GOORA GAN STEINER SCHOOL

Behaviour Management Framework

Purpose:	To safeguard the rights of all students and staff at Goora Gan Steiner School to learn, work and socialise in a safe and harmonious environment free of disruptions, abuse or threat, and in which they can reach their potential as teachers and learners.		
Scope:	This policy applies to student behaviour within the school grounds and classroom, and when representing the school in public and on camps and school excursions		
Status: Approved		Supersedes: Social Health & Well-being Policy	
Authorised by: School Facilitator		Date of Authorisation: July 2020	
References:	• Anti-Bullying Policy • Behaviour Management Policy		
Review Date: Every 2 Years	Next Review Date: July 2022		Policy Owner: School Facilitator

Foundations of this Framework

1. Every student has a right to learn and every teacher has a right to teach
2. Everyone has the right to feel safe
3. Everyone involved in the problem can be part of the solution
4. GGSS has a zero tolerance for bullying
5. GGSS Behaviour Management processes are restorative in nature, though the restorative practices do not substitute responsibility and consequences.

At Goora Gan Steiner School we uphold a relational approach to behaviour management in a holistic way that includes other methods such as developmental understanding of the child, appropriate timing, therapeutic story-telling, parent engagement, pedagogical enquiry and role modelling. In addition to this framework, specific strategies based on an understanding of child development, are contained in the Goora Gan Behaviour Management Policy.

Behaviour Management Process

1. **Preventative Restorative Practices**
   - Staff facilitated, weekly class check-ins and circle discussions for social - emotional well-being;
   - Staff facilitated Class Agreements – created collaboratively at the beginning of each term by students, with their Class Teachers, to support their learning environment
2. **Restorative Circle/Discussion**
   - Staff facilitated Restorative Discussion: used when problems occur with one, or a few students
   - Staff facilitated whole class Restorative Circle is used when the whole class is involved/impacted
3. **Restorative Meeting with parent, child and staff**
   - When in-school Restorative Discussions do not result in positive change/resolution, a meeting will be requested to explore collaboratively what is happening for the child and possible solutions, identifying clear expectations and outcomes.
4. **Individual Behaviour Support Plan**
   - When previous steps do not produce accountability from the student and positive outcomes, an Individual Behaviour Support Plan is created collaboratively with staff, parents and additional support services where applicable. This plan is based on the needs of the individual child and identifies clear goals and timeframes, and may include, but is not limited to, parent meetings, altered curriculum/attendance, and any other appropriate inclusions.
5. **Enrolment completion - Is this sustainable?**
   - If the Individual Behaviour Support Plan does not produce the required outcomes to ensure the safety, rights and learning of students and teachers, the student enrolment will be terminated.