance with the activity and the age of the children.

Students are not to be taken in private cars on school excursions without an adequate number of safety belts and the accompanying paperwork completed.

Teachers and other supervising adults must be aware of the presence of the students in their care at all times.

On outings, teachers are required to carry a first aid kit. All class teachers hold a current first aid certificate.

Fire drills are held regularly.

On camps and excursions, staff and children adhere to the safety guidelines of the off-site facilities.

The Rainbow Ridge School Social Behaviour Policy and Procedures is informed by The WH&S Act 2000 NSW, The Child Protection Act 1999, The Privacy and Personal Information Act 1998 and The NSW Education Act 1990.

Related documents:

Student Discipline Procedure Kindergarten

Student Discipline Procedure Classes 1-2

Student Discipline Procedure Classes 3-8

Suspension and Expulsion Policy

Suspension and Expulsion Procedure