



**The Armidale Waldorf School**  
and Boongaiai Preschool  
FOR RUDOLF STEINER EDUCATION

## Behaviour Management Policy

The Armidale Waldorf School aims to provide a safe, secure and stimulating learning environment that fosters positive student behaviour and enables students to have a healthy confident self-esteem. The school also strives to maintain a culture of respect, co-operation and individual achievement in harmony with community values.

Students can reach their full educational potential only when they are happy and where they feel supported in a positive school environment. This interdependence between student wellbeing and student learning is fundamental to students' positive and successful engagement with their education.

The management of student behaviour is encompassed in the teaching and learning process. The school aims to create a positive learning environment which;

- promotes pro-social behaviour and positive social interactions amongst staff members and students;
- provides opportunities for students to learn and practice appropriate social behaviours and self-discipline;
- encourages appropriate and fair sanctions for students who display inappropriate behaviours

The Armidale Waldorf School has procedures in place to manage the behaviour of students in the school that are based on the principles of procedural fairness and prohibits the use of corporal punishment of students. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including Parents/Carers, to enforce discipline at the school. The Armidale Waldorf School does not prevent student's admission to any other school (exclusion).

## **Procedural Fairness**

The school's behaviour management is based on the principles of procedural fairness.

"Procedural fairness is a basic right of all when dealing with authorities.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will 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.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making;
- an absence of bias by a decision-maker

The school review process provides opportunities for Parents/Carers and students to respond and have the decision reviewed and the school's processes reviewed prior to the final decision.

## **Values and Beliefs about Students**

Students individually and collectively are sensitive to the thoughts, words and deeds of the adults around them. Therefore, teachers' thoughts, values and beliefs about students and education are paramount. Teachers need to be in conscious agreement with these principles and actively strive to uphold them.

Students are

- spiritual beings
- inherently good
- sensitive to their environment
- sensitive to the thoughts, beliefs and actions of the people around them.
- equal to adults in their human potential

## Procedures

The *Student Welfare Policy* references codes of conduct for students which outlines the rights and responsibilities of students and staff within the school community. Students are informed of these rights and responsibilities, the school rules (Attachment A) and school expectations about behaviour by their teachers at regular times throughout the year. Parents/Carers are informed of this Policy and its' Procedures via a summarised version in the *Parent Handbook* which is distributed to Parents/Carers at enrolment and also at the beginning of each year, a copy of the handbook is also on the school's website. Information is provided on the school website that the policy can be accessed via the Education Director.

New students will be given an orientation and have school rules explained within the first week of starting by a member of the Student Support Team.

This table clarifies the corresponding consequence and procedure recommended at the various levels of behaviour/misdemeanours from positive encouragement of student's behaviour to warnings of minor misdemeanours to time out, behaviour forms, behaviour contracts to address repeated unwanted behaviours and suspensions and expulsions for unimproved repeated or serious behaviours. Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time. This may include in-house suspension or suspension off-site. Expulsion is when a student's enrolment is terminated with the school.

Where there are concerns around the consequences given, students and/or parents/carers are to contact the Education Director, as per the *Complaints and Grievance Policy*. The Education Director will review and follow the procedures set out in the *Complaints and Grievance Policy*.

The following procedures, actions and consequences are a guide for dealing with behaviour related incidences. Attachment B also provides additional strategies for teachers in dealing with behaviour management utilising the restorative justice practice. Consistent approach to any Behaviour Management is important. For these procedures to be effective the students must see that the rules are consistently applied.

Where there may be a behaviour situation that is affecting a whole class, the teacher and the Education Director may implement specific consequences and strategies for managing this behaviour. This will be communicated to the relevant class by the Education Director prior to implementation.

For a small number of students individualised function-based assessment and targeted intervention may be required. It is for these students that a Behaviour Support Plan is developed and used in conjunction with the following.

Level	Student Behaviour	Teacher Actions and or Consequence	Procedures
0	Student adheres to school rules. Student respects the rights of self and others. Student is co-operative and self-controlled.	Positively reinforce behaviour with appropriate comments and specific feedback and in regular in-class restorative justice circles (further information in Attachment B).	Teachers encourage student's positive behaviour.

