At the Mansfield Rudolf Steiner School we work with the indications of Rudolf Steiner and the study of anthroposophy in the development and application of our approach to behaviour management. We consider the child as a whole person with soul and spirit-being living in the physical world.

We work to develop each child’s individual self by helping them to overcome encumbrances and challenges, and to foster self-esteem and confidence in their own abilities. The children learn to become more responsible and more able to respect themselves and other people.

By setting parameters that balance, heal, curb excesses and strengthen weaknesses, we gradually work towards the time when the individual can emerge, ready to be able to take charge of their own self-direction and self-discipline. This is education towards freedom – the freedom each one has to reach goals each has freely chosen.

We have an underlying theme – that out of goodness beauty and truth, through active collaboration, we are able to form an orderly school life in which the children can unfold their individual gifts and find their appointed tasks in life.

AIMS

1. To create an environment within the school that allows each individual to have the freedom to learn and develop a sense of beauty, goodness and wisdom.
2. To promote active participation in the life of the school that develops respect for and interest in others and fosters a sense of belonging within the school community.
3. To develop the ability to become aware of the consequences of our actions, and how they impact upon others in our school community.

CODE OF CONDUCT

WHAT THE CHILD CAN EXPECT WHILE AT SCHOOL:

1. To be considered with dignity and respect.
2. To be treated with courtesy and kindness.
3. To have a valued and caring relationship with the staff as a basis for real communication, trust and problem-solving.
4. The right to a safe environment.
5. The right to a positive, undisturbed learning environment.

WHAT THE PARENT CAN EXPECT FROM THE SCHOOL

1. To be respected.
2. Professionalism from all staff members.
3. To be listened to courteously at interviews, meetings and other venues for communication.
4. That confidentiality over sensitive issues is respected by staff members.
5. To be treated in a caring, polite and respectful manner.

WHAT THE SCHOOL EXPECTS FROM THE CHILD

1. Courtesy, honesty and co-operation at all times.
2. To respect the classroom is a learning environment, students may not interfere with the rights of others to learn.
3. Respect towards the property of others including clothes, school work, school bags, hats, school lunches.
4. Respect towards other children and adults in the school environment.
5. Care of all school property.
6. Adherence to school and classroom rules.
7. Adherence to school boundaries.

WHAT THE SCHOOL EXPECTS FROM THE PARENT

1. To treat staff members with respect and courtesy.
2. To follow specified protocol for communication with staff members - to be aware of guidelines for communication.
3. To respect that staff members have rights.
4. To Co-operate and work together where the child’s behaviour has overstepped accepted school standards.

POSITIVE CONSTRUCTIVE BEHAVIOUR IS ENCOURAGED BY:

1. An emotionally supportive environment.
2. The curriculum which nurtures the needs of the whole child as it moves through different developmental stages. It is a curriculum which supports the moral development of the child.
3. Clearly defined rules, which have been effectively communicated to the children.
4. The teaching and application of social skills to produce positive experiences in interpersonal relationships.
5. Teaching and application of conflict resolution skills.

SCHOOL RULES & CONSEQUENCES

At the Mansfield Rudolf Steiner School make the distinction between the student and the behaviour exhibited by the student.

CONSEQUENCES - A Four-Step Approach to Behaviour Management. The following stepped approach to human relations aims to meet the demand of varying levels of inappropriate behaviours from the simplest, most frequently used classroom reminders to serious misbehaviours.

1. It is usual, but not required that a teacher will sequence his/her response in the order given.
   a. Reminder
   b. Separation
   c. Relocation
   d. Home support

There may be some time delay between steps, according to the frequency of occurrence of the behaviour, and the seriousness of the offence.
1. Reminder Stage - One of the best strategies a teacher will use for classroom behaviour management is that of positively reinforcing appropriate and considerate behaviours. Used wisely and consistently this becomes a preventative strategy, effectively strengthening a positive and thoughtful tone within the class group. Nevertheless, there will be times when behaviour arises that need to be interrupted and brought to the attention of the child, perhaps even of the class group. Strategies that a teacher may use as a reminder to children include:
   a. A verbal reminder
   b. A look in the child’s direction
   c. Moving within the close proximity of the child
   d. Writing the child’s name on the blackboard
   e. The teacher placing their hand on the child’s desk or shoulder
   f. Using humour, etc.

The teacher may find one strategy is better for a particular child than another, that it benefits their temperament or mood at that moment. The teacher will use his or her own discretion, sensitivity and moral artistry to deem what strategy is best used at each moment.

