

Casuarina Steiner School  
Inspiring the Head, Reaching the Heart



# Student Welfare And Discipline Policy

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## **1. Policy Statement**

The purpose of this document is to outline the policy designed to promote learning and build positive relationships in the Casuarina School community.

The policy is premised on the right of all students and teachers to engage in a healthy Learning and Teaching environment.

Collaboration between school staff, students and parent(s) or carer(s) is an important feature of Casuarina Steiner School Welfare and discipline Policy.

When parents enrol their children at Casuarina School they enter a partnership with the school<sup>1</sup>. This partnership is based on the commitment to provide students with opportunities to learn and grow within the framework outlined by the Casuarina School Curriculum.

The school prohibits the use of corporal punishment in disciplining students attending the school.

The school doesn't not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Bullying and harassment will not be tolerated at any level

### **1.1 Values**

At Casuarina Steiner School we believe that:

- All individuals are to be valued and treated with respect;
- All individuals have rights and responsibilities with regards to their behaviour;
- Self-esteem is crucial to the positive development of all individuals;
- A commitment to pastoral care exists for both staff and students
- Education needs to address the whole child
- Positive relationships create safe, harmonious and co-operative working environments
- The school's preferred behaviour management practices are meaningful and consistent and based on fair treatment
- Behaviour management is the responsibility of the whole school community;
- Discipline is understood as an opportunity to learn rather than punishment
- The process of thinking about behaviour and making appropriate choices, leads to the promotion of self-discipline

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<sup>1</sup> Parent statement of commitment

## **1.2 Aims**

At Casuarina School we aim to:

- Ensure all individuals are valued and treated with respect
- Ensure the rights of all individuals are maintained;
- Encourage all individuals to accept and act upon their responsibilities;
- Enhance the self-esteem of all individuals through positive action;
- Support all individuals when required;
- Encourage and maintain positive relationships between all members of our school community;
- Further develop the safe, harmonious and co-operative working environment that exists at Casuarina School;
- Ensure that behaviour management practices are meaningful and consistent throughout the whole school community and are based on best practice;
- Foster an understanding of discipline based on positive learning and self-development;
- Educate the whole child;
- Promote self-discipline by encouraging students to think about consequences of their actions and make appropriate choice of behaviour in keeping with their rights and responsibilities;

## **1.3 Definitions**

### **1.3.1 Rights**

A right is something an individual is entitled to. At Casuarina School everybody has rights.

### **1.3.2 Responsibilities**

A responsibility is something for which one is responsible – legally or morally obliged to take care of something or carry out a duty.

At Casuarina School everybody has responsibilities.

### **1.3.3 Rules**

A rule is a statement of what can, must or should be done in a certain set of circumstances. To protect our rights and to encourage responsibility, we have school rules, rules for our classroom and for times we are out of class.

At Casuarina School it is expected that everybody follow these rules.

### **1.3.4 Consequences**

Behavioural consequences are a link between rights, responsibilities and rules.

Children learn:

- That actions have consequences;
- That all actions cause a reaction – positive actions create positive consequences and negative actions create negative consequences;
- That there are positive and negative behaviours attracting natural and logical consequences;

At Casuarina School consequences are:

- Relative to rights;
- Relate to the behaviour concerned;
- Reasonable;
- Respectful of the dignity of the individual; and
- Have degrees of seriousness built in;

### **1.3.5 Behaviour Management**

At Casuarina our commitment is not to manage behaviour, but rather to make positive social behaviours intrinsically rewarding for all students.

To this end Casuarina is committed to the explicit teaching and reinforcement of a range of Social Emotional Learning.

This is done through the use of a 3 tiered system that encompasses a high level of fluency in foundation classroom management skills, secondary supports to re-engage students and individual planning to support students with significant behavioural challenges.

Casuarina School acknowledge that behaviour is a form of communication and realise that all teaching, learning, discipline and behaviour strategies need to be informed by this.

## 2. Rights and Responsibilities

Through the development of an understanding of the rights and responsibilities of the members of our school community and the establishing of whole school rules and responsibilities, there exists a consistent and transparent approach to behaviour management within the school as a whole.