Level	Student Behaviour	Teacher Actions or Consequence	Procedures
1	Basic respect of rules and the rights of others, but is involved in 'one-off' isolated minor disruptions For Example; Rough play Unfair play Exclusions Teasing Bus reports Put Downs Out of Bounds Pushing Not following playground/classroom rules Distracting Others Calling Out Not Following Instruction Not Participating Not keeping hands to self Inappropriate/offensive language	The aim here is to make student/s <i>conscious</i> of inappropriate behaviour and redirect into appropriate behaviour  * warning, reminder, expression of disapproval or disappointment  * clarify rights/rules about safety, respect and care;  * remove from play; stay with duty teacher for a time  * clarify consequences of continued breach of inappropriate behaviour (this would accompany any strategy)  * conduct restorative justice process (see Attachment B)	Teachers make students conscious of inappropriate behaviour and reminded of consequences (Level 2) if the behaviour continues

There is discretionary use of these levels beyond Level 2 for Classes 1 to 3.

Level	Student Behaviour	Teacher and ED Actions and or Consequence	Procedures
2	<p><b>Persistent</b> infringement of the rules and rights of others</p> <p>For Example;            Repeated Rough/Unfair play            Exclusion            Fighting            Rudeness            Bullying            Intimidation or harassment            Damaging Property            Teasing            Talking Back            Throwing inappropriate things            Not following instructions or class/playground rules            Distracting or disrupting other students            Inappropriate/offensive language            Not participating in class            Unsafe behaviour</p> <p><b>OR</b> One off serious incident</p>	<p>At this level the student must face the consequences of actions and learn again the responsible, respectful ways to interact.</p> <p>Consequences;</p> <p>Community Service in the playground, garden or other classrooms</p> <p>Time out from the playground or classrooms may be decided at the discretion of the duty or classroom teacher. This will be in-house and supervised.</p> <p>Apology to people involved</p> <p>Behaviour Form (Attachment C) for Class 5 onwards</p>	<p>The teacher or duty staff will fill out an <i>Incident Form</i>. The form is given to the ED.</p> <p>The ED will monitor and if there are multiple Incident Reports received the ED will discuss with the student to hear the student's point of view. The ED will then consult with the class teacher to determine the next steps which could include the following;</p> <ul style="list-style-type: none"> <li>• Meeting with parents</li> <li>• Wellbeing session to support strategies to manage behaviours</li> <li>• Behaviour Form (Attachment C)</li> <li>• Behaviour Contract (Attachment D)</li> <li>• Faculty or College Child Study</li> <li>• External Mentoring or Counselling suggested to Parents/Carers</li> </ul> <p>Any action decided on will be communicated to the Parents/Carers by the ED and also to Staff in Staff Meeting. The <i>Incident Reports</i> are filed in the Incident Folder and the <i>Behaviour Contract/Forms</i> are filed in the <i>Behaviour Folder</i> in the Finance and Payroll Office and also recorded on registers.</p>

Level	Student Behaviour	Teacher and ED Actions and or Consequence	Procedures
3	<p>Serious and regular breaches of the rights of others</p> <p>For Example;</p> <p>Lower Level Violence</p> <p>Verbal attack</p> <p>Kicking and Hitting</p> <p>Intimidation</p> <p>Intentionally disrupting other students play</p> <p>Defiance</p> <p>Throwing Sticks and Stones at people</p> <p>Threatens the safety and wellbeing of other students</p> <p>Bullying and harassment</p> <p>Inappropriate/offensive language</p> <p>Damaging Property</p> <p>Disrupting class members to a level where their learning is affected</p> <p>Continued disobedience</p> <p>Out of school grounds</p> <p>Unsafe behaviour</p> <p>Isolated serious breaking of rules.</p>	<p>Removal from playground, classroom, bus or bus stop until issue can be resolved.</p> <p>Meeting between student, teacher, ED and Parents/Carers.</p> <p>Incident Form</p> <p>Behaviour Contract (Attachment D)</p> <p>When students have received numerous Behaviour Forms in relation to a similar behaviour in a term then Level 4 procedures will be followed.</p>	<p><i>Incident Form</i> for isolated or serious incidents by teacher or duty staff</p> <p>Parents/Carers of offender and Parents/Carers of victim are contacted by the ED via phone and a letter or email.</p> <p>ED and teacher will meet with Student and Parents/Carers to discuss the matters relating to the behaviour and discuss the consequences of going onto a Behaviour Contract. Following this there will be an implementation of Behaviour Contract (Attachment D). The teacher checks the student every day for a week, to ascertain that the 2 intentions are being fulfilled, and marks the contract accordingly. Failure to maintain the intentions for a week will result in another meeting with the Parents/Carers, and a new contract being drawn up. Should the second contract also fail, suspension is a serious alternative.</p> <p>ED will devise a <i>Behaviour Contract (Attachment D)</i> in consultation with Teacher and/or College/Faculty.</p>

