

## **The Heartbeat of Discipline**

Our aim is to provide a safe environment, conducive to learning, within which each child's full potential may unfold. Care for others, ourselves and our work is an integral part of learning. It is easier to learn in a disciplined environment. It is essential that the will forces be nurtured and that, in the child, they are tempered by a caring heart and clear thinking.

When children know clearly what is expected of them, they can relax inside these boundaries. Respecting ourselves, and striving to do our best, caring for others, keeping our immediate environment clean and orderly, and realizing that our deeds have consequences, all foster healthy habits of soul. The curriculum, designed to lead each child to recognition of individual humanness and mission in life, can only rest on a commonly shared vision of socially co-operative behaviour.

### **Approach**

We strive to provide firm, consistent, safe boundaries, and we expect all school rules to be followed. We prefer a positive reinforcement system and natural and logical consequences leading to self-determination, when possible. The use of strong visual images, stories, imagination and preventative measures, such as early and direct intervention, can minimize time detracted from teaching.

Teachers attempt to model appropriate behaviour so that students can learn respect, politeness and a caring attitude. Each child is valued. The faculty attempts to "hold" any child experiencing difficulties. We seek to discipline consistently in a manner that allows children to retain their self-respect and to learn responsibility. Consequences for misbehaviour vary according to age and temperament. For example, written tasks bring consciousness and provide focus for older children. Caring tasks counterbalance uncaring acts. Spreading sand in halls is counterbalanced by sweeping halls. Where possible, students will be helped to undo or put right what has been done.

### **Expectations**

As learning is our primary mandate and learning is a demanding and disciplined activity, we seek to provide an environment in which learning will flourish. Each teacher expects to be able to conduct lessons in an atmosphere of quiet, respect and cooperation. Thus, students are expected to arrive promptly, ready to work and dressed appropriately. They are expected to respect classroom materials and order, stay on task and work conscientiously. Students are asked to do their best to participate and cooperate in all classroom activities. Students must not interfere with the learning of self or others.

### **Disruptions to an Optimal Learning Environment**

Teachers understand that unclear expectations and lack of consistency on the teacher's part can interfere with learning. Lack of self-discipline, poor self-concept, lack of daily rhythm, tiredness, television, videos, insufficient breakfast and a host of other human events can hinder learning as

well.

Small disruptions to an optimal learning environment include dawdling, coming late to class, talking to a neighbour, conversations or questions off topic, answering questions out of turn, interrupting, passing notes, fiddling with materials, being out of seat, sharpening pencils when inappropriate, going to the bathroom or getting drinks and being engaged in another activity not relevant to the present class.

Individual teachers determine their own strategies for dealing with small disruptions in their classrooms in ways that are fair and positive. If work is not done during class time, it may be necessary to retain a child at recess, lunch or after school to finish work or bring it to a satisfactory standard. Teachers communicate, problem-solve and share effective strategies. Teachers strive to keep objective observations (this may be in the form of a logbook) and inform other teachers involved about children's behaviour.

Large disruptions include yelling, rude or aggressive back talk, disrespect, swearing, total non-cooperation or non-participation, fighting and violence.

In a situation in which regular classroom discipline strategies break down, a three-step process, which can lead to student suspension, or in extreme cases, expulsion, is in place. (See below.)

## **Expectations of Student Social Behaviour**

Children are encouraged to be morally upright and to respect themselves, others and their environment. Children are to exhibit polite and respectful behaviour in word and deed at school and at all school functions. This includes respect for all, regardless of age, sex, race or religion. Respect for property is required, including land, boundaries, school equipment and common areas, such as library, bathrooms, hallways, playground equipment, natural vegetation and the vegetable garden. Respect for the social conventions surrounding behaviour as visitors, guests or audience is also required.