**Table 1: RIGHTS AND RESPONSIBILITIES PRINCIPAL**

AS THE PRINCIPAL OF CASUARINA STEINER SCHOOL	
I HAVE A RIGHT TO	I HAVE THE RESPONSIBILITY TO
Carry out my role as Principal of Casuarina Steiner School	Encourage an atmosphere which allows students to achieve their personal best while learning together  Provide publicity for the Student Welfare program as needed
Be informed by staff about student discipline issues	Oversee the implementation of the Student Welfare and Discipline policy  Oversee all documentation including Incident Reports, actions taken and Individual Behaviour Plans  Keep a record of all actions taken  Provide support in programs related to student behaviour and attendance
Use authority to take immediate action in situations where serious student behaviour concerns occur	Take immediate action in situations where behaviour is deemed serious and/or dangerous to self or others  Ensure that all suspensions and expulsions are managed consistent with the 'Suspension and Expulsion policy'
Be informed about Student Welfare issues and any special considerations regarding support programs and their implementation	Liaise with supervisors, parents, community members and outside agencies regarding policy, special considerations and support programs  Provide staff support and the opportunities for professional development in the domain of Student Welfare
Implement necessary WH&S measures	Assist in the establishment of a safe, healthy, clean school environment

Signed.....

Date.....

**Table 2: RIGHTS AND RESPONSIBILITIES TEACHERS**

AS A TEACHER AT CASUARINA STEINER SCHOOL	
I HAVE A RIGHT TO:	I HAVE THE RESPONSIBILITY TO:
Teach in a friendly, safe and engaging school, which is supported by the school community.	Be courteous and respectful of children, teachers, staff and the community.  Follow the teachers' code of conduct.
Have access to adequate resources.	Provide an engaging and effective learning environment
Have a professional, respectful, collaborative working relationship with students and parents.  Be treated with respect by students, parents and community members.	Reflect in his/her behaviour, the values that are expected of students.  Communicate regularly, meaningfully and collaboratively with parents.  Inform the principal, Student Welfare coordinator and parent(s)/carer(s) prior to any serious disciplinary action being taken.
Manage/enforce welfare and discipline of students.  Be supported by staff and parents in implementing the Casuarina Student Welfare and Discipline policy.	Have primary responsibility for implementing Student Welfare and Discipline policy.  Manage behaviour consistently according to the Student Welfare and Discipline policy.
Make recommendations for professional assessments for children where extra support is needed.  Make referral to the Learning Support Team	Inform Student Welfare Coordinator, College of Teachers and Principal, as appropriate, when a serious or consistent breach to the behaviour code is made by a child.  Collaborate with Student Welfare Coordinator, Learning Support Team Facilitator and/or Principal, as appropriate, to request input from external professional(s)  Keep behaviour plans updated and make progressive reports where applicable

Signed.....

Date.....

**Table 3: RIGHTS AND RESPONSIBILITIES PARENTS**

AS A PARENT AT CASUARINA STEINER SCHOOL	
I HAVE THE RIGHT TO:	I HAVE THE RESPONSIBILITY TO:
Expect my child, once enrolled, to have a Steiner Education as described in the Casuarina Curriculum document or as outlined in an IEP	<p>Ensure my child attends school regularly, on time and prepared for learning.</p> <p>Be supportive of the values at Casuarina Steiner School as outlined in the Casuarina School Prospectus, Guidelines for Parents and Enrolment Policy</p>
Feel respected at Casuarina Steiner School and know my child (ren) work, play and learn in a friendly, safe and helpful school	<p>Become familiar with the Casuarina Welfare and Discipline Policy and be supportive of its implementation.</p> <p>Encourage and assist my child in following the codes of behaviour as outlined in the student welfare discipline policy</p> <p>Comply with the parent behaviour code<sup>2</sup> and rights and responsibilities</p>
Be informed of my child's progress and have opportunities for respectful collaborative meetings with the class teacher.	<p>Be supportive of teachers and their endeavours.</p> <p>Follow the School's Grievance Policy In the case of a disagreement and/or concern</p> <p>To attend class meetings</p> <p>Communicate any concerns about my child in a timely manner, including known explanations for behavioural disruptions as well as any positive behavioural progress to the class teacher.</p>
Discuss problems, behaviour modification strategies and support for my child[ren] in keeping with the Student Welfare and Discipline Policy.	<p>Recognize that a partnership between parents, teachers and students is necessary to promote socially responsible behaviour in keeping with the school's welfare and discipline policy</p> <p>Attend meetings requested by the school</p> <p>Commit to actions agreed with teachers, staff or outside referrals as a support to the welfare of my child/ren.</p>

Signed.....

