



HELENA RIVER
WALDORF SCHOOL

POSITIVE BEHAVIOUR POLICY

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1		11/2017	Creation of Policy	TM
2		01/2021	Minor changes only	TM
3	11/2027	11/2024	Policy name and procedural changes	RD & YJ

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1 SCOPE AND APPLICATION

This policy applies to all students and staff of the school.

2 POLICY

Helena River Waldorf School (HRWS) values compassion, respect, responsibility and courage. These values underpin our behavioural expectations. The School acknowledges that everyone has a right to feel safe, respected and valued in our community.

School expectations of behaviour are necessary for the mutual benefit of all and aim to create a School environment that is a positive place in which to teach and learn.

The Positive Behaviour Policy is based on the philosophy of pastoral care, where all members of our community:

- Are treated respectfully and justly
- Feel safe and secure
- Are aware of the rights and responsibilities of themselves and others
- Uphold the School values and maintain a health learning environment for all.

At Helena River Waldorf School, we explicitly forbid the use of any form of child abuse, corporal or other degrading punishment. Restraint and physical contact must be a last resort and should only be used if a student is acting in a manner that places the safety of any person at risk.

We uphold the principals of procedural fairness and explicitly prohibit any form of unlawful discrimination.

3 PROCEDURE

The School adopts a common sense approach to providing healthy, age-appropriate boundaries across the School. These boundaries assist students to positively demonstrate the School Values and to acquire self-discipline. It is important that students are included in resolving their own situations.

Procedural fairness lends itself to considering individual temperament and stage of development of the child in any given situation. Individual Behaviour Management Plans may be implemented as a means to support the child.

Students are expected to abide by the rules of the School and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

- Student Code of Conduct
- Dress Code
- Bullying Prevention

Our procedure involves five tiers of intervention:

Tier One

Positive interactions between teachers and students, whereby the students are affirmed for demonstrating the School Values and upholding the School Ethos. Teachers are encouraged to focus on positive behaviours.

Tier Two

The teacher and student will work together to resolve concerns that arise.

Tier Three

If no resolution is achieved at Tier Two, or if a behaviour is considered significant and/or ongoing, assistance will be provided by the Education Coordinator or the Principal. Parents may be asked to engage in supporting the School Ethos and Values.

Tier Four

If the behaviour has not been resolved or improved at previous tiers, appropriate resolution will be sought by the Leadership Team. Parents will be notified by phone or letter as soon as possible.

A student may move straight to Tier Four if deemed appropriate.

Tier Five

For unresolved situations, a review of enrolment will be considered by the Leadership Team, the teacher and possibly the College.

4 STRATEGIES

There are a range of strategies that may be implemented to ensure that the School Ethos and Values are upheld. These may include:

- Reminders (verbal or written)
- Time in with the teachers to discuss ways to resolve and make good a situation
- Time out of the classroom to reflect and re-set
- Collaborative approach towards self-autonomy in resolving behaviours that are not aligned with the school expectation.

Individual Behaviour Management Plans

Where behaviour is ongoing, Individual Behaviour Management Plans may be developed.

Plans will be negotiated between relevant staff, students and parents/guardians, and will consider the student's:

- Age
- Developmental needs
- Behavioural context.

The desired behaviour of the student will be clearly described with achievable targets and strategies to assist in meeting these targets.

The School may refer the student to other supports available, if required. The Behaviour Plan will be reviewed, assessed, changed and modified, as needed.

5 RELATED DOCUMENTS

Related Documents	<ul style="list-style-type: none"> • Student Code of Conduct • Playground Supervision Policy • Bullying Prevention • Duty of Care • Enrolment Policy • Incident Report Form
Related Legislation	<ul style="list-style-type: none"> • Criminal Code 1913 • School Education Act 1999 • School Education Act Regulations 2000 • Work Health and Safety Act 2020 • Work Health and Safety (General) Regulations 2022 (WA) • Disability Discrimination Act 1992 • Disability Standards for Education 2005