

Sanderling Waldorf School Behavior Policy

CODE OF CONDUCT AND DISCIPLINE FOR ALL

At Sanderling we emphasize a positive approach to all behavior expectations. We seek to provide a wholesome, nurturing environment where students may strive towards their highest potential within a school community based on respect and courtesy. Students are expected to speak and behave in a manner consistent with a respect and appreciation for the dignity and worth of every member of the community and of the school itself.

We expect respect towards teachers, classmates, parents, school buildings, and the property of others. Each teacher is fully responsible for discipline in his or her class.

If there are infractions, students are approached in a dignified manner and asked to comply with the school's standards of behavior. If inappropriate behavior continues, a conference with teachers, parents, and/or students is scheduled, and, in the case of grades students, a behavior support plan is created.



EARLY CHILDHOOD - STUDENT BEHAVIOR EXPECTATIONS AND DISCIPLINE

We approach discipline through loving firmness, treating each child with respect. We do not punish, scold, or moralize, nor do we ever use corporal punishment.

Discipline is a kind of boundary that helps the young child on the road to self-discipline. Discipline keeps children safe and helps him feel secure. The young child learns through example and imitation. The first step towards discipline in a Waldorf Kindergarten is the teacher's self discipline. The teacher maintains the daily rhythm and keeps the environment clean and in order. The teacher is consistent in relations with children, parents and colleagues. We hope to embody the code that, "Actions speak louder than words."

Where direct discipline measures are needed, play is redirected. We take the child by the hand with care and guide to alternate play. The teacher models words and gestures for the child, then carefully leaves the child when they are settled.

In cases of aggressive behavior (such as hurting others and damaging objects):

- A. First, the person hurt or object damaged is attended to with great care, attention, and compassion.
- B. Second, the child exhibiting aggressive behavior is attended to (also with care). The focus is put upon the hands (or the feet) or the object that caused the hurt or did the damages.
- C. In cases of unacceptable behavior, the faculty will work with the parents to create a support plan to address the concerns. Progress and recommendations will be monitored by the faculty group as a whole.

GRADES STUDENTS – CODE OF BEHAVIOR AND DISCIPLINE
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At Sanderling we practice a positive approach in which the student is gradually led toward an experience of self-discipline. Our goal is a school environment that fosters cooperation, responsibility and respect; we expect our students to follow the school Code of Behavior:

CODE OF BEHAVIOR

1. Students are expected to cooperate with teachers and classmates, respect the class starting and ending times, line up promptly and quietly whenever requested to do so, and complete assigned classroom chores daily before going home.
2. Students are expected to treat all students, adults and property with respect and honesty.
3. Students are expected to use respectful, courteous behavior and language toward other children, teachers and parents. Students are expected to respect each other's words and refrain from hurtful actions.
4. Rudeness, teasing, mimicking, swearing, threatening, defiance, sexual harassment and lying are not permitted. (**see note on Bullying*)
5. Rough-housing, fighting, shoving, spitting, pushing, hitting, kicking or biting are cause for immediate intervention.
6. Throwing things (except in supervised games) or any disruptive behavior is not permitted in the classroom or on campus.
7. Any stolen, defaced or destroyed property shall be repaired or replaced by those responsible.

OUR APPROACH TO DEVELOPING SELF-DISCIPLINE:
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The school-age child learns self-discipline through a loving relationship with authority figures (teachers, parents, etc.) who set clear expectations, which we share with the children verbally, and with the parents in verbal and written form.

We help the children to develop and maintain positive, disciplined behavior by maintaining daily, weekly, seasonal and yearly rhythms appropriate to the children's age and stage of

development. Whenever possible we recognize positive behaviors, but where direct intervention becomes necessary we focus on natural or logical consequences.

Our goal as teachers is to foster a developing sense of responsibility in the children. We encourage students to acknowledge mistakes or wrongdoing and help them to rectify the situation.