Date.....

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<sup>2</sup> Parent Code of Conduct

**Table 4: RIGHTS AND RESPONSIBILITIES STUDENT**

AS A STUDENT AT CASUARINA STEINER SCHOOL	
I HAVE THE RIGHT TO:	I HAVE THE RESPONSIBILITY TO:
Learn to the best of my ability and benefit from an Education at Casuarina Steiner School.	Follow teachers' instructions Respect the rights of others Work and learn without disrupting others Be a co-operative learner:-helpful, polite, punctual, ready to learn and apply myself to tasks.
Work, play and learn in a friendly, safe and respectful school.	Show respect to all members of our school community.  Not tease, bully or hurt others emotionally, physically, socially or psychologically.  Act in a safe and considerate manner during school hours and at school events, excursions, camps and on buses to and from school.
Be treated fairly with dignity and respect;  Be listened to and to have problems worked out in a fair manner.	Treat others politely and fairly regardless of differences (race, religion, gender, age, or disability).  Be truthful and demonstrate integrity.  Work out problems in a fair manner
Expect personal property be safe and treated respectfully by all students and staff	Show proper care and regard for my own property, the property of others and school property.

Signed.....

Date.....

### 3. Methods

#### 3.1 Proactive practices

Casuarina School encourages positive behaviour by:

- Providing a quality Steiner education while meeting required Board of Studies outcomes.
- Ensuring a safe learning environment.
- Consistently modelling responsible and caring behaviour.
- Developing a small number of easily understood rules, which are fair, clear and consistently applied.
- Discussing school rules with children regularly<sup>3</sup>.
- Acknowledging and reinforcing children's positive behaviour including acts of kindness and good manners.
- Promoting peer mediation and support.
- Orientation/transition support<sup>4</sup>
- Social skills program.
- Life Education Van.
- Annual class camps, festivals and other community events.
- Creating opportunities for children to show their success to classmates, other classes and the wider school community.
- Regular school assemblies.
- Establishing programs to develop resilience and leadership.
- Discussion with parents about their role in promoting acceptable student behaviour and learning.
- Staff workshops on Child Protection and Student Welfare and Discipline.

#### 3.2 General principles

At the beginning of each school year, students are introduced to the school rules:

Be kind and respectful.

Be considerate and behave sensibly and safely

Work hard /give your best at all times

In general assemblies the children are reminded of these rules and given feedback on their application to the rules.

Teachers and Students develop class rules based on the school rules and on the definitions of Rights and Responsibilities, Rules and Consequences.

- Each class teacher and their students discuss the importance and relevance of these rules, along with rights and responsibilities.
- Students are taught that these rules form the expected code of conduct at Casuarina Steiner School.
- These class rules are to be displayed in the classrooms 1-6.
- Staff, specialist teachers and relief teachers are informed of the discipline policy and class rules during induction.
- Parents are informed of their rights and responsibilities, the discipline policy and their role in supporting learning and building of positive relationships.

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<sup>3</sup> App Casuarina Steiner School Rules

<sup>4</sup> App Orientation/Transition program

- The principal is responsible for supporting staff. She/he ensures they are aware of the school's Student Welfare and Discipline Policy and provides training where needed.

### 3.3 Guidelines

#### 3.3.1 Management of unacceptable Behaviour

The management of behaviour depends on degree, nature and impact of misbehaving.

The Student Welfare and Discipline Policy is most effective in modifying inappropriate behaviours when it is implemented through a cooperative partnership between parent(s) or carer(s) and the School

Teachers at Casuarina School are guided by the SWDP when implementing age appropriate behaviour management strategy for students in her/his care.