## **Unacceptable Behaviour**

Behaviour which is harmful includes swearing, spitting, lying and stealing. Abusive or hurtful behaviour includes teasing, name-calling, fighting; and aggressive behaviour such as punching, kicking and throwing stones, rudeness, bullying or exclusion. It is against our rules for a student to involve an unwilling partner in play fighting or wrestling. Willful destructiveness or vandalism includes breaking school objects, carving or defacing school property, graffiti and throwing balls at school walls or roof.

Small incidents of the above mentioned behaviours are handled by teachers with appropriate responses, such as warnings or explaining consequences. Pedagogical stories are helpful in mirroring behaviour. Students may be required to repair what is damaged, replace broken materials, or work for the community. Teachers may confiscate inappropriately used hockey sticks, roller blades, handballs or anything used as a weapon or tool of defacement. Class teachers or parents may be notified. An incident report may be sent home for the parent's signature. Three incident reports within a school year may result in suspension.

Larger incidents of disrespect, fighting, vandalism and stealing may result in suspension or expulsion as outlined below.

## **Anti-Discrimination Policy**

### **Waldorf Education: Diversity and Inclusiveness**

#### **A Declaration of British Columbia Waldorf Schools and Institutions**

Adopted by British Columbia Waldorf School and Training Institutes: Sunrise Waldorf School, Island Oak High School, Saltwater Waldorf School, Sun Haven Waldorf School, Vancouver Waldorf School, Cedar Valley Waldorf School, Whistler Waldorf School, Kelowna Waldorf School, Nelson Waldorf School, West Coast Institute for Studies in Anthroposophy.

British Columbia Waldorf Schools have, since their inception, espoused principles of respect for human rights and the diversity of humankind. Today, all British Columbia Waldorf schools continue to define diversity as a range of racial identifications, ancestries, nationalities, native languages, socioeconomic backgrounds, family structures, ages, belief systems, gender identity, gender expression, sexual identities, abilities, appearances, occupations, and political affiliations. Enhancing our diversity is a journey of both moral and educational importance and a learning and growth experience for our whole community. Our schools and institutions are committed to using these principles to promote an environment of safety, acceptance and respect for all students.

British Columbia Waldorf schools have always operated on these principles and find themselves in full alignment with the recent *Stuttgart Declaration*, which was adopted by the General Assembly of the German Association of Waldorf Schools (Bund der Freien Waldorfschulen) in Stuttgart on October 28, 2007. This declaration was made to unequivocally clarify the intents of Rudolf Steiner's pedagogical theories and work and to explicitly reject allegations that Waldorf schools in any way espouse racist or nationalistic views. An adapted translation of parts of the *Stuttgart Declaration* (as authorized by *the European Council for Steiner Waldorf Education - ECSWE*) reads as follows:

*Racist or discriminatory tendencies are not tolerated in Waldorf schools or Waldorf teacher training institutes. The Waldorf school movement explicitly rejects any attempt to misappropriate Waldorf pedagogy or Rudolf Steiner's work for racist or nationalistic purposes.*

*Waldorf schools have been working on the basis of these principles since the movement was founded in 1919. Institutions working out of Waldorf education are today engaged in all parts of the world, including areas of social tension in Europe, Africa, the Americas, Asia and the Middle East.*

*Waldorf schools pursue their pedagogical tasks out of the spirit of human rights, thereby contributing to building a society founded upon mutual respect, tolerance and cooperation between all human beings.*

*Waldorf schools do not select, stratify or discriminate amongst their pupils, but consider all human beings to be free and equal in dignity and rights, independent of ethnicity, national or social origin, gender, language, religion, and political or other convictions.*

*Anthroposophy, upon which Waldorf education is founded, stands firmly against all forms of racism and nationalism.*

Waldorf schools recognize that the richness inherent in a school community is built upon the synergy between both curriculum and students studying that curriculum. To this end, Waldorf schools not only actively build school communities that are reflective of the larger community in which we are located, but also intentionally promote the synergistic interaction between the elements of the community.