Each teacher is fully responsible for the discipline in his or her classroom. Students will be approached in a dignified manner and asked to comply with the standards of behavior. If unacceptable behavior continues, parents will be informed and a plan of action will be created.

Each case will be approached individually and worked out with the ideas of the child's development and environmental influences as references.

The Sanderling Waldorf School reserves the right to apply discipline that, in the judgment of the faculty, is most appropriate to accomplish that goal. Each case will be approached individually and worked out with the best interests of the child's development and participation in the learning environment in mind.

CONSEQUENCES OF MISBEHAVIOR

The safety of all the children in the grade school is of primary importance.

- In the event that normal classroom management systems are not sufficient to correct disruptive, harmful, or disrespectful behavior, the student involved will be required to take a cooling off period and may be sent home.
- The faculty will send home a behavior report, and, where necessary, work with the parents to create a support plan to address the concerns, and monitor progress and recommendations.

SOME OF THE WAYS WE WORK WITH STUDENTS TO RESOLVE BEHAVIORAL ISSUES ARE:

- Student is approached and reminded of the code of conduct.
- Conflict resolution conversation/peer mediation with all concerned takes place.
- Notification of parents occurs and a plan of action is formulated.

STUDENT BEHAVIOR REPORT AND SUPPORT PLAN:

1. **Student Behavior Reporting:**

If a child's behavior endangers himself or herself, others or property, or in other ways undermines a healthy learning environment, the teacher will report to the parents, requesting that they discuss the problem with the student, and assist them in resolving their behavior.

- a. This process is designed to encourage students to understand the effects of their behavior choices on the school community, and to brainstorm more appropriate behaviors in discussion with their parents. To assist in this discussion we include a format to guide the conversation (see Appendix).
- b. Our task as adults is to help students take responsibility for their actions and then adopt behaviors that will help them feel more positive about themselves.

2. **Student Support Plan:**

A follow-up conference may then be scheduled to create a Student Support Plan of recommendations, based on the student's self-reflection, to be followed up by monitoring the student's subsequent behavior. This often involves the creation of a **Behavior Contract** to monitor ongoing progress in behavior.

- a. **Behavior Contracts:** A Behavior contract may be a necessary part of the support plan to monitor the student's transformation of unacceptable behavior. A Behavior Contract is written by the class teacher, with input from the subject teachers, and signed by both the student and his/her parent after a conference has been held explicitly covering the areas of change expected.

3. **Sending a Child Home: In the interest of maintaining a safe and courteous environment for all members of the school, there are certain behaviors that will not be tolerated and may result in immediate removal (suspension) of the child from the school setting.**

4. In cases of continuous problem behavior, a student might be put on detention, probation, suspension, and in severe cases, expulsion.

DEFINING UNACCEPTABLE BEHAVIOR: A NOTE ON BULLYING

(In addition to the list of unacceptable behaviors in our Code of conduct, we include here a note on Bullying. All teachers are ready to listen to any concerns by children or adults if there are indications that this may be occurring.)

A note on Bullying

*Bullying is defined through the California Department of Education as follows:

“Bullying is exposing a person to abusive actions repeatedly over time. Being aware of children's teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful.

Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulating social relationships, extorting, or intimidating).

Bullying is one or more acts by a pupil or group of pupils directed against another pupil that constitutes severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment.”

SUSPENSION AND SEPARATION:

Suspension:

A student who is unable to change behavior through the noted interventions or who engages in an extreme infraction of school decorum may be suspended from school.

Behavior of a violent or illegal nature, or that puts others at risk, will result in an immediate out of school suspension. A parent-teacher conference with the Class Teacher and either the Pedagogical Chair or the Administrator or will be scheduled.

Expulsion/Separation:

A student may be asked to leave the school for serious acts of abusive, disrespectful, threatening, or endangering behavior toward a teacher, staff member, visitor, or fellow student. **All recommendations for expulsion will be made to the faculty, whose decision will be final.**