Casuarina defines three general levels of Behaviour Management and support.

Students may move to level 2 or 3 immediately when warranted by the behaviour.

#### 3.3.2 Level 1

Minor: incidences where a child requires a reminder of the school or classroom rules.

Inside the classroom a 3-stage approach is consistently adopted:

1. Ignore the child misbehaving and give praise and attention to another child who is behaving well. At the first opportunity divert the misbehaving child's attention from what she/he is doing and give her/him something to do that she/he can easily achieve and be praised for (e.g. Give the child a job to do).
2. The child is reminded of the rule she/he has overlooked.

If negative behaviour reoccurs take the child aside to discretely remind her/him which school rule has been broken and the potential consequences. Separating the negative behaviour from the child, showing her/him how to put things right and re-establishing good relationships will provide a model for good conduct.

3. At this stage the child who doesn't adjust her/his behaviour will be given a consequence. The consequence relates to the rule broken. This can be a 'time out' within the classroom for cooling down followed by reflection with adult support<sup>5</sup>.

A number of general classroom management procedures and consequences may be used at this level.<sup>6</sup>

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<sup>5</sup> Appendix \_\_: Tracking sheet L1

<sup>6</sup> Appendix\_\_: 'Levels of behaviour support'

### 3.3.3 Level 2

When a pattern of negative or inappropriate behaviour occurs, additional procedures are required and the involvement of the parents may be requested.

1. The child is accompanied to another room (buddy class or principal) for cooling down and reflection. The child reflects by writing down her/his view of the events, what rule has been broken, what she/he could have done and what she/he will do to establish a positive code of conduct. Students are given praise for self-correction.<sup>7</sup> Follow up practice is required for monitoring and to repair and rebuild towards positive relationships. An incident report is completed<sup>8</sup> and the parent(s)/carer(s) are notified.<sup>9</sup>
2. At this point or at the latest after three incident reports within a time frame that the teacher finds applicable, the parents/carers may be notified<sup>10</sup> and asked to attend a meeting to ensure a collaborative resolution to the situation is reached. The child is drawn to the attention of the other teachers at college meetings if her/his behaviour needs monitoring during break times. The student's records of events, the teacher's incident report and signed form from the parents are placed in the student's file.

A behaviour support plan<sup>11</sup> with a time line (usually three weeks) is devised for the student and signed by both the teacher and the parents/carers<sup>12</sup>. Behaviour is regularly monitored<sup>13</sup> and good behaviour rewarded with praise and encouragement. At the beginning of the behaviour plan feedback is given daily, later after several days. At the end of the third week positive behaviour is expected. The student may continue to receive ongoing support from the teacher, principal, parents and staff so that the positive behaviour can be maintained. A child study may be initiated with the principal, class teacher, and invited support staff, to gain understanding of the current needs and required future actions. Where emotional, social, medical, academic or family difficulty is evident, teachers may make recommendations for outside assessment and support, referring parent to GP, local area health or paediatrician.

Parents are expected to commit to recommendations given by Principal, Class Teacher and College for outside referrals as a support to the welfare of their child at school<sup>14</sup>. If after exhaustion of the above strategies no significant improvements of behaviour occur, the approach to managing the child's behaviour may move to level 3.

### 3.3.4 Level 3

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely<sup>15</sup>. Suspension and expulsion are the options available to the Principal in these situations.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour/s, which led to the suspension, and to accept responsibility for changing their behaviour to

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<sup>7</sup> Appendix\_\_: Student reflection sheet

<sup>8</sup> Appendix\_\_: Incident report

<sup>9</sup> Appendix\_\_: Letter 2: Incident notification

<sup>10</sup> Appendix\_\_: Letter 3: Level 2 Notification letter

<sup>11</sup> Appendix\_\_: Student Behaviour Support Plan

<sup>12</sup> Appendix\_\_: Behaviour Support Plan Agreements

<sup>13</sup> Appendix\_\_: Tracking sheet L2

<sup>14</sup> Appendix\_\_: Letter 4 Recommendation to Area Health or Paediatrician

<sup>15</sup> Tracking sheet level 3

meet the school's expectations in the future. In circumstances where measures detailed above have been unsuccessful in resolving the inappropriate behaviour, the Principal may choose to impose:

- A short suspension<sup>16</sup> of up to and including four school days, or
- A long suspension<sup>17</sup> of up to 20 days.

