



Social Inclusion Approach Policy

The Social Motto

The healthy social life is found
When, in the mirror of each human soul,
The entire community finds its reflection,
And when, in the community,
The virtue of each one is living.

Rudolf Steiner

NWS Definition of the Social Inclusion Approach: An approach to social conflict that brings accountability for actions through “no-blame, no-shame” methods.

Social Inclusion Approach

The Nelson Waldorf School is committed to healthy social relationships between students, teachers and all members of the school community. This value is reflected throughout the curriculum and implicit in the working of the school. In support of deepening existing practices, our school has adopted the Social Inclusion Approach brought to us in 2008 by Kim John Payne, educator and consultant, who is respected worldwide for his work in justice without blame, building self-esteem and helping children deal with conflict and social issues.

At the Nelson Waldorf School, we strive to create and sustain a healthy social environment - one that is safe, orderly, and respectful, conducive to learning. We understand that conflict is a normal part of life and offers opportunities to learn about each other and ourselves. Conflict is one catalyst by which we grow as social beings. How we handle conflict affects our



relationships and our sense of trust and safety within our school. Behaviours that include bullying, teasing and gossiping promote fear, blame and disrespect and will be actively addressed.

It is our goal to assist students to resolve and learn from their social conflicts. The Social Inclusion Approach provides a structure whereby students experiencing social challenges can develop greater understanding and awareness of the implications of their actions. A Social Inclusion Approach provides the opportunity to be accountable, to deepen relationships with others and to create the safety needed to allow a social situation to improve. Teachers have on-going in class discussions monitoring the social health of their own class, in age appropriate ways. Sometimes the Student Support Coordinator contributes to class discussions, and often becomes involved in specific incidences.

We, the students, teachers, staff and parents of the Nelson Waldorf School, are committed to a community that stands for love, truth and respect. We are committed to meeting situations of conflict with compassion and a tone of interest and discovery, not blame. We are committed to bringing change where needed. The Nelson Waldorf School invites all students, teachers, staff and parents to actively participate in building and maintaining a healthy social life in our school community. NWS takes a leading role in incidents that occur at school or while on school related activities. NWS takes a support role in incidents that occur out of school time and under parent supervision.

Social Inclusion (SI) Process

An interaction of bullying or teasing behaviour between a student and another student or between an adult and student is observed or discovered and reported by anyone. Who can you tell? Tell the Class Teacher(s) of the student(s) involved, or tell the Student Support Coordinator or the Education Director, who will bring it to the Class Teacher. The student who has been targeted will be met with to discover what is going on. Often other students will be met with to gain a broader understanding of the incident(s).



The Class Teacher, in consultation with the Student Support Coordinator and Education Director, will then decide what to do about the problem. The Class teacher stays with the student throughout any process. It may be decided that the teacher will address the situation within the class (the Classroom Approach) or decide that it is an issue that needs to enter one or more of the following school streams: Social Inclusion, Discipline or Care Team. Sometimes more than one stream is followed. The teacher can consult with the Student Support Coordinator, another teacher or the Education Director in making this decision.

The Class Teacher often begins with the Classroom Approach, in which pedagogical, implicit and explicit methods are used. If the issue is resolved, no further steps will be taken. If it is unresolved, then the teacher pursues the Social Inclusion stream. The Social Inclusion Response Levels One and Two (*see Response Levels*) offer the teacher more options.

When the Social Inclusion stream is engaged, the concern is taken to the Student Support Coordinator and the Education Director. It is determined whether a child is able and willing to make a change through a Ready for Change meeting with the student and the Student Support Coordinator. The Class Teacher notifies the parent that SI work is beginning.

If the student is “ready for change”, then a Social Inclusion tool/format is chosen as agreed to by the Class Teacher, student and Student Support Coordinator. This could be a Circle of Friends, an Individual Change Plan, a Goals and Achievement Agreement, Social Coaching or a No Blame Meeting.

The Class Teacher supports the student within the Social Inclusion framework, guided by Response Levels. The Class Teacher and the Student Support Coordinator may recommend that another stream – Classroom, Discipline, Care Team, or a combination of these approaches - would be helpful. The parent is contacted and a meeting is arranged to discuss the issues.