Honouring the multiple perspectives that exist in our increasingly diverse communities, British Columbian Waldorf schools heed the call for ongoing conversation in education and collectively we find many ways to facilitate community-based participation in the co-construction of the educational experience in our schools; parent-school partnerships are foundational to our schools.

The BC Waldorf schools have developed their curriculum to intentionally embrace and immerse students in contemporary and ancient world cultures across the globe. Through this curriculum, BC Waldorf schools continue to meet the British Columbia Ministry of Education curricular outcomes while at the same time enriching the students' educational experience and fostering a broader understanding, appreciation, and respect for the diverse human endeavour that we are all part of.

Our British Columbia Waldorf schools also participate in local service learning initiatives as part of our broad commitment to social justice. Each year, many Waldorf high school students go on exchange programs to other countries and –in turn- our schools welcome international students and the further opportunities to enrich our school communities and mutual growth and understanding.

British Columbia Waldorf schools, true to the fundamental spirit of Rudolf Steiner's philosophy, are strongly committed to these principles and objectives in bringing a quality educational program option that fundamentally embraces cultural and societal diversity and inclusiveness.

## **Harassment and Bullying Prevention Policy**

Sunrise Waldorf School is committed to providing an educational environment that is safe, welcoming, orderly, caring, respectful and affirming for all students. No meaningful learning or

personal growth can occur unless all students feel safe, valued and free to express their authentic selves.

For these reasons, we are committed to promoting safe environments, free from fear, harassment and discrimination by engaging in proactive strategies, guidelines and education to ensure that all students are equally welcomed and included in all aspects of education and school life, and treated with respect and dignity. In particular, SWS is committed to the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

Additionally, we are committed to work to educate all members of the school community (including students, staff, parents and guardians) to prevent discrimination, bullying and harassment. We incorporate curriculum that promotes multi-culturalism and respect for the rights of each human as a fundamental aspect of Waldorf education. We also incorporate social health practices that support students, staff, parents and guardians in assuring the safety of all members of the school community.

The purpose of this policy is to define inappropriate behaviours and actions in order to prevent bullying, discrimination and harassment.

For purposes of this policy, bullying is defined as a pattern of unwelcome or aggressive behaviour, often with the goal of making another uncomfortable, scared or hurt. It is most often used as a way of having control or power over another, and it is often based on another's appearance, culture, race, religion, ethnicity, sexual orientation or gender identity. It is the school's policy that all incidents of bullying are serious and need to be addressed fairly and expediently.

Bullying can take on, but is not limited to, the following forms:

- Verbal
  - Persistent taunting or hurtful teasing of others with put-downs and name-calling
  - Mocking or ridiculing another person's ideas, appearance, abilities or work
  - Making offensive or degrading remarks or claims about another's culture, gender, sexual orientation, gender expression, abilities, religion or social background
  - Spreading false and malicious rumours or gossip
  - Uttering sexually suggestive or sexually abusive comments
  - Forcing another to do something against their will
  - Making threats, scaring or intimidating others, including behaviours such as extortion of money or possessions
  - Hurtful, offensive and/or threatening gestures, notes and graffiti
  - Intimidating or harassing messages delivered by phone, voicemail, text messaging, chat rooms, instant messaging, e-mail, websites, Facebook, Snapchat, or any other communication tools. (Please be aware that Sunrise Waldorf School discourages the use of social media for all students in order to create and maintain a healthy social and learning environment for all children—see our Media Guidelines in the Parent Handbook for additional information.)
- Physical

- Any form of physical violence such as hitting, slapping, biting, choking, pinching, pulling, pushing, scratching, tripping, kicking, punching and spitting
- Unwanted physical contact such as touching
- Interfering with, taking, or damaging the belongings of others
- Relational
  - Ignoring, rejecting, isolating or excluding others
  - Shunning others, which involves both exclusion and rumour spreading
  - Purposefully manipulating and/or ruining relationships