Where a child receives more than two behaviour plans for continuous negative behaviour, the class teacher notifies the Principal and College. Suspensions may be imposed for the following reasons and will be reported in the following categories:

- Continued non compliance
- Aggressive behaviour or physical violence

Principals must suspend immediately and consistently with these procedures, any student who:

- Is physically violent where their action results in serious injury
- Is in possession of a firearm, prohibited weapon, or knife (without reasonable cause)
- Uses, or is in possession of, a suspected illegal substance or supplies a restricted substance
- Uses, or is in possession of alcohol or tobacco
- The school will work with parent(s) or carer(s) with a view to assisting a suspended student to rejoin the school community as quickly as possible<sup>18</sup>. The Principal will record the recommendations made for the resolution of the suspension.<sup>19</sup>

In serious circumstances of misbehaviour the Principal may expel a student of any age from the school. Students expelled from Casuarina school for misbehaviour may not re-enrol in the future.

For details of the Suspension and Expulsion procedures please refer to the relevant policy.<sup>20</sup>

Relevant letters re Expulsion see appendix<sup>21,22,23</sup>

#### **4. Playground**

Students are expected to:

- Play safely – e.g. walking on concreted areas, near poles, doors, use equipment safely
- Play fairly
- Respect others, (use kind words) – (keep hands and feet to yourself)
- Stay within the boundaries
- Listen and follow directions from the teacher on duty

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<sup>16</sup> Letter 5: Short suspension

<sup>17</sup> Letter 6: Long Suspension

<sup>18</sup> Suspension resolution meeting guide lines

<sup>19</sup> Letter 7: Principal's report on recommendations for Resolution of Suspension

<sup>20</sup> 'Suspension and Expulsion Policy'

<sup>21</sup> Letter 8: Expulsion from Casuarina School – Initial Advice

<sup>22</sup> Letter 9: Expulsion From Casuarina School - Decision

<sup>23</sup> Notification of Suspension/Considering Expulsion

## 4.1 Proactive strategies

The following proactive strategies should be implemented:

- Punctual proactive supervision.
- Where a child is in need of supported play or close supervision that child is directed to the Lunch Club, an indoor play area open to all students and with a staff member present.
- Anti-Bullying strategies.
- In class: Discussion, stories, role-plays should be used to explore the effects of bullying and the importance of peer respect and support, good communication skills and problem solving and fair play.
- Clear rules communicated in class and through assemblies about what kinds of games can be played where etc.
- Positive feedback for successful conflict resolution.
- Each Teacher exercises a 'duty of care' whether on duty or not. Once in the playground, students are under the care of teachers from the whole school.

## 4.2 Unacceptable behaviour

- Kicking, hitting, pushing, rough play
- Throwing sticks, stones
- Bullying
- Violent behaviour
- Verbal abuse, teasing
- Rudeness
- Unfair play
- Exclusion / cliques

### 4.2.1 Level 1

- Stop behaviour e.g. "calm down, talk to me, we can put things right".
- Remind the students of the expectations
- Time out: students stay under adult supervision for 3 – 5 minutes
- Student/s talk with adult to reflect on the incident with the aim of understanding what went wrong and work out a plan to set things right.
- May require the filling in of a Student Reflection Sheet to keep record.

### 4.2.2 Level 2

Time out of playground with supervising adult or student placed in "breezeway" (time out duration up to 3 days). Duty teacher or principal on duty must notify the class teacher who will assess incident and determine the appropriate follow up consequence, monitoring and reporting in keeping with general level 2 of student welfare policy. Class teacher ensures a Student Reflection Sheet is completed and filed.

Behaviour support plan is devised.

An Interview is arranged with parents and student to discuss and agree upon behaviour plan.