Level	Student Behaviour	Teacher and ED Actions and or Consequence	Procedures
4	<p>Serious and/or continual violation of the rights of others.</p> <p>For Example;</p> <p>Violent Behaviour Verbal or Serious Physical Assault Disrupting class to a level where learning is affected</p> <p>Showing insufficient signs of change despite all efforts at seeking a resolution to the inappropriate behaviour as outlined in the behaviour policy.</p>	<p>Education Director to implement suspension (see <i>Suspension Procedures</i>)</p>	<p>Incident form to be completed by witnessing teacher and returned to the ED who will follow the <i>Suspension Procedures</i>.</p> <p>Parents/Carers of offender and Parents/Carers of victim are contacted by the ED via phone and a letter. If appropriate other Parents/Carers may get a letter providing an overview of the incident with respect to privacy considerations and explaining the Behaviour management procedures that were followed.</p> <p>Resulting action will be filed on the Student's file and in the <i>Incident/Behaviour Folder</i>.</p> <p>Re-integration of student with class after a suspension needs to be agreed upon before returning, between the ED, student and parent. With older students this may be in the form of a Behaviour Contract (Attachment D).</p>

Level	Student Behaviour	Teacher and ED Actions and or Consequence	Procedures
5	In extreme circumstances expulsion will occur (such as but not limited to Drug taking, bringing knives to school)	<ol style="list-style-type: none"> <li>1. After three suspensions, serious consideration will be given to questioning the student's continued enrolment.</li> <li>2. In cases of extreme behaviour (eg ) these will result in expulsion and withdrawal of enrolment.</li> </ol>	See Suspension, Expulsion and Appeals Procedures below



## Suspension, Expulsion and Appeals Procedures

STEPS	ACTION	
1	Education Director (ED) is notified by via an incident report of serious behaviour incident involving a student (Level 4 or above)	
2	Parents/Carers are informed (if not already)	
3	ED or delegate interviews student with a support person and notifies student of allegation, providing the student with the opportunity to respond to the allegation.	
4	ED or delegate gathers information and keeps a record of all information gathered from staff or students as appropriate.	
5	All of the information is given to another member of senior staff (Business Manager, Student Support Team) to make a determination as to whether the incident is serious enough to warrant suspension or expulsion.	
6	IF	THEN...
	ED determines the incident does not warrant suspension or expulsion	Parents/Carers are informed of this decision verbally and in writing in relation to the Behaviour management procedures followed.
	ED determines the incident warrants suspension see point 6 or expulsion see point 7	<ul style="list-style-type: none"> <li>ED contacts Parents/Carers and notifies them of preliminary decision to suspend the student.</li> <li>ED informs student of preliminary decision.</li> <li>ED provides Parents/Carers with a letter outlining details of the incident, the preliminary decision and offering an opportunity to request a review of the decision.</li> </ul>
6	IF	THEN...
	The student is given an in-house suspension	<ul style="list-style-type: none"> <li>Class teachers are notified</li> <li>The student attends school for the period of detention.</li> <li>The student is segregated from other students and provided with other work to do.</li> <li>The student is asked to reflect on the behaviour and incident leading to the suspension.</li> <li>The student must meet with the ED prior to return to normal classes to discuss the behaviour and any reflections.</li> <li>The student may be placed on a behaviour contract.</li> <li>The student may be asked to undertake restorative action at the discretion of the ED.</li> <li>A record of suspension may be placed on the student's file.</li> <li>Note that if this is the student's third suspension in a year, the process for expulsion will begin as per Step 1 above.</li> </ul>
	The student is given an at home suspension.	<ul style="list-style-type: none"> <li>The ED notifies the Class teacher.</li> </ul>

