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<p>Recommended frequency of review: 1 year for new policies, and then at least every 3 years unless otherwise approved by the Executive Team. Next review: 2027</p>	
<p>Related Legislation and Documents:</p> <p>Care and Protection of Children Act 2007 (NT) – promotes the wellbeing of children, protection of children from harm and exploitation and to maximise their opportunities to develop to their full potential.</p> <p>Disability Discrimination Act 1992 – to eliminate discrimination against persons on the grounds of disability, ensure people with disability have the same rights to equity before the law and promote recognition and acceptance that people with disability have the same fundamental rights as the rest of the community.</p> <p>Disability Standards for Education 2005 – makes explicit the obligations of education and training service providers under the Disability Discrimination Act 1992 and the rights of people with disabilities in relation to education and training.</p> <p>Education Act 2015 (NT) - promotes high-quality contemporary education to develop students’ potential and maximise their educational achievement.</p> <p>Education and Care Services (National Uniform Legislation) Act 2011 (NT) - sets a national standard for children’s education and care across Australia.</p> <p><i>MSSA Code of Conduct</i> <i>MSSA Communication Policy</i> <i>The Continuum of Restorative Practices in Schools (Morrison, 2022)</i></p>	

Document history:

Version	Date	Nature of Amendment
1	2013	
2	2013	Minor amendments
3	2014	
4.0	2021	Major revision
4.1	14/10/24	Revision includes an update of best practice language and processes for Restorative Practice in schools

DISCIPLINE

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DEFINITIONS AND ABBREVIATIONS

MSSA: Milkwood Steiner School Association

Respectful relationships refers to relationships that are built on trust, respect, compromise and understanding of one another.

Restorative Practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative Practice acknowledges that rupture/conflict is inevitable, but repair is optional; Restorative Practices build “conflict competence” and support people to bring attention to repair, when they are ready to do so. Restorative Practice allows people to take responsibility for their actions and work towards reparations.

Student engagement refers to three elements:

- behavioural – students’ participation in education, including the academic, social and extracurricular activities of the school
- emotional – students’ emotional reactions in the classroom and school (a sense of belonging or connectedness to the school)
- cognitive – students’ investment in their learning (motivation and self-regulation).

Student wellbeing refers to a sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at school.

Trauma informed practice in education refers to a way of working that acknowledges the effect of trauma on cognitive and emotional development and social functioning. It strengthens teaching practice through recognition of the critical importance of relationships, perception of self and the mental and emotional states of complete engagement.

Unacceptable behaviour includes any behaviour that breaches the Code of Conduct, poses a risk to safety, wellbeing, access or learning. Unacceptable behaviour may be considered Minor, acute/isolated, chronic, serious, violent or aggressive, dangerous, abusive or bullying.

Minor Behavioural Concerns include isolated incidents that can be treated without medical attention and there is no expectation of ongoing concerns. A commonsense approach is taken in determining whether an incident is of a minor nature. The response to a Minor Behavioral Concern follows a Commonsense approach, taken by the responsible teacher.

Serious Behavioral Concerns include:

- **Isolated Acute** incidents, or **Chronic Unacceptable Behaviours** that will not get better, or may get worse, without intervention
- Behaviours that have resulted in harm to another person.
- Behaviours that prevent the child from learning, prevent another child from learning, or prevent a staff member from being able to do their job safely and effectively
- **Repeated, Escalating** or **Ongoing Minor Behavioural Concerns**
- **Violent, Aggressive** or **Abusive** Behaviour
- **Dangerous Behaviour** that exposes a person to serious health or safety risk, including psychological risk such as threats of violence
- **Bullying**, defined as the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

PURPOSE

Milkwood Steiner school has a whole-school approach to student wellbeing and positive behavior that:

- affords dignity and compassion to all children, recognizing the complexity of reasons behind behaviours of concern
- uses evidence, trauma informed and strengths-based approaches to meet the diverse needs of students, families and staff
- enables all members of the school community to be active participants in the creation of a school culture that values wellbeing, diversity and inclusion
- cultivates positive, caring and respectful relationships
- consolidates a tiered response to intervention
- provides opportunity for students to express their views and be involved in decision making
- ensures the safety and wellbeing of students and staff, and responds to risks to safety and wellbeing
- values student attendance and engagement at school
- reduces incidents of behaviors of concern
- maintains strong boundaries around behaviors of concern, and no tolerance for violence or abuse

This Policy exists to define behavioral expectations at Milkwood Steiner School, alongside the Code of Conduct, for children enrolled at Milkwood Steiner School.

SCOPE

This document applies to students in all areas of the school, including the Milkwood Steiner School Association Board (the Board), staff, students, Playgroup, Preschool, After School Care, families, carers and friends of Milkwood Steiner School, volunteers and visitors to the school.

This policy applies to all interactions while in school or off site, including school related functions such as excursions, camps, social events or conferences.

POLICY STATEMENT

Minor Behavioural Concerns (see definition) are addressed by the responsible teacher as soon as possible after the occurrence of the concern. The response to unacceptable behaviour that is of minor concern values the child's need to learn from their mistakes, and models forgiveness.

This response is guided by the teacher's knowledge of the child with compassionate consideration for the reasons behind the behaviour, and the intervention that is most likely to affect change. Examples include:

- general reminders to the whole class or whole school at assembly
- a specific reminder to one child
- therapeutically, through storytelling or restorative processes
- modelling preferred behaviours
- redirection

Minor behavioural concerns carry an expectation that the child takes action to remedy their mistake (eg clean up the mess they made, look after a child who is upset).

Minor behavioural concerns that have impacted another child follow a restorative process, as appropriate.

Minor Behavioural Concerns are reported by the class teacher to the child's caregiver within 24 hours and as soon as practically possible. These concerns are documented in the class teacher's diary, providing evidence should the behaviour be repeated, become chronic or escalate. These records include date, time, names of students and staff involved or impacted, and a brief description of the incident.

When a Minor Behavioural Concern is noted by the responsible teacher who is not the child's teacher (eg. Teacher on Yard Duty), this is reported to the class teacher for follow up. A written report of the concern may be requested by the class teacher.

Serious Behavioural Concerns (see definition) are not tolerated at Milkwood Steiner School.

When a Serious Behavioural Concern occurs, the responsible staff member must:

1. Ensure the safety of all students according to MSSA Policies. This may include removing the risk to others' safety, by removing the child from the class, implementing the lockdown procedure or calling the office to administrate assistance.
2. Document the concern in writing, and submit this to the Class Teacher, Principal, Admin and Enrolments officer for filing.
3. Fill out an Incident form if required (See *Recording and Reporting of Student Incidents and Injuries Policy, 2021*)
4. Communicate the incident or concern to the parent.

At the Principal's discretion, in consultation with the responsible teacher, a Serious Behavioural Concern may result in:

- Immediate removal of the child from class
- Early collection from school by the parent/caregiver
- A school suspension for up to three days
- A Decision Pause for up to two days (see **Decision Pause** indications below).

Readmission to the school will be conditional and probationary. An agreement will be created between the school, parent/caregiver and the student, regarding conditions for return.

Further Unacceptable Behaviours will result in an immediate suspension for 1 week.

Any subsequent offence will result in expulsion.

Decision Pause: In the case of a Serious Incident, a "decision pause" may be offered by the school, delaying the decision about the disciplinary action needed, for up to 2 days. The "decision pause" may be offered when the Principal assesses that more time is needed to stabilise affected parties following an incident, and/or to provide safety and wellbeing support prior to disciplinary action. During the "decision pause" period, the child may still be instructed to not attend school. However, this is issued as a wellbeing consideration rather than a disciplinary action or suspension. If at the end of this pause period, a suspension is determined to be the appropriate action, the "decision pause" period will serve as the equivalent number of days of the suspension period. If the child and their parent/caregivers do not agree to a pause period, disciplinary action may follow the sequence and timeline of this policy, and be issued by the school effective immediately. The intention of the "Pause" period is to enable the best support for all affected parties as the first priority and to set everyone up for the best chance of a restorative process.