Weekly assessments: [up to 3 weeks]

### 4.2.3 Level 3

Student immediately removed from playground and sent to the Principal or supervising teacher's office. Principal in collaboration with class teacher deals with serious breaches to the behaviour code in keeping with level 3 of the Student's Welfare and Discipline policy. [See suspension, expulsion policy]

**4.2.4 Duty Teacher's responsibility:**

Be on time for duty

Be active with supervision

Be proactive, anticipating any serious inappropriate behaviours

Teachers need to familiarise themselves with the 'Levels of playground support'<sup>24</sup>. This explains what action to take if any child transgresses the behaviour code.

It is important that all duty teachers act consistently, so that children get clear messages regarding their behaviour in the playground.

Record any incidents in the playground to the respective class teacher and write an incident report on the same day.

**4.2.5 Expectations of class teacher:**

To dismiss class on time (if dismissed early the class must be supervised by teacher)

To arrive at school on time by 8:30am and return to class promptly after breaks.

To make arrangements for duties if absent from school. Emergency list is placed on whiteboard in staffroom.

To be mindful of students exiting room appropriately and of students wearing a hat.

To follow up with appropriate consequence for child/children who arrive late to class after morning tea and lunch.

If younger classes have extended playtime, the class teacher is responsible for their supervision. The play needs to be away from classrooms.

To follow up, record and monitor any student on level 2 or 3 in keeping with The Student Welfare and Discipline Policy Procedures<sup>25</sup>

To notify relevant staff of any student on level 2 or returning from level 3 suspensions, in relation to playground misbehaviour.

**4.2.6 Casual and new teachers please refer to the relevant attachment.<sup>26</sup>**


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<sup>24</sup> Levels of play ground support

<sup>25</sup> Weekly Playground Tally Sheet

<sup>26</sup> 'Attachments to the Playground Policy

## 5. Excursion and Camps

When participating in excursion and camps, students are expected to follow the same expectations set at school. They are representing the school in the greater community.

### 5.1 Proactive start

- Teacher plans the excursion /camp in accordance with the 'Casuarina Steiner School Camps and Excursions Policy and Procedures'<sup>27</sup>.
- Teacher fills in risk assessment and excursion /camp checklist<sup>28</sup>.
- Where applicable the teacher fills out an additional risk assessment for children with special needs and puts in strategies to minimise risk.
- A class meeting with parents may be arranged prior to the event to inform and discuss the framework of the planned activities.
- Develop a clear picture of the events planned on an excursion or camp, involving children in the relevant planning discussions and relevant information sessions.
- Discuss the expected rules, definitive codes of behaviour, with all children before excursions and camps, as part of a risk management plan.
- On camp permission notes, outline the relevant expected standards of behaviour so parents are informed and can reinforce at home. Principal or welfare support person checks notes before they are sent out. Parents (and students) sign behaviour section and return to class teacher.
- Teacher briefs all parent helpers for the camp, outlining their role and responsibilities, as well as parent code of conduct.
- The Camps and Excursions Parent/Volunteer Agreement must be read and signed by parents accompanying teachers on camps. The teacher/s are responsible for the whole camp and the responsibility for behaviour management is clearly with the teacher (Level 2 / 3 includes Principal).
- If a student has a pre-existing pattern of negative behaviour, the class teacher will have daily behaviour plans ready before camp, so the student knows what to focus on whilst at camp.
- If a student is already on Level 2 of the Welfare and Discipline Policy, it will be up to the discretion of the class teacher and Principal whether the student participates on camp/excursions.
- The school will initiate exclusion, partial participation or conditions of participation where a child displays behaviour that makes the participation on camp/excursions potentially dangerous or unsafe for the child or for others. The Principal must be involved in these decisions.
- Children with special needs may require individual assessment based on nature of excursion/camp activities and excursion duration.
- Where applicable, a modified program (camp I.E.P) may be initiated by the teacher and discussed with parent(s)/carer(s). Parents sign I.E.P's for camp.

