Te Rā Waldorf School

Next review: Term 2 2025

Behaviour Management

Our school provides a safe physical and emotional environment for students and staff. We promote a culture of **care and protection** of students, and we prioritise this when managing behaviour and dealing with behaviour incidents.

At Te Rā Waldorf School we promote positive student behaviour and ▶**de-escalation** of challenging behaviour. We also expect our students, staff, and the wider school community to maintain high standards of **conduct**, and for visitors, parents, and whānau to model positive behaviour for students. **Bullying** and **harassment** within the school community is taken seriously, and is dealt with through our behaviour management strategies. We advise our community of procedures to follow if they have any **concerns or complaints**.

Behaviour management guidelines

At Te Rā Waldorf School all staff are made aware of the following behaviour management guidelines.

- We make a clear statement of acceptable and unacceptable behaviour known to all staff, parents/caregivers, and students.
- We communicate to all members of the school the responsibility to recognise bullying, harassment, and inappropriate behaviour, and how to take appropriate action when necessary.
- Staff (including relievers, coaches, tutors, etc.) maintain positive learning environments and relationships within the school community.
- We consistently apply our behaviour management strategies in all cases of unacceptable behaviour, and try to maintain the dignity of the student at all times.
- Staff manage challenging behaviour appropriately and use de-escalation techniques if student behaviour poses a danger to themselves or others. Physical restraint is only used to prevent imminent harm, and only according to our **physical restraint guidelines**.
- We action procedures outlined by the Ministry of Education for **stand-down, suspension, or exclusion** in cases of extreme misconduct, continual disobedience, and/or behaviour risking serious harm.
- We work with parents/caregivers, staff, and outside agencies if necessary, to plan **individual programmes** and strategies for students with particular behavioural needs. These students may be managed outside our behaviour plan.
- ▶**Seclusion** and corporal punishment is prohibited.

See our **Behaviour Support plan** 📄 for more information.

Parent/Caregiver concerns

If a parent/caregiver has concerns about incidents between students, staff, or other parents/caregivers, they should contact our school directly to voice their concerns through the appropriate channels. We do not encourage parents/caregivers to approach students, their whānau, or other members of the school community to privately discuss behaviour issues.

This also applies to incidents that occur out of school time or off school grounds but when students are still connected with the school e.g. at camp or on school trips, while wearing school uniform, or travelling to and from school.

Concerns involving relatives of staff or board members

If a behaviour issue or a concern arises at school that involves the child or relative of a currently employed staff or board member and another student or group of students, the staff or board member is not involved in its resolution. A delegated staff member with no relationship to the student or relative manages the incident.

Related topics

- **Community Conduct Expectations** ☑
- **Parent Involvement** ☑
- **Bullying** ☑
- **Raising Concerns** ☑
- **Learning Support Supervision** ☑
- **Individual Education Plan** ☑
- **Supporting Student Wellbeing** ☑
- **School Bus Code of Conduct** ☑

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **Student behaviour - help and guidance** ↗
- NZSTA: **Student behaviour management** ↗
- TKI | Te Kete Ipurangi: **Use de-escalating behaviour strategies** ↗

Release history: **Term 3 2022**, **Term 4 2021**, **Term 1 2019**

IN THIS SECTION

Bullying
Searches, Surrender, and Retention of Property
Physical Restraint
Stand-down, Suspension, and Exclusion

Last *scheduled review*	Term 2 2022
Last *internal review*	Term 2 2022
Topic type	Generic - can be tailored