		<ul style="list-style-type: none"> <li>• The student must stay home for the period of suspension. Duty of Care for the student rests with the Parents/Carers/ carers for this period.</li> <li>• The student must meet with the ED prior to return to normal classes to discuss the behaviour and any reflections.</li> <li>• The student may be placed on a behaviour contract.</li> <li>• The student may be asked to see a member of the Student Welfare Team.</li> <li>• The student may be asked to undertake restorative action at the discretion of the ED.</li> <li>• A record of suspension may be placed on the student's file.</li> <li>• Note that if this is the student's third suspension in a year, the process for expulsion will begin as per Step 1 above.</li> </ul>	
7	IF	THEN...	
	In the case of Expulsion  Parents/Carers request a review of the preliminary decision	<ul style="list-style-type: none"> <li>• Parents/Carers make written application for a review to the ED and submit any information they want considered during the review process.</li> <li>• Alternatively, Parents/Carers may also wish to withdraw their students from the school. The school reserves the right to terminate the enrolment however; following the procedures below</li> <li>• The ED considers the information provided by the parent s and reviews the decision.</li> <li>• The ED may seek advice from staff or College</li> <li>• The ED either confirms the preliminary decision as final decision or amends the preliminary decision based on the additional information provided.</li> <li>• ED notifies the Parents/Carers of the outcome of the review.</li> <li>• If the ED decides expulsion is warranted;</li> <li>• The ED notifies the Class teacher.</li> <li>• The student is given the opportunity to pick up any personal belongings from the school and return any resources/school property.</li> <li>• Administration staff processes the termination of enrolment.</li> <li>• All fees and charges become immediately payable, final statement is sent to the Parents/Carers.</li> <li>• A record of expulsion is placed on the students file and also the school's enrolment register.</li> </ul>	
	Parents/Carers do not request a review of the decision	<ul style="list-style-type: none"> <li>• The ED notifies the Class teacher.</li> <li>• Alternatively, Parents/Carers may also wish to withdraw their students from the school. The student is given the opportunity to pick up any personal belongings from the school and return any resources/school property.</li> <li>• Administration staff processes the termination of enrolment.</li> <li>• All fees and charges become immediately payable, final statement is sent to the Parents/Carers.</li> <li>• A record of expulsion is placed on the students file and also the school's enrolment register.</li> </ul>	

## **Attachment A - School Rules**

### **Kind Hands, Kind Words, Kind Deeds, Kind Thoughts.**

School begins and ends in the car park, or at the Waldorf bus stop, and within these parameters the students are expected to behave in a manner that will make everyone feel proud to a part of this school. School rules apply in the car park, at the waiting logs, at the Waldorf bus stop, on the bus, in the playground, in the classroom and on all school excursions, camps and organised activities, so that school is a safe and enjoyable place for all.

Whenever a teacher is speaking, or raises their arm for silence and attention, students must stay silent and still until the teacher has finished speaking, whether in the classroom, playground, bus line or bus stop.

### **Respect For Others, Property And The Environment:**

We expect both physical and emotional respect for all people, and respect for the property of other students, adults and the school. Wilfully broken equipment shall be paid for, or repaired by the person responsible and/or the parent. All equipment borrowed is to be returned daily. Students must remain within school boundaries at all times, unless accompanied by a teacher or other authorised adult.

- Only equipment necessary for school work is to be brought to school.
- Appropriate footwear and hats are to be worn during outside time.
- Bikes are not to be ridden or used on school grounds during the school hours of 8.30am to 3.30pm. Students riding bikes to school are to enter and leave via the top entrance and walk their bikes to and from the entrance and the bicycle rack.
- Students not in the care of their Parents/Carers or carers are to vacate school grounds by 3.30 pm.
- Trading cards, electronic games, any type of portable media device, roller blades, scooters and skateboards are not to be brought to school.
- If mobile phones or iPods are required after school, they must be left at the Office during school hours. Failure to do so will result in confiscation and Parents/Carers needing to collect them from the office.
- The following behaviour is unacceptable at our school: harassment, bullying, hitting, swearing, dangerous behaviour such as throwing sticks, stones or any other heavy or sharp object, violence, verbal and physical abuse, and uncooperative and insolent behaviour.
- Students are not allowed the following items at school: any type of violent or pornographic material, any type of blade, aerosol sprays, lighters, matches, cigarettes, alcohol, chemicals, poisons and illegal drugs. Should a teacher suspect such items to be a student's bag, the teacher may request the student to empty the bag. Should the student refuse, the bag will be watched by an adult at the school until the parent arrives to open it.