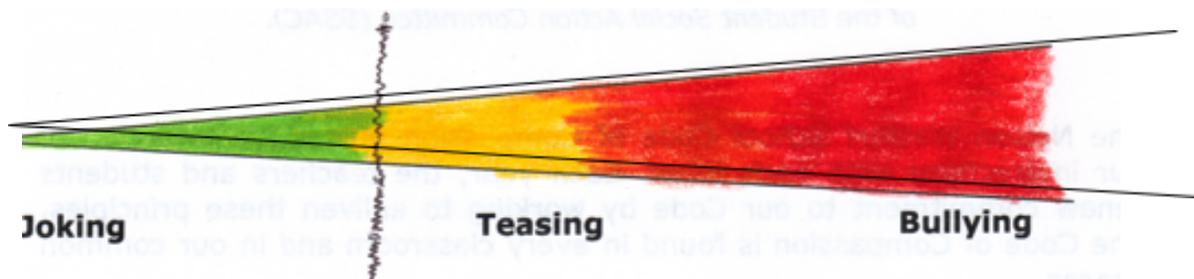
If an incident occurs that is severe, dangerous, frequent or conscious, the student will simultaneously be in the Social Inclusion stream and the Discipline stream. Parents are notified immediately.

If the Classroom Approach, Social Inclusion Approach and Care Team options fail to bring about a behaviour change in the student, the Discipline Policy is then the structure of support that the school uses. Parents are actively involved in the Discipline Approach.

Definition of Bullying

(As defined by our students)

Any form of teasing becomes bullying when it goes too far.



This is a picture of "Crossing the Line".

"Joking" becomes "Teasing" when...

- The person or anyone asks for it to stop and it doesn't
- It doesn't feel right inside
- The person feels shut down or hurt
- It is meant to put down
- The person and bystanders don't think it is funny
- Someone is left out
- People are afraid to help because they think they will get teased too
- People go along with it but feel uncomfortable
- It happens a lot



- A person feels outnumbered
- The person feels they can't tell anyone about it

Definition: Bullying behaviour is persistent, prolonged and deliberate and includes:

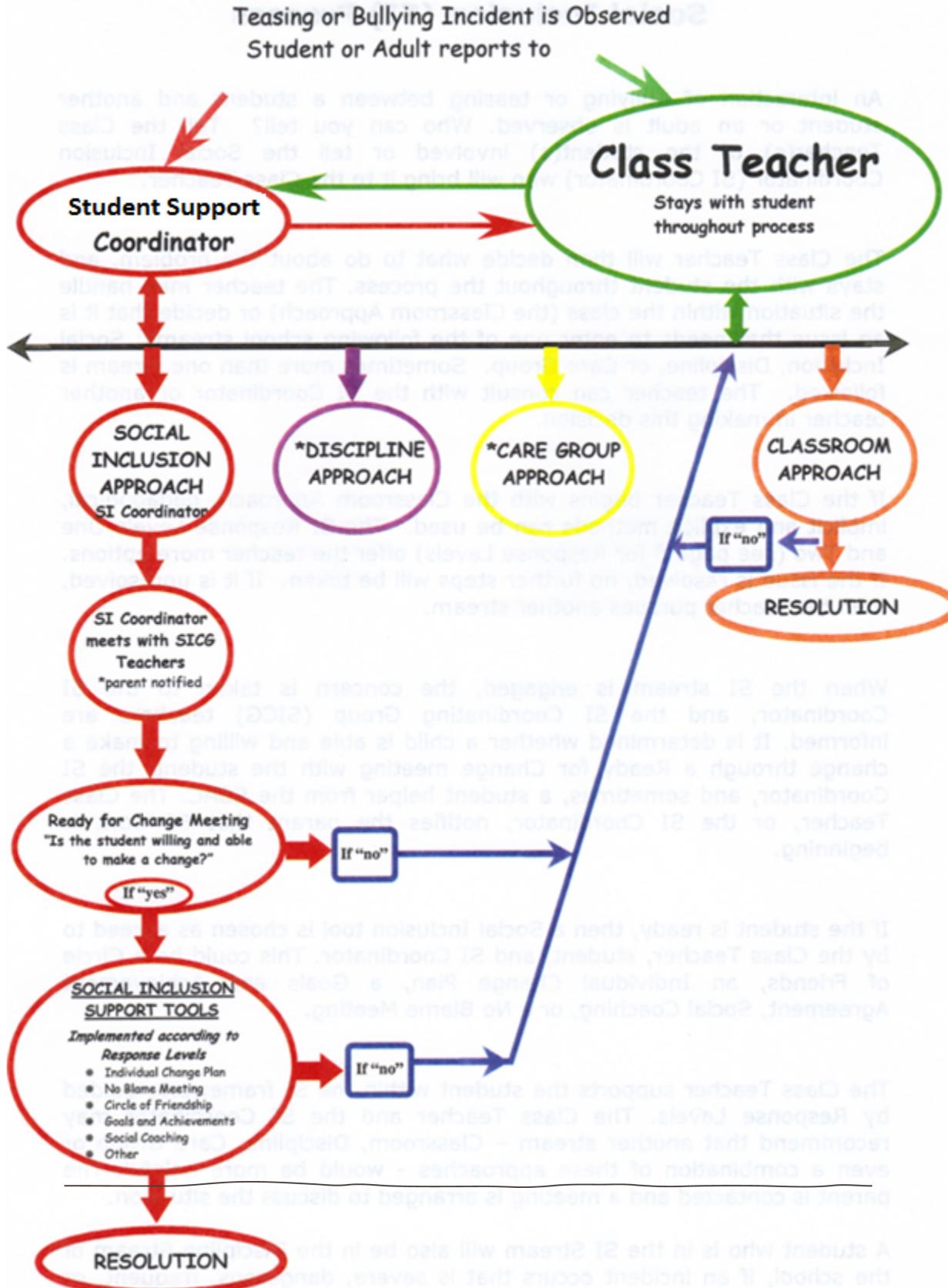
- Excluding others, intentionally ignoring or leaving someone out
- Physical aggression such as pushing, poking, tripping, spitting, hitting and throwing things at another
- Verbal aggression such as put downs, name calling, teasing, threatening, insulting, swearing, gossiping, spreading rumours and lying
- Emotional aggression using tone of voice, eye-rolling, avoiding,
- Stealing property
- Damaging or disrespecting property
- Ganging up
- Intolerance of differences of race, creed, nationality, sexual orientation or gender identity
- Making someone else do any of the above actions
- Doing any of the above actions by electronic means such as texting or email (cyberbullying)

In summary....

Bullying behaviour is persistent behaviour that is teasing, harming, threatening or excluding someone, often done with intention to harm. A feature of bullying behaviour is that there is often a power difference, either perceived or real between the two parties. It is the commitment of the Nelson Waldorf School to encourage a truth-telling culture that protects truth-tellers from retaliation.