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<sup>27</sup> Casuarina Steiner School Interim Excursions Camp Policy and Procedures'

<sup>28</sup> Procedures – camp policy

## 6. Bus<sup>29</sup>

### 6.1 Bus Duty Teacher's Responsibilities:

- To be at the bus stop by 2.55 pm;
- To check each child onto the bus;
- To ensure children stay in the dedicated bus area<sup>30</sup>
- To ensure that children follow bus stop rules while waiting for the bus;

### 6.2 Class Teacher's Responsibilities:

- To ensure that early bus children are let out of class by 2.50pm
- Follow up with appropriate consequences where bus code of behaviour has been breached.

### 6.3 Student's Responsibilities:

- To wait for the bus in an orderly manner in the designated area, (not on the pathway)
  - To be on time for their bus.
  - To keep to pathways at all times and to protect the plants (by not walking through or on the gardens.)
  - To keep off the stairs as that is the general walkway.
  - To keep off the stair railings.
  - To wait for the teacher to call them for the bus, and walk in an orderly manner to the bus, being respectful of others and younger children.
  - Whilst travelling on the bus, students are expected to follow a respectful code of behaviour towards peers, adults and bus driver and to stay seated on the bus, conducting themselves in a safe manner at all times.
  - No iPods, game boys or PSP's – mobile phones can only be used with parent consent (signed form)
- Tracking: Weekly bus duty tally sheet<sup>31</sup>

### 6.4 Consequences

1. Reminder or warning
2. Sit on the bench at the bus stop for 5 minutes.
3. Sit in office until bus arrives

For serious breaches of behaviour by students whilst travelling on the school bus the bus driver will issue consequences e.g. loss of travel pass. The bus duty teacher or class teacher may follow up with the appropriate consequences at school.

## 7. Monitoring

Well-kept monitoring records are important in ensuring effective behaviour management and support. Teaching staff can access relevant information.

Record keeping is mandatory. Copies of relevant records must be filed with the Principal. Records are to be kept in confidential and secure filing systems.

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<sup>29</sup> Bus duty overview

<sup>30</sup> Bus duty map

<sup>31</sup> Weekly bus duty tally sheet

## **8. Individual Behaviours Plans**

When a student exhibits challenging behaviour a behaviour support plan is formulated for the student in consultation with the Student Welfare Officer, teacher, parent(s), care-givers, student, other relevant community agencies and the Learning support Team as appropriate.

The nominated support team can meet regularly to review the plan and ensure continuing support and consistent management.

- The behaviour support plan may involve:
  - Behavioural contracts
  - Behaviour modification plans – rewards and consequences
  - Social skills development
  - Use of support teachers and teachers aids
  - Recommendation for consultation with GP, Local Area Health, Paediatrician
  - Consulting other government agencies – FACS, Community Health Services and Police etc.

## **9. Evaluation**

The 'Discipline and Welfare policy' will be evaluated annually through a survey that addresses all stakeholders and will give feedback on the efficiency of the policy. The outcome of the survey will be published in the annual report<sup>32</sup>.

In addition, the principal and teaching staff will evaluate the efficiency of the defined methods internally<sup>33</sup>

Based on both outcomes the policy will be updated regularly.

### **9.1 Achievement of the aims of the student welfare policy will involve**

- All stakeholders being informed of the revised discipline welfare policy.
- Students understanding the school rules and how to demonstrate them.
- All stakeholders recognising acceptable behaviour.
- Students making choices, being aware of the consequences of positive and negative behaviour.
- All staff responding to student's behaviour with natural and logical consequences consistently in keeping with the student's welfare policy for the whole school.
- All staff (K-6) consistently increasing the level of response as the behaviour persists or deteriorates.
- Consistent follow up and monitoring of children from playgroup, Peach Blossom, kindergarten and classes 1-6 and evaluation of age related strategies used for children on this continuum of behaviour.
- Consistent monitoring practices of incident reports behaviour plans, child studies and suspensions.
- Effective support structures for the teacher provided by the principal to modify challenging behaviours within a classroom.
- Upgrading and Evaluating PD training on behaviour management, Anti Bullying and social skills programs. Records kept of each staff member's PD training and reporting back of training to all teachers.
- The principal and College of Teachers will observe the standard of behaviour around the school at college meetings as required. Student Welfare is a standing agenda item for College meetings.
- Teachers will evaluate classroom management practices through self-reflective appraisals with colleagues.

