



Silver Tree
STEINER SCHOOL

Behaviour Management: Violent or Aggressive Behaviour Policy

2020

This procedure is applicable to: Teachers, Staff and Students

AUTHORISED BY:	Head of School
VERSION:	Version 7
DATE:	March 2020
REVIEW:	March 2022

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VIOLENT OR AGGRESSIVE BEHAVIOUR POLICY

(To be read in conjunction with *STSS Discipline Policy & Student Code of Behaviour*)

Silver Tree Steiner School is committed to providing a safe and supportive environment for all students and staff and for having processes in place for an effective behaviour management policy. Silver Tree actively implements the National Principles for Child Safe Organisations.

At our school, behaviour management is based on the philosophy of pastoral care where all members of the school community are:

- Treated with dignity and justice;
- Feel safe and secure;
- Free to be involved in the teaching and learning process unhindered by any anti-social behaviour;
- Aware of the rights, but also the responsibilities to themselves and others;
- Aware of the procedures put in place to manage inappropriate behaviour;
- Assured that teachers will be fair and consistent with discipline; and
- Clear that students have been made aware of the consequences of their actions.

Children have a right to feel safe at school and in the wider community. The Head of School, employees and volunteers of the Silver Tree Steiner School have a duty of care to children, ensuring their safety and protection. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care.

The notion of reasonable care extends to ensuring that the school provides a safe, non-violent environment for all students and includes the development of processes for the effective management of student behaviour.

All forms of violent behaviour, including habitual bullying, are not condoned (see also "*Dealing with Bullying Behaviour Policy*" in cases where bullying may be the issue). In instances where this behaviour is seen to be pre-meditated and in cases where this behaviour has become a pattern of response by a student, the school will act promptly to manage the situation and ensure that this behaviour discontinues.

Silver Tree Steiner School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

LEGISLATION

List below are some of the wide range of legislation that impose duties and obligations upon a Schools.

- Criminal Code 1913 (WA)
- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)
- Occupational Safety and Health Act 1984 and Regulations 1996
- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005
- Equal Opportunity Act 1984 (WA)
- State Records Act 2000 (WA)

RELATED POLICIES

This policy should be read in conjunction with the following -

- Concern and Grievance Procedure
- Critical Incident & Emergency Management Procedures
- Safeguard of Students Policy
- Staff Code of Conduct
- Student Discipline Policy and Code of Behaviour
- Child Protection Policy
- Dealing with Bullying Behaviour Policy
- Excursions, Camps & Water Based Activities Policy
- Anti-Racism & Discrimination Policy

DEFINITIONS

Corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

Degrading punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

Child abuse

Four forms of child abuse are covered by WA law:

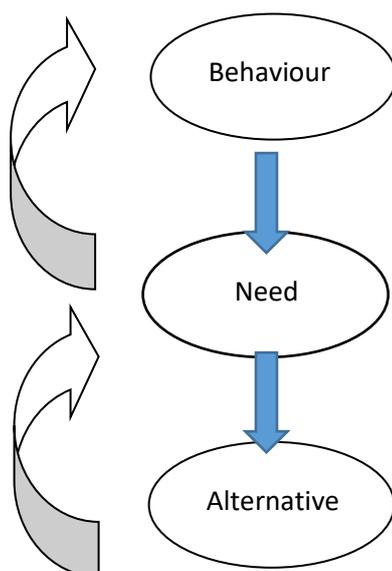
1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:

- a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b) the child has less power than another person involved in the behaviour; or
 - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
- a) psychological abuse; and
 - b) being exposed to an act of family and domestic violence.
4. Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic or chronic.
(The Guide to the Registration Standards and Other Requirements for Non-Government Schools, 2020)

INTRODUCTION

The ability to effectively manage inappropriate behaviour is enhanced when we understand the relationship between the students' inappropriate/aggressive behaviour and needs. The following should be considered:

- All behaviour including inappropriate/aggressive behaviour is an attempt to meet a human need;
- The behaviours to meet a need may not be rational to the staff, but the underlying needs are always genuine to the individual;
- Needs are constant. We seek changes in behaviour when dangerous behaviours are being used to meet needs.