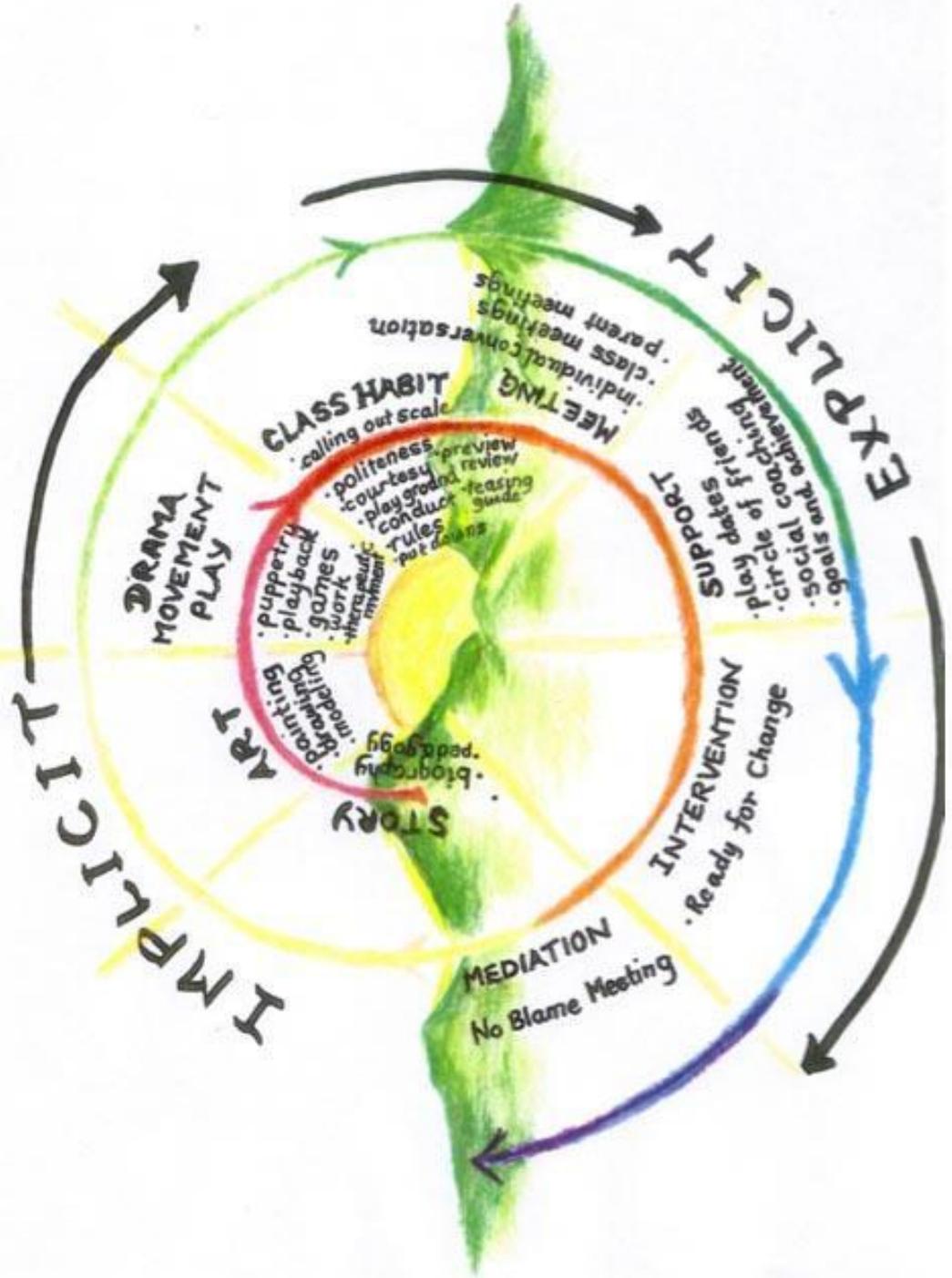
Nelson Waldorf School

FLOW CHART showing PROCESS OF **SOCIAL INCLUSION**



Nelson Waldorf School

Teachers use Implicit and Explicit means to cultivate social health





Social Inclusion Response Levels

Response Levels tools are chosen according to age appropriate methods.

Level One - This level is handled in the Classroom Approach. An informal private conversation will take place with the student(s) involved using the DADD (Disapprove, Affirm, Discover, Do-over) method. This conversation is normally initiated by the Classroom or supervising Teacher but may include the Student Support Coordinator. A "Circle of Friendship" can be started as a social support network at any time with or without incident. Tools such as "The Way We See it" or "Crossing the Line" are used.

If this level has not brought about resolution, Faculty and Parents are informed and Level Two response is followed.

Level Two - intensive focus on the issues. This level is handled in the Classroom Approach engages the Student Support Coordinator, and informs parents. A range of moderate intervention tools will be used with the student(s) involved, such as "Crossing the Line" exercises; "The Way We See it" artistic perspective-taking exercises; a referral to the "Outside-In Playground"; a "Goals and Achievement" card. Which tools are used will depend on the nature of the incident and the age of the student involved. Care team options are explored.

If this level has not provided resolution, Faculty, Administration and Parents are informed and Level Three is followed.

