



(220) Positive Behaviour Policy



Positive Behaviour Policy (220)

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Custodian	Teaching and Learning		
Relating documents and Forms	221 Student Discipline Procedure 223 Behaviour Support (High School) Procedure		
References and Legislation	NSW Anti-Discrimination Act (1997)		

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1. Overview

1.1 Purpose

This policy and procedure states the School's position on positive behaviour in the School Community and in particular has been developed to assist in each child's development into a balanced, responsible and self-disciplined person who is able to take their place in the community and contribute in a positive manner to school life.

This Policy is framed as an affirmation of positive School Community behaviour, rather than a negation of poor student behaviour (anti-bullying)

1.2 Community Behaviour Statement

Children all have a right to work, play and learn in a friendly, safe and helpful environment.

Teachers all have a right to teach in a friendly, safe school, which is supported by the school community

Parents all have a right to be informed, feel welcome and know their children work, play and learn in a friendly, safe school environment.

1.3 Why do we need a dress code?

Whilst there is no school uniform Lorien Novalis has a school dress code that is regularly revised so that it is relevant and responsive to changing times. The dress code endeavours to address the safety and health standards of the students and the school community (safety is used broadly to describe emotional, social and physical well being).

The dress code should improve the learning environment and outcomes of students so that it is supportive, positive, non discriminatory, equitable and safe. The intent is to complement and enhance an environment that reflects the ethos of a K – 12 Steiner education. Early childhood to late adolescence casts a wide span and yet within the school these worlds interact and overlap, hence the best interests of all need to be addressed in formulating a dress code.

The school values freedom of expression and individuality and this particularly emerges in High School. However, the need to foster a culture of respect for others, and the gaining of skills to enable appropriate decision making are also valuable lessons needed for High School students in preparation for the world. Cooperation and enforcement of the dress code is expected and delivered from this understanding and should never be confused with it being about personal judgements or preferences.



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1.4 Anti-Bullying, Anti-Discrimination, Anti-Harassment

At Lorien Novalis School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and all students, staff and parents share a responsibility for preventing it.

Lorien Novalis School fosters ideas, beliefs and behaviours, which are inclusive, and discourage marginalisation and victimisation.

Lorien Novalis School is committed to the development of our workplace as an environment that fosters the dignity of human person. We are therefore committed to uphold the law on bullying, discrimination and harassment and to ensuring, so far as is reasonably practicable, that procedures are in place to address all forms of bullying, discrimination and harassment.

Bullying, discrimination and harassment will not be tolerated under any circumstances. Corrective action will be taken with regard to any person who breaches this policy. This policy statement sets out to safeguard the rights of all those involved.

2. Scope

The document aims to make clear to all teaching staff the ways in which Lorien Novalis School intends to promote a positive learning environment and where necessary how to correct student behaviour.

We strive, within the School Community as a whole, to promote a culture of respect, cooperation and individual achievement

In addition, we have identified through our review processes the need, for students in Class 8 and above, to have a coherent Conduct Agreement.

Anti-bullying, Anti-discrimination and Anti-Harassment: This policy applies to employees, students, parents, care-givers and volunteers on the Lorien Novalis School site and when attending Lorien Novalis School related off-site events such as camps and excursions. It also includes social networking communication¹, and other electronic communication²,

¹ this includes but is not limited to facebook, twitter, myspace, tumblr etc

² this includes but is not limited to e-mail, sms texting, etc



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between Lorien Novalis School community members, even if such communication occurs outside of school hours.

3. Definitions and/or Legislation

3.1 Bullying

Whilst there is no universally accepted definition of bullying, there is general consensus that Bullying behaviour:

- is deliberate and often repeated
- intends to cause fear, distress, hurt or harm to another
- is action by a more powerful individual or group over a less powerful individual or group

3.2 Harassment

Harassment is any behaviour, which is not asked for and not wanted and that happens because of a person's sex, race, age, marital status, pregnancy, disability or sexuality. Harassment may be explicitly directed at an individual or group or occur through the creation of a hostile environment. Harassment offends, upsets, humiliates or intimidates another person. It makes the workplace uncomfortable and unpleasant.

Harassment is not always intended. Acts or behaviour, which some see as amusing or trivial, may hurt or offend another. To prove harassment, the complainant does not need to demonstrate disadvantage. It is sufficient to have felt offended, humiliated or intimidated by the behaviour and for it to be reasonable to have felt that way. Harassment can often occur when power is used wrongly. Harassment can have a serious adverse impact on the work satisfaction and performance of staff and students.

3.3 Discrimination

Discrimination can take a number of forms, and includes but is not limited to:

- racial
- sex / gender
- sexuality
- religion
- impairment or disability

Discrimination can be direct, indirect or systemic.

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3.3.1 Racism

The following is from: <http://www.racismnoway.com.au/teaching-resources/school-planning/guide.pdf>, accessed on-line August 2013.