If we meet the need, we usually address the behaviour!

Source: Predict, Assess and Respond to Challenging/Aggressive Behaviour – Participants Manual 2010

Unmet needs may be influenced or explained by many issues including:

- disabilities,
- personal issues at home,
- Maslow's Hierarchy of Needs,
- mental health issues.

Students need opportunities to develop appropriate behaviours, self-control, and resilience through interactions with teachers and other staff, through the curriculum, and they need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

Listed below are some sample principles taken from the Department of Education of Western Australia that can be used to guide in the management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention;
- The use of appropriate curriculum and learning programs will encourage engagement by students;

- Student behaviour is best managed in ways that promote restorative practices and are educative in nature;
- All decisions relating to the management of student behaviour and the implementation of policy are made in according to the principles of procedural fairness;
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety and wellbeing of staff and students;
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community;
- School staff will demonstrate accountability for evidence-based decision making, reporting and referral to appropriate support, and record keeping.

PROCEDURE

Upon a report of violent or aggressive behaviour being received by any member of the staff via witnesses whom observed the incident, they will then report this to the Class Teacher.

The Class Teacher will interview all parties involved and follow steps to ensure procedural fairness. If the Class teacher is unavailable to do this another teacher or the Head of School will do so.

Steps for Procedural Fairness

1. During the interview:
 - a. Outline the alleged behaviour.
 - b. Allow the student to respond.
 - c. Consider the response.
 - d. Indicate the school's view and likely action to the student and parents/guardians.
 - e. Consider any further comment or appeal particularly in relation to suspension, expulsion or exclusion.
 - f. Make a final decision.
2. The interviewing teacher will make a report to the Head of School and Faculty (see "Incident / Accident Report Form"). Parents must be notified.
3. Where the incident is severe or involves a student with a history of violent behaviour, the student will be immediately suspended for up to two days (see Appendix B – Discipline Procedures Table for guidance). For students in classes 1 to 3 the word "suspension" may be replaced with the words "sent home". The student's history of violent behaviour should be recorded on the "Incident / Accident Report Form" and kept in the student's file (see also; "Student Discipline Policy and Code of Behaviour").
4. The Head of School and Class Teacher or another teacher, will meet with the student and parents to set out conditions for the student continuing at school (see "Student Discipline Policy and Code of Behaviour" and Appendix A - Behaviour Plan).
5. Any further aggressive or violent behaviour may result in an immediate one-week suspension. (See "Student Discipline Policy and Code of Behaviour" which contains the procedures for Suspension and Expulsion.)

CONFLICT OF INTEREST

In cases where there is a conflict of interest at any step in the Procedural Fairness process between the Class Teacher and / or any other parties involved in the process, assistance can be called on from other faculty members, the Chairperson of the Board of Governors or the Head of School.

COMMUNICATION TO STAFF, STUDENTS AND PARENTS

To ensure all staff, students and members of the school community are aware of and understand the school's management of students' behaviour, a summary of the behaviour management strategy is communicated via:

- Staff, Teacher and Volunteer handbook
- code of conduct for staff, contractors and visitors
- code of conduct for parents
- Discipline policy and Student code of behaviour
- Staff meetings; and
- Parent meetings

RESTRAINT AND PHYSICAL CONTACT

It is important that written record of incidents where physical restraint is used be documented. The incident must be recorded by the staff member using the incident/accident report form and reported to the Head of School and the student's parents.

MONITORING AND REVIEW

Behaviour Management policies and procedures will be reviewed at least every 2 years and include consultation with staff and consideration of input from the school community. Regular monitoring of the effectiveness of behaviour management procedures and review of data will be included in the review process.