Restorative Practice

Restorative Practice is a theory of justice which focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative Practice acknowledges that rupture/conflict is inevitable, but repair is optional; Restorative Practices build “conflict competence” and support people to bring attention to repair, when they are ready to do so. Restorative Practices at Milkwood do not take the place of disciplinary action; they exist to allow people to take responsibility for their actions and work towards reparations.

A whole-school Restorative Justice approach is used in age-appropriate ways to ask who has been affected by what has happened and what can be done to make things better for all concerned.

In cases of conflict between students, all involved are offered a chance to speak and be heard by an impartial staff member. Students will be offered time and strategies to self-regulate, or offered support to regulate before engaging in conversation. Sometimes, a disciplinary action “decision pause” may be needed to allow for this time. Students are offered an opportunity to have their voices heard, and hear the voices of others to identify the impact of the thing that happened. An apology or forgiveness is not forced. Students are offered a chance to develop an understanding of what’s needed to make things right.

This process considers the long-term learning required by children around behavioural change, and the skills of “conflict competence”.

Alongside this approach are firm boundaries and conditions for attendance at Milkwood Steiner School in cases where behaviours of concern are not preventable, or safety is compromised.

Suspension and Expulsion

Notification of student suspension or expulsion is given in writing to a child’s parent/caregivers, and may take effect immediately.

Notification will include the reasons for suspension or expulsion, and outline the parent/caregiver’s right to review the decision.

A “decision pause” (see definition above) may also be considered.

Early Childhood

Milkwood’s approach to responding to behavioural concerns for children under the age of 7 takes into consideration differences in child development expectations for Early Childhood. The Principal in consultation with the Kindergarten Teacher may consider alternative, best-practice responses to behaviours of concern in Early Childhood, provided that the safety, wellbeing and learning experience of other children is uncompromised. Examples may include reduced attendance (½ days or a 3-day-week) a request for parent attendance during circle time or afternoons.

Review of Disciplinary Actions

Request for review of a Teacher’s disciplinary actions are made to the Principal.

Requests for review of a decision to suspend or expel a student can be made to the MSSA Board by a child's legal guardian. The Board's response to this request will follow the Communication Policy's approach to Grievances. The outcome of this review will be communicated to the parent/caregiver in writing.

Responsibilities

Parents and Caregivers are responsible for

- reporting behavioural concern to their class teacher, or in accordance with the Communication Policy
- reinforcing school behavioural expectations at home
- work with the teacher and school to facilitate a change in behaviour
- adhering to the Code of Conduct and Communication Policies when interacting with the school regarding unacceptable behaviours
- repairs to property damage caused by Unacceptable Behaviours at the discretion of the Principal

Staff are responsible for

- ongoing professional learning about how to meet individual student needs
- responding to behaviours of concern, in accordance with this policy and the Code of Conduct
- ensuring their students are aware of behavioural expectations and the Code of Conduct, and consequences to behaviours of concern
- documenting incidents or evidence of behaviours of concern
- reporting **Serious Behavioural Concerns** to the Principal
- responding to **Minor Behavioural Concerns** independently, in accordance with this policy, or seeking support from the Principal or College of Teachers as required
- communicating behaviours of concerns to parents, the child's teacher, the College of Teachers and the Principal as required

The Principal is responsible for

- Responding to **Serious Behavioural Concerns** in accordance with this policy
- Reporting **Serious Behavioural Concerns** to the Board
- Ensuring access to professional learning for staff according to need

The Board is responsible for

- Reviewing disciplinary actions according to the Communication Policy, on request by the child's legal guardian.