Bullying should be differentiated from conflict in order to appropriately respond to bullying incidents. Some of the actions listed above may not be recognized as bullying when they are committed as random or reactive responses to conflict situations. While the two seem similar, there is actually a distinct difference. Bullying is a persistent pattern of unwelcome or aggressive behaviour that often involves an imbalance of power, and/or the intention to harm or humiliate someone, whereas conflict is generally a disagreement or difference in opinion between peers who typically have equal power in their relationship. When determining whether an action should be considered bullying, the students' age, maturity and special needs, if any, must also be taken into consideration. Responses to inappropriate behaviours related to conflict rather than bullying are covered in the school's Discipline Guidelines.

Sunrise Waldorf School takes bullying and harassment concerns very seriously. We are committed to thoroughly investigating and resolving all cases of bullying in a firm, judicious, and caring manner. All suspected cases of bullying will be looked into by the Head of School in cooperation with the relevant teachers. All inquiries will be conducted in a sensitive and confidential manner in consultation with the appropriate students, parents and staff, and parents will be notified when an investigation is instigated. Ensuring the safety and well-being of our students will be our first priority. Student and parent concerns regarding student safety will be taken very seriously and will be resolved as efficiently and fairly as possible. We will take all reasonable steps to prevent retaliation against a student or other party who has made a complaint of bullying or harassment.

Each member of the school community should share the responsibility of modeling respectful conduct regardless of perceived differences and should refuse to tolerate any form of discrimination. All members of the community shall have the individual and collective responsibility to identify and act upon unacceptable behaviour, including discriminatory attitudes and behaviours, and strive to eliminate systemic inequities or barriers. Any staff member who violates or does not follow this policy may also be subject to remedial or disciplinary action, up to and including termination. We ask all members of the school community to follow the following principles for working together to keep bullying out of our school:

- Refrain from bullying of any kind, for any reason
- Treat others with respect and kindness
- Include instead of exclude or ignore
- Intervene if it's safe, or tell someone who can
- Report inappropriate behaviour to a teacher, who must then report to the Head of School, or report directly to the Head of School

A bullying incident directly involves only a handful of students but there are typically other students who are indirectly involved as bystanders. Children who witness a bullying incident do not play a neutral role. Bystanders may actually encourage and perpetuate the bullying problem, either directly through actively joining in the bullying, or indirectly by not taking a stand against the bully. By failing to stand up to bullies, peer groups play a key role in locking bullies and victims into their respective roles. When bystanders take an active stand, bullying is often stopped. Sunrise Waldorf School encourages students to take a supportive stance when they witness bullying and/or to report immediately to their teacher.

Bullying and harassment behaviours will not be tolerated at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school environment. Consequences will depend on the severity and frequency of the incident(s) and may include restorative and/or disciplinary actions.

## **Expectations Which Support the Daily Rhythm**

Daily rhythm gives children a feeling of security and stability; they know what to expect and feel the world is an ordered place.

Children are to be out of doors prior to school beginning (except children of early arriving faculty and staff who may stay indoors until 8:15 am), at recess, lunch recess and after 3:00 pm. They are expected to share playground facilities and respond immediately to the bell and line up outside their class door in an orderly fashion, ready for class. The teacher admits children to the classroom and inside shoes are worn. Children eat only while sitting at their desks in the classroom. Walking, not running, in hallways is expected. The bathroom is to be used outside of class lesson time or at the teacher's discretion, although the teacher will not deny bathroom breaks during class time unreasonably.

## **Safety Rules and Expectations**

Actions that endanger the safety of self or others will not be allowed. Safety rules are in place to prevent anyone from being hurt and to protect school property.

Children are to respect safe boundaries and to stay on the school grounds. There is no climbing of fences, roofs, water tank or dumpster. No playing is permitted in the parking lot, the front of the school or the ECE play area during recess, lunch hour or after school. Roller blades and hockey sticks are permitted only on the concrete area.