REFERENCES

AISWA Behaviour Management Guidelines

Available: <https://www.ais.wa.edu.au/policy-and-procedure-guidelines>

The Guide to the Registration Standards and Other Requirements for Non-Government Schools, 2020

Available: <https://www.education.wa.edu.au/standards>

School Education Act (WA) 1999 and Regulations 2000 (WA)

Available: <http://www.slp.wa.gov.au/legislation/statutes>

Workplace Relations Act 1996

Available: <http://www.slp.wa.gov.au>

Appendix A – Behaviour Plan Form

BEHAVIOUR PLAN FORM

Students Name: _____

Date of Meeting: _____

Persons Present: _____

Previous related issues: _____

Reason for plan – At least Three Behavioural Reports (must be sent home) and at least 2 previous Parent/Teacher Interviews (or in cases of sudden and serious Level 4 misbehaviour)

Teacher’s view of the situation

Child’s view of the situation

Parent's view of the situation

Agreed behaviours that need to change

Strategies on how to support these changes

Teacher agrees to

Child agrees to

Parent agrees to

Next review meeting (recommended weekly) Date: _____

- Signed _____
_____ Parent(s)
_____ Class teacher

Comments on progress:

Behaviour Plan Methodology:

After the Behaviour Plan Meeting, the following will occur:

1. Teacher to define in simple, plain English the main behaviours that need to change (use positive language where possible)
2. Fill in a "My Goals" chart for each day and adhere pages in small exercise book with student name on cover
3. Student is responsible for ensuring his/her teachers mark this book 3 times a day
4. Book to go home in evening for parents to sign and comment, then must return with child next day
5. Book to be brought to weekly meetings between parent, teacher, child
6. Teacher/s to positively encourage all progress shown in book
7. If good progress shown student to remain on plan until class teacher and supporting teacher satisfied behaviour has changed adequately
8. If poor or no progress shown and the behaviour plan is not successful then further strategies (counselling and other outside assistance) will be required to be used by parents and school.
9. Regular parent interviews are essential.
10. If, after all the above are implemented and there is little change, then suspension and possible expulsion will occur.

Appendix B – Discipline Procedures Table

DISCIPLINE PROCEDURES

All teachers are asked to be consistent with procedures outlined below.

This is a brief overview.

Please familiarise yourself with detailed Discipline Policy.

Level	Type of behaviour	Consequences (all teachers to consistently apply the following:)
0	Adheres to school code of conduct	
1	Essentially respects rules and the rights of others, but is involved in minor disruptions of low intensity and frequency.	First verbal warning, then name on board Then tick beside name means time out at next playtime. Class 1/2 = 5 minutes Class 3 onwards = 10 minutes If behaviour persists after timeout has been received fill in a Behaviour Incident Report form. Parents to receive a copy.
2	Infringes the rules and rights of others or displays behaviours at a higher frequency or intensity than level 1	Loss of complete playtime. Inform the duty teacher of this. Complete an "Unacceptable Behaviour Report Form" and send a copy home Copy of Report form given to Class Teacher (if they were not observer). Can also speak to or phone parent at teacher's discretion. In the case of rudeness to staff or another class member there will be a written apology as well as "time out"

<p>3</p>	<p>Seriously and regularly breaches the rights of others <u>OR</u> displays behaviour at a higher intensity than level 2.</p>	<p>Child automatically loses entire playtime. Play time will be spent on time out appropriate to age and behaviour.</p> <p>Parents may be asked to collect child immediately.</p> <p>Parents notified in writing and Duty teachers to be notified.</p> <p>Report to be filled out.</p> <p>If there have been 2 previous reports then a third report is to be completed and a Behaviour Plan to be developed by Class Teacher.</p>
<p>4</p>	<p>Seriously and continually violates other's rights</p>	<p>The child should be on a Behaviour Management Plan.</p> <p>4th report will result in Immediate suspension for two days.</p> <p>5th report will result in second suspension for five days.</p>
<p>5</p>	<p>In extreme circumstances expulsion will occur</p>	<p>See Student Code of Behaviour and Discipline Policy for details</p>