In Australia, the Human Rights and Equal Opportunity Commission (1998) defines:

Racism is an ideology that gives expression to myths about other racial and ethnic groups, that devalues and renders inferior those groups, that reflects and is perpetuated by deeply rooted historical, social, cultural and power inequalities in society.

Racism has its roots in the belief that some people are superior because they belong to a particular race, ethnic or national group.

The concept of race is a social construct, not a scientific one. Racist attitudes and beliefs are misconceptions about people based on perceived racial lines and are often founded on the fear of difference, including differences in customs, values, religion, physical appearance and ways of living and viewing the world. This includes negative attitudes towards the use of:

- different languages,
- foreign accents or
- the use of non-standard variations of a dominant community language.

3.4 The NSW Anti-Discrimination Act

The NSW Anti-Discrimination Act (1997) makes it unlawful to discriminate against or harass a person on the grounds of race, sex, marital status, disability, homosexuality or age. Its provisions apply to the delivery of public education and to the establishment of a discrimination free workplace.

4. Policy framework

4.1 Implementation Kindergarten to Class 7

Between Kindergarten and Class 7 the Class Teacher works to build a cohesive class community based on cooperation and mutual respect between children, and child and teacher. Fundamental to Teacher's practice is daily meditative work on all the children and the class as a whole. The private individual work is supported by Child Studies during Teachers Meetings.



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Teachers are to treat each child with respect and courtesy and in return we expect each child to:

- Follow a teacher's instructions
- Enable other children to learn without distraction
- Maintain a positive attitude;
- Respect the physical boundaries of other children.

Community living is based on each member fulfilling their responsibilities towards others in order to enjoy the right to be respected themselves. Where children are unable to meet any of these expectations the child may be asked to learn separately, remaining beside the teacher for example, for a time in order to learn to appreciate the value of community learning. Such boundary confinement will be at the discretion of the Class Teacher Coordinator/Student Conduct group in conjunction with the Class Teacher.

4.2 Implementation Classes 8 to 12

The same core values apply in the years Class 8 to Class 12 but with a different implementation approach to meet the needs of High School students. This approach relies on *223 Behaviour Support (High School) Procedure* outlining the responsibilities and rights of members of the community and a clear Agreement defining the conditions with which the school expects each child to comply. Just as in the early years there are age appropriate consequences for breaches of the agreement. The conditions are actively taught to each class and once taught they are to be adhered to without the need for any further warnings to be given.

4.3 Behaviour in the Playground

General playground behaviour:

- Follow duty teacher's instructions
- No ball games after school
- Adhere to specific age and class related play boundaries. This can mean a student needs to ask a teacher for permission to retrieve balls, etc
- Correct hat (full brim or legionnaire) to be worn in all play areas in Terms 1 and 4
- Tackling and branding games not permitted
- Sticks should not be used as weapons. No running with sticks



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- Observe quiet areas: steps, decking and veranda
- Eat in appropriate areas
- No ball games on the 'soft-fall'

4.4 Playground equipment

Specific playground behaviour:

- Slippery dip – only slide down, do not climb up from base
- Swings – sit appropriately moving backwards and forwards without shortening chains
- Climbing - do not climb to top of equipment
- Trampoline - use under the supervision of a teacher

4.5 Parent clarification

Parents are welcome to approach the students High School Guardian if they have questions about the application of a consequence for their child.

4.6 Corporal Punishment and WWCC

Staff must not, under any circumstances, use any form of discipline that involves corporal punishment, or engage in any form of behaviour, which could constitute the physical or emotional abuse of students.

Corporal punishment is expressly forbidden.

Staff must not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school

Staff must behave in such a manner as to protect and enhance the esteem and standing of Steiner education, and provide a level of supervision and care that meets the school's high standards of duty of care.

Staff must complete Prohibited Employment Declaration procedures

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Staff must be familiar with the school's Child Protection Policy, and adhere to its guidelines

4.7 Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. The 'hearing rule' includes the right of the person to:

- Know details of any allegation including any other information that may be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a review of the decision made in response to the allegations.
- An unbiased decision, implying:
 - Impartiality in the investigation and decision-making
 - An absence of bias by a decision-maker

Procedural fairness includes making available to students and parents or caregivers policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, the school would establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.

While it is generally preferable that different people carry out the investigation and decision-making in the school setting this may not always be possible. If the teacher is conducting both the investigative and decision-making stages, he or she must be reasonable and objective. To be procedurally fair, the teacher must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the teacher's responsibilities. Nevertheless, it may be preferable to have another appropriate officer, such as the College, Administrator or child protection officers, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

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In matters where a long suspension, expulsion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion are taken down in writing.

4.8 Lorien Novalis School Dress Code

4.8.1 What is appropriate?

Teachers ask for tidiness and cleanliness of hair, nails and clothing. Please make sure students retain their natural hair colour throughout their time in primary school. Clothing should allow students to be physically active and free in their movement and be appropriate for activities or weather conditions.