## Playground Rules

1. Follow duty teacher's instructions and respond respectfully.
2. Boisterous games, running and ball games (except handball) must be played in the playgrounds, away from the classrooms, verandas and paved area.
3. No running, chasing or tip games in the soft-fall areas or the castle area.
4. Out of bounds to be adhered to – ask teacher's permission to retrieve balls, etc.
5. Broad brimmed hat to be worn all year.
6. Under and behind the buildings is out of bounds.
7. Tree climbing is not permitted.
8. Tackling and branding games are not permitted.
9. Sticks should not be run with or used as weapons. Always carry them safely.
10. Verandas are designated quiet areas – no running.
11. No food to be eaten in the playground when playing.
12. Shoes must always be worn outside.
13. To ensure safe use of swings:
  1. one person at a time on each swing
  2. no standing on swing, somersaults, back flips or jumping off while swing is moving
14. Back flips and somersaults are not permitted from any climbing equipment
15. No shaking the nets or ropes with students on them or pulling students who are on the apparatus.
16. Half flips with hands holding onto the bars are allowed from the parallel bars. Standing on the parallel bars is not allowed nor are more than 3 students at a time.
17. No standing on the three green cross pieces.
18. Classrooms are out of bounds, unless supervised, or approved by class teacher.
19. Students are not to play on equipment or in the playground after school unless directly supervised by their parent. They must wait in the designated log waiting area with the class teacher until collected by their Parents/Carers before 3.30 pm.
20. Primary school students may not go into the high school area at break times without the permission of their teacher. High school students may go into the primary area, as long as they abide by the rules of that playground.
21. The duty teacher reserves the right to decide appropriateness and safety of all behaviour as the need arises.

## Bus Rules and Behaviour at the Ben Venue Bus Stop

For students travelling to/from school by bus including the Edwards to/from the bus stop at Ben Venue:

At all times students are to:

- display considerate and polite behaviour towards others

- use appropriate and respectful language
- remain seated unless insufficient seats to make that possible

Strictly not permitted:

- the use of electronic equipment
- Moving around the bus
- Any part of their body to protrude outside of the bus

Students under the supervision of the School Bus stop Co-ordinator are required to comply with the School's Behaviour Policy and co-operate with any reasonable directive from the supervisor. They are required to board and get off the bus in an orderly manner, treating others with respect and not pushing or shoving.

All students must stay inside the bus shelter. Within the shelter they are not permitted to turn on or touch the gas barbecue plates. Use of mobile phones is only permitted if approved by the bus stop supervisor.

As per the School Behaviour Policy the following behaviour is unacceptable at the school bus stop: harassment, bullying, hitting, swearing, dangerous behaviour such as throwing sticks, stones or any other heavy or sharp object, violence, verbal and physical abuse, and uncooperative and insolent behaviour. Students are not allowed to use any of the following items at the bus stop: trading cards, electronic games, any type of portable media device, roller blades, scooters and skateboards. They are not permitted to have in their possession any type of violent or pornographic material, any type of blade, aerosol sprays, lighters, matches, cigarettes, alcohol, chemicals, poisons and illegal drugs.

### **Bicycle Riding to and from school Rules**

Cyclists should heed all signs on the school property and the cycleway, paying particular attention to the following:

- Give way to pedestrians on the shared path and sound your bell from well behind a pedestrian in front of you.
- Give way to traffic entering and exiting the school, as signposted.
- Only cycle in the direction of one way signs on school roads.
- Slow to the indicated speed of 10 kph.
- Dismount and walk when on footpaths or roads within the school gates. There is no cycling permitted on the school grounds within the gated areas.
- The school car parks are gravelled and can tend to be loose surfaces. These can be a hazard to cyclists and care should be taken if negotiating them.