No potentially dangerous objects are permitted at school. Examples are war toys, guns, knives, ninja sticks, matches, lighters, firecrackers, caps, drugs, alcohol, tobacco or any other object or substance that is potentially harmful.

Behaviour that is harmful or threatening is not permitted. Examples are fighting, throwing hardballs or snowballs, high-sticking, slapshots and hitting stones or marbles with hockey sticks. Helmets are mandatory for roller blading and ice-skating, when permitted. Play-fighting or wrestling with an unwilling partner is not permitted.

Teachers will keep each other informed about dangerous behaviour that is seasonal or fad-like by

posting specific rules in the faculty room and communicating directly to other involved teachers and parents.

Consequences for breaking safety rules include confiscating dangerous objects, children paying for and/or repairing damage and putting things right.

Suspension or expulsion is possible for serious or repeated offenses.

## **Suspension and Expulsion Policy**

Sunrise Waldorf School may suspend students whose behaviour/attitude is harmful or threatening to others or themselves. The Sunrise Waldorf School recognizes that day to day corrections and minor disciplinary reprimands are normal. This policy addresses behaviour beyond the normal day-to-day routines of school life. The school recognizes that flexibility is required in meeting individual behaviour and developmental needs.

### **Examples of Behaviour that Warrants Suspension:**

1. Extreme disrespect
2. Rude or aggressive back talk
3. Total non-cooperation
4. Violence
5. Fighting
6. Vandalism
7. Substance abuse; illegal drugs, alcohol, tobacco

Students will be asked to leave the school in cases of prolonged disciplinary or behavioral difficulties that disrupt the class on an ongoing basis, or if fruitful learning is impossible.

Expulsion results when teachers find that the class as a whole is suffering from the behaviour or attitude of a particular child, whose demands upon the teacher exceed the teacher's ability to be available equally and fairly to all students. Before asking that a child leave, the teacher will have:

- Informed parents of concerns
- Kept anecdotal notes of incidents, language, conversations with dates
- Brought the situation to the attention of the Education Director
- Sought help from specialists (extra lesson, remedial, etc.), as appropriate
- Had other teachers observe in class
- Obtained reports from specialty teachers

The decision to expel a student is up to the Head of School after consultation with the teacher, the Education Director, the Pedagogical Committee and the parents.

## Student Code of Conduct

- Respect the learning environment.
- Be on time for all lessons and prepared to work.
- Work conscientiously, remain on task and complete work.
- Participate and cooperate in all classroom activities.
- No yelling and rude or aggressive language is permitted.
- Exercise socially acceptable behaviour.
- Be polite and respectful to all people regardless of age, sex, race or religion. This includes behaviour in word and deed at school and at all school functions.
- Respect all property including land, boundaries, school equipment, gardens, buildings and personal property.
- Respect the social conventions surrounding behaviour as visitors, guests or audience at all school functions.
- Respect the authority of all teachers and other adults providing supervision.
- No swearing, spitting, lying, stealing.
- No teasing or name calling.
- No fighting, aggressive behaviour, bullying or violence.
- No exclusion of other children.
- No vandalism or graffiti.
- Respect the Daily Rhythm of Sunrise Waldorf School.
- Walk in halls.
- Eat in the classroom.
- Wear indoor shoes in the classrooms.
- Dress appropriately.
- Be outside before and after school and at recess and lunch recess.
- Share facilities with other students.

- Respond immediately to the bell and line up outside the classroom in an orderly fashion.
- Respect and Observe the Safety Rules.
- Stay on school grounds.
- Play safely without bullying, harassing, fighting, pushing, tripping or throwing objects which might hurt or injure another child.
- Roller blades and hockey games are permitted only on the covered play area.
- No climbing fences, roofs, water tank, trees or dumpster.
- No playing in parking lot, front of the school, washrooms or ECE play area.
- No potentially dangerous objects or substances are to be brought to school.
- No harmful or threatening behaviour is permitted.