Level Three - A "Ready for Change" meeting occurs. A "No Blame" meeting is held, which is facilitated by the Student Support Coordinator or Class Teacher. At this point a "Holding Group" may be formed consisting of an SICG member, the Class Teacher, and other faculty. Care Team and outside community supports may be used. A timeline is established. There are three to four weeks of follow-up with the student(s).



If this level has not provided resolution, Faculty, Administration and Parents are informed and the issue moves to Level Four.

Level Four - Decision to move to the Discipline Stream

The team meets, reviews and decides that the Social Inclusion methods have been fully tried without success. It is then referred to the Discipline stream and is brought to the Faculty Steering Committee and Administration to determine appropriate next steps including the possibility of suspensions and/or conditional enrolment.

If at any point in the Social Inclusion stream the student and/or parent is not capable of proceeding, the Class Teacher and SICG may move directly to the Discipline stream.

Meetings of Social Inclusion

Ready for Change Meeting

The Ready for Change meeting is usually the first of any formal meeting and is used to prepare the ground for a No Blame meeting. Sometimes accountability and reconciliation is reached at this stage in which case a No Blame meeting is not needed. It may also become clear that a response of a different kind is needed.

Who is present at a Ready for Change Meeting?

- A facilitator (either a teacher or the SI Coordinator)
- Sometimes the class teacher
- The students involved
- A student SSAC member to support each student

The Goal of the Ready for Change Meeting

- ❖ To listen without judgment and blame to the student's account
- ❖ To convey that no one is in trouble
- ❖ To express real concern that the difficulty cannot continue



- ❖ To convey that the situation can change and make things better or worse
- ❖ To affirm that everyone's feelings about the situation are valid
- ❖ To respect differences
- ❖ To relay that others have been in similar situations
- ❖ To affirm that often the student is successful in these situations
- ❖ To explore possible solutions

No Blame Meeting

The purpose of a No Blame meeting is to bring students experiencing conflict together in a spirit of no blame and genuine interest in exploring solutions.

Who is present at a No Blame Meeting?

- A facilitator (The SI Coordinator or a teacher)
- The students involved in the conflict
- At times, two "neutral" students from the class who the students involved agree to invite.
- Sometimes the class teachers of the students involved

The Process of a No Blame Meeting

Warmth

- Setting the scene
- No one is in trouble or being blame
- Now is our chance to work it out

Light

- Telling the Stories
- This is how you saw it...Did I get it right?"

Movement

- Brainstorming/Heart Searching
- Can each of you say what it is you need for this problem to get better?
- How can we make that happen?"

Reality

- Making it Real/Keeping in Touch



- Let's work out who will do what and when you will do it.
- We will meet again tomorrow/next week to check in. What will be the best time?

Definition of Terms

Social Inclusion generates a common language throughout the school. These are some of the terms that are used.

Social Inclusion Approach - This is an "accountability without blame" approach towards social conflict that the school uses to foster an environment of respect and tolerance towards each other. Social Inclusion gives us a common language, structure and tools with which to deal with social conflict between students.

Truth Telling - We encourage the students to speak to an adult about what is really going on. When adults are told, it becomes everyone's responsibility to do something about it. Truth telling gets a person or situation out of trouble.

Pedagogical Classroom Approach - Teachers use developmentally appropriate stories or lessons within the curriculum to address social issues in an implicit way.

The Put Down Diet - This practice invites the members of the school community to be aware of their own speech, body language and attitudes that criticize or demean others with or without intention. Students, teachers and staff agree to name, discover why and do over negative verbal and body language.

Code of Compassion - The Code of Compassion is comprised of six guiding principles for how we want to relate to each other at our school. The Code of Compassion is an active way of being kind and understanding to oneself and others. It was created by students of the SSAC of 2007/08 in response to input from all the students of the school. It is found in every classroom and in our hallways and is renewed yearly.



Crossing the Line - a tool that shows students in a visual way how their behaviour is experienced by others. It highlights the progression of how Joking can become Teasing which can become Bullying.

Social Inclusion Change Plan - This is a form that a student completes with the assistance of the SI Coordinator that outlines the student's plan to change behaviour.