## **Attachment B – Strategies for behaviour management**

### **Utilising the practice of restorative justice**

Questions for those who have caused harm- physically, verbally, emotionally:

- “What happened?”
- “What were you thinking at the time?” “What have you thought about since?”
- “Who has been affected by what you did?”
- “In what way?”
- “What do you think you need to do to make things right?”

Questions for those who have suffered harm:

- “What did you think when you realised what had happened?”
- “What impact has this incident had on you and others?”
- “What has been the hardest thing for you?”
- “What do you think needs to happen to make things right?”

### **Basic defusing strategies**

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Waldorf's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

**Attachment C**



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**Behaviour Form**

Student's name .....Class .....

Teacher .....Date .....

Level of Behaviour.....

(Level 3 and above to be returned to ED for filing otherwise kept in teachers own file)

**Teacher: Please state why the student has been asked to fill in this form:**



**SCHOOL RULES**

**KIND HANDS    KIND WORDS    KIND DEEDS    KIND THOUGHTS**

What happened?

Why did you decide to do this?

Who did your actions affect?

What could you have done differently?

If you see another student acting in this way, what would you say to them?

How can you make amends for this action?

What commitment will you make to your teacher?

## Attachment D



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### Behaviour Contract

Behaviour Contract for \_\_\_\_\_ of Class \_\_\_\_

Date \_\_\_\_\_

I have discussed my behaviour with the following people:

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and have agreed to work with the ED on changing my behaviour.

- Behaviour I have agreed to work on and change:

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- What I need to *stop* doing:

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- What I need to *start* doing:

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- How my teachers will support me:

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Signed: \_\_\_\_\_ (Student) Dated: \_\_\_\_\_

\_\_\_\_\_ (Class teacher) \_\_\_\_\_

\_\_\_\_\_ (Parent) \_\_\_\_\_

Comments on progress:

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## Attachment E



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### Incident/Accident Report

Student/Teacher/Visitor (please circle)

Additional pages attached: Yes/No

First name:

Last name:

Class:

Date of incident/accident: \_\_/\_\_/\_\_

Time of incident/accident:

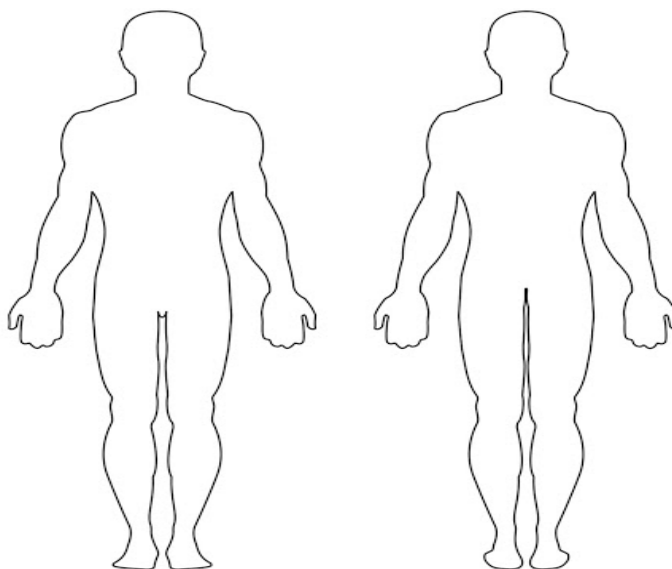
Reporting person name:

Location of incident/accident:

Name/s of persons involved and/or witness:

Description of incident/accident and what happened:

If an injury, show by marking with an X the location of the injury (if relevant):



(R) Front (L) (L) Back (R)

Medical assistance: Yes/No

Details/ treatment given:

Parent/Caregiver advised: Yes/No

Parent/Caregiver name:

Reaction/ response:

Could the incident/accident have been prevented? Yes/No

Details:

Was the accident due to faulty equipment? Yes/No

Details:

Has this been brought to the attention of WH&S person? Yes/No

Details:

Any further comments, notes, recommendations, actions:

Signature:

Date: \_\_\_/\_\_\_/\_\_\_

**To be completed by Education Director**

Follow up needed/ action taken:

Signature:

Date: \_\_\_/\_\_\_/\_\_\_

**This form is to be photocopied. *One* into student's file and the *original* to the Education Director to be filed in the Behaviour Management Folder.**