Students need adequate protection against draughts and weather changes. Please make sure clothing covers the torso. Singlet tops are fine on hot days but midriffs should always be protected.

To protect and maintain the special atmosphere we strive to create in our school, we would like everyone to be sensitive to the images that are presented on their clothing. Images that are irreverent, frightening or grotesque in any way should not be worn.

Sensible shoes are needed for sport, kitchen tasks, workshop lessons etc.

Common sense and good judgement is needed in choosing clothing that is conducive to the learning environment at our school. Clothing that is comfortable, practical, that does not need constant adjusting or attracts undue attention. If you question the appropriateness of the attire, it probably isn't appropriate.

4.8.2 What is not appropriate?

The following are not appropriate wear at School:

- Thongs and sandals/slip-on shoes without a back strap and heel. This footwear may not provide adequate protection and also hinder balance.
- Trousers/shorts, dresses or skirts which are too restrictive by being too tight, short or revealing. Not only does such clothing restrict free movement but may also be perceived as being overtly sexualised by younger children who look up to older students as role models. In our K to 12 school environment we undertake to protect and respect the Kingdom of Childhood. Whilst such personal choice is supported outside of school it needs to be acknowledged that within the school environment and culture it may not be deemed appropriate.

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- Clothing that is too loose or baggy, for such clothing needs constant adjusting and again hinders movement and raises the same concerns as above.
- Upper body wear that does not provide adequate coverage of the torso and midriff, that is too low cut and/or flimsy.
- Clothing that displays or contains negative, offensive, loud and overbearing imagery, advertising and slogans.
- Excessive makeup, dangling earrings or other piercings. Jewellery needs to be kept to a minimum for safety reasons.
- Clothing that is shredded, torn and pinned for effect.

4.9 Bullying harassment & discrimination

Bullying is viewed as a major breach of the school/college rules and behavioural expectations and therefore follow up action will align with the Positive Behaviour Policy.

The Lorien Novalis School has a Discipline Procedure giving appropriate levels of response to behaviours including suspension and exclusion, and methods to record / identify repeated behaviours.

Students and their parents and caregivers are to be encouraged to report bullying, harassment and violence, so that appropriate support can be provided.

5. Responsibilities

5.1 Students have a responsibility:

- To treat others with understanding and empathy; not to laugh at others, tease others or hurt the feelings of others.
- To treat all other students, teachers and non-teaching staff, school community and the general public politely and with respect. Students have the responsibility to respect the position of teachers and respond to their instructions politely.
- To help others feel safe at school by not threatening, hurting or harming anyone in any way, and by accepting the consequences that may arise from my actions.
- Not to steal, damage or destroy the property of other students and excursion venues, and to protect and to care for our school equipment and grounds.
- To attend classes on time and homework completed.



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- To ensure that my behaviour does not interfere with other students' right to learn.
- To support the Lorien Novalis Smoking Drug and Alcohol Policy.
- To care for the school grounds, buildings and equipment: to keep them clean, safe and well presented.

5.2 Students have the Right:

- To be treated with understanding, empathy and equality, free from pre-conceived notions.
- To be listened to and treated with respect and politeness
- To be safe and to feel secure at school, knowing that these rights and responsibilities will be enforced.
- To expect their property to be safe.
- To work in a positive work environment that promotes learning and recognises achievement.
- To expect that their school has an excellent reputation in the community.

5.3 Student action regarding bullying harassment & discrimination

- take some positive action to stop the bullying if they observe an incident
- report the bullying incident to a teacher as soon as possible
- make it clear to their peers that bullying is not accepted

5.4 Staff action regarding bullying harassment & discrimination

- take some positive action to stop the bullying when they observe an incident
- pass on information about any reported or observed bullying behaviours to the Primary or High School Coordinator and to the Primary / High School meeting or to the Director (teaching and Learning)



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5.5 Parent action regarding bullying harassment & discrimination

- listen to their child and encourage their child to speak to their Class Teacher or Class Guardian
- contact the Class Teacher or Class Guardian, or the Primary or High School Coordinator if the parent has a concern

6. Liaison Police contacts

Contact details for the School Liaison Police: Constable Jason Roughley, Castle Hill Police Station (02) 9680 5399

Contact details for the Youth Liaison Officers: Senior Constable Rob Paterson, Castle Hill Police Station ph (02) 9680 5399

7. Version Control

Version Control	Date Effective	Approved By	Amendment
1	01/02/2007	College	First Version
2	30/06/2009	College	Procedural fairness added
3	Nov 2012		Add in section on "School Dress Code"
4	March 2014	College of Teachers Board of Directors	Divide into Policy & Procedure documents. Add Anti-Bullying, anti-discrimination & anti-harassment sections. Add Police Liaison contacts