Ready for Change Meeting - An adult mediator (the SI Coordinator or SI teacher) interviews a student involved in a social difficulty to determine the underlying issues. An SSAC member is assigned to assist the student through the process and to take notes. The class teacher may also attend.

No Blame Meeting - This is a group meeting of the students involved in a social difficulty. They will attend the meeting with their SSAC helpers, an adult facilitator (either the SI Coordinator or teacher) and sometimes the class teacher to brainstorm solutions and build agreements.

Goals & Achievements Agreement - A student is helped to create a plan for change and then charts his/her own progress for meeting these goals on a written form.

Circle of Friends - When a student is having social difficulties, the class teacher will choose two or three students from the class and one or two students from the SSAC will be selected to greet the student each day, meet together once a week with the student, help the student problem solve and be available for support.

Social Support Circle - This is a facilitated meeting with the parents and class teacher of a student having social difficulties to discover how to strengthen and support the child.

Politeness and Courtesy - Actively practicing politeness and courtesy keeps a rhythm of respectful example to all members of our school community. Students, teachers and staff take the opportunity to practice politeness and courtesy so that they occur as a matter of course.



Greetings - Greeting each other by name allows one to feel known and therefore, to feel valued. We strive to know every child and adult by name.

Calling Out Scale - The calling out scale is a system that teachers can use to help students learn to self-monitor when the student calls out and interrupts the flow of a lesson.

DADD - This is an immediate tool used sometimes by teachers in response to inappropriate behaviour by a student. It stands for

- Disapprove
- Affirm
- Discover
- Do Over

Creating a “Truth-Telling Culture” at the Nelson Waldorf School

We are supporting a “Truth Telling Culture” at the Nelson Waldorf School...

By distinguishing between tattle-taling and truth-telling.

Bullying and teasing are often underground issues. In order to be able to resolve the problem, those involved need to feel free to tell the truth. Truth-telling is different from tattle-taling. Tattle-taling gets someone into trouble; truth-telling gets someone out of trouble and gets to the heart of the issue. Creating a truth-telling culture can only be done if confronting and reintegration are not confused with punishment and blame.

By not blaming...

- The student who is bullying does not gain status amongst his/her peers
- The student who is bullying does not receive positive attention for his/her deeds
- The student who is targeted is not put under more pressure
- Peers and the student who is being targeted feel free to “tell” about the incident



- Our community encourages and exemplifies how a positive, caring and inclusive approach can be effective

How can you, as a Parent, support your Child in telling about socially difficult situations?

Help them know when they need to ask for help.

Talk with your child, "You know it is time to get help when..."

- You have asked someone to stop and they haven't
- You are starting to feel bad about yourself
- It is bothering you a lot and/or it's all you can think about
- You don't want to come to school
- You feel like you can't tell anyone
- You feel like you don't have any friends

Help them to know with whom they can talk.

Talk with your child, "You can talk to and get help from..."

- A parent or guardian
- A parent of a friend or a relative
- A teacher
- An adult in the school (like the Social Inclusion Coordinator, parent, secretary...)
- A friend
- A classmate

Model and practice communication skills with your child that strengthen social responsibility.

Ask yourself, "Do I..."

- Apologize sincerely when I hurt someone?
- Listen and respond when spoken to?
- Always tell the truth?
- Give compliments sincerely?



- Express gratitude often?

Ask yourself, "Am I...."

- Always polite?
- Aware of my tone of voice and use of put-downs?
- Aware of my body language and gestures?
- Aware of respecting other people's space?

Support your child's foundation of resiliency and strength.

Ask yourself, "Am I supporting my child to..."

- Eat healthy food?
- Get enough sleep?
- Have a balance of quiet and active play?
- Have at least one or two good friends?
- Have the help he/she needs with class work?
- Feel he/she can ask for and get help when he/she needs it?
- Does he/she feel able to handle the situation?

If the Social Inclusion practices have not brought resolution to an incident, or an incident is gauged "severe" or "serious" by the Pedagogical Steering group, the Student Discipline stream will be followed.