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<sup>32</sup> Evaluation Student opinion questionnaire

<sup>33</sup> Evaluation of methods

## 10. Child protection Policy

Casuarina Steiner School values a safe and supportive environment for all students. Our prime concern is for the happiness and well-being of each child in our school. We foster an environment where the care and protection of children is paramount. Child protection is an important facet to keeping children safe.

Casuarina Steiner School adopts both a prevention and response focus. Prevention is important and the teachers present in class child protection programs. They also have staff training in Child Protection and current legislation. A response focus has been developed through relevant training courses, including AIS training courses with the Keep Them Safe reporting framework. The Principal is responsible for this area, including investigation of reports and incidences.

**Keep Them Safe:** A shared approach to child wellbeing recognises the importance of the wellbeing of all <http://www.casuarina.nsw.edu.au/wp-admin/admin.php?page=Wordfence> children and young people, with the aim of providing appropriate support to families earlier, to prevent children and young people requiring statutory child protection intervention. To achieve this, Keep Them Safe encourages families, communities, government agencies and non-government organisations to work together to support children, young people and families.

See separate policy documents including the Child Protection Policy and the Casuarina Steiner School Code of Conduct for the Care and Protection of Children.

## 11. Anti-bullying Policy

### Bullying and Harassment

Bullying and harassment will not be tolerated at any level. Any instances of either are reported as soon as possible to the principal via Incident report. A record is kept and parents are informed to ensure a collaborative and effective resolution of the problem.

For details of our Bullying procedures please refer to 'Whole School Anti -Bullying Approach' and see separate policy document.

## 12. Resources

Outside Support resources<sup>34</sup>

Books, Websites and resources<sup>35</sup>

Recommendations Social Skills Support<sup>36</sup>

Recommendation Student Welfare Overview-Proactive Strategies<sup>37</sup>

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<sup>34</sup> Outside Support resources

<sup>35</sup> Books, Websites and resources

<sup>36</sup> Recommendations Social Skills Support

<sup>37</sup> Recommendation Student Welfare Overview-Proactive Strategies

### 13. Appendices

1. Letter 1- Parent statement of commitment,
2. Parent Code of Conduct
3. Casuarina Steiner School Rules
4. Orientation/Transition program
5. Tracking sheet Level 1
6. Levels of Behaviour Support
7. Student reflection sheet
8. Incident report
9. Letter 2- Incident notification
10. Letter 3- Level 2 notification
11. Student Behaviour Support Plan (Levels 2 & 3)
12. Behaviour Support Plan Agreements
13. Documentation Tracking sheet Level 2
14. Letter 4- recommendation to Area Health or Paediatrician
15. Documentation Tracking sheet Level 3
16. Letter 5 – Short Suspension
17. Letter 6 – Long Suspension
18. Suspension resolution meeting guidelines
19. Letter 7 – Principal's report on Recommendations for solution
20. Suspension and Expulsion policy
21. Letter 8: Expulsion from Casuarina School – Initial Advice
22. Letter 9: Expulsion From Casuarina School – Decision
23. Notification of Suspension/Considering Expulsion
24. Levels of playground support
25. Weekly playground Tally Sheet
26. Attachment to the Playground Policy
27. Casuarina Steiner School Interim Excursion Camp Policy and Procedures
28. 'Procedures' - Casuarina Steiner School Interim Excursion Camp Policy
29. Bus duty overview
30. Bus duty map
31. Weekly bus duty tally sheet
32. Evaluation Student opinion questionnaire
33. Evaluation of methods
34. Outside Support resources
35. Books, Websites and resources
36. Recommendations Social Skills Support
37. Recommendation Student Welfare Overview-Proactive Strategies

Policy Name: Student Welfare and Discipline Policy	Date of Origin: 2013 Updated: 18.10.17
Responsible: Principal	Review date: 18.10.2022
Location: Administration: Registration 2018: Final Documents: Safe and Supportive Environment – Student Welfare	