2. Separation from the Classroom - When a child behaves inappropriately e.g. interferes with the rights of others to learn and the teachers to teach, a reminder of appropriate behaviour will be given. If a child continues to make poor choices regarding their behaviour in class, the teacher may ask if they are going to cooperate or if they are choosing to leave the group. It is important that the teacher talks in a calm and non-threatening matter. When the student is ready to join the group again, any of the following questions could be asked.
   a. How can you finish your work today?
   b. How can you help your class to learn?
   c. How can you do what is being asked of you?
   d. How can you remember the rule you have broken?
   e. What else can you do to help your behaviour to improve?

There is no need to keep a record of in-class Separation Placements, unless the student is being placed there frequently. When a return has been negotiated, the student may return to the class group.

3. Relocation - This term refers to the instance where a child moved from the main class group to another classroom. Any student who is relocated to another classroom must complete a Plan for the Future and use this when speaking to their class teacher about re-entering/rejoining the class.
   a. Parents will be contacted if the child is given two Plans for the Future in one term. Such contact with the parents may be a phone call or an interview but within a small timeframe of the misbehaviour occurring.
   b. The class teacher, student and possibly parents will put into place appropriate strategies to overcome the need to be relocated in the future.
   c. The class teacher will keep a record of all Plans for the Future and interviews with parents.

4. Home Support - Teachers will engage direct support of parents in any instances of serious or inappropriate behaviour and where the child is violent, out of control, abuses or threatens any member of the school community or school property.
a. Parents will be asked to take their child home for the rest of the day. An interview with the parents, the teacher and a member of the college will be required before the child is able to re-join the class. At this interview causes of the misbehaviour and suggestions for remediation will be discussed.
b. Specialist teaching staff will be notified. A referral to a counselor may be arranged with an expectation that teacher, parents and student will be supportive of this.
c. Suspension from the class (either at home or in school) may be deemed necessary for a period of one to five days if all other measures have not proved successful.
d. Should a student be given more than two suspensions over a term, their enrolment at the school will be reviewed.
e. Should a child’s behavior be such that the safety of other students, staff or others is significantly threatened, the child’s enrolment will be reviewed with a view to determining whether the enrolment should be terminated immediately.

**CARE OF PROPERTY**

1. We encourage respect for and care of property and the school environment. This includes individual possessions, another’s possessions and school possessions and equipment.
2. In the classroom this applies to school books, work books, desks, chairs, library books, crafts and the classroom space itself.
3. Students should also treat with respect anything belonging to another student or teacher.
4. In the school yard we need to care for the environment, especially taking care not to litter or damage property.
5. Students who damage or deface school property will be asked to repair any damage they have caused and where this is not possible they will be asked to pay for the damage to be repaired.

**NUT AND ALLERGENS AWARENESS POLICY**

**NUT ALLERGY**

“Nut allergies are one of the most common food allergies. While many reactions to nuts are mild, serious reactions can occur. Children with a nut allergy need to avoid nuts in their diet.”

**CONTEXT**

Our School is required to provide a learning environment that is safe and supportive of all students. This includes providing for the needs of students and staff who may have anaphylactic (severe allergic) conditions – including nut allergies. For these individuals exposure to allergens at school may constitute a serious risk to their health and wellbeing.
While it is not possible to guarantee that the school environment will be completely free of potential nut hazards, risks can be minimised by adhering with reasonable guidelines.

**PURPOSE**

4. To raise the awareness of anaphylactic conditions for all members of the school community
5. To provide a safe school environment for all members of the school community.

**PARENTS**

1. Are requested to exclude foods that contain nuts from what the students bring to School. This includes products such as peanut butter, ‘Nutella’, most nuts, peanut cooking oil and other foods that may contain nuts.
2. Will be informed of this policy at the commencement of each school year and reminders via newsletter.
3. Will have an anaphylaxis care plan from the doctor if their child has a serious allergy

**STUDENTS**

1. Are advised not to share food from home
2. Who inadvertently bring food containing traces of nuts or nut products, are required to eat that food away from any allergic students

**STAFF**

1. Will be made aware of students who have anaphylactic responses, including nut allergy
2. Will supervise students during lunch eating time and will be vigilant in regard to this policy
3. Will participate in training at least every three years to understand procedures related to Anaphylaxis (severe allergic reactions) if the need arises
4. Ensure that school food to be used with students, either at school or on excursions, do not include products such as peanut butter, ‘Nutella’, nuts, peanut oil or other foods that may contain nuts

**PROMOTION**

The policy will be promoted by:

1. Information via the school newsletter
2. Governing Council being informed and giving approval and support to this policy
3. Staff being informed each term and provided with training opportunities

**REVIEW**

This policy will be reviewed by staff and Governing Council every 2 years. The next review will be in 2014
The school acknowledge that due to current food processing practices, it is impractical to eliminate nuts and nut products entirely from an environment where there is food. The emphasis is therefore on raising awareness and adopting the reasonable procedures regarding nut awareness.