



SILVER TREE STEINER SCHOOL

Behaviour Development Policy

2026

This policy applies to: Staff and Students

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Contents

Policy.....	3
Purpose.....	3
Application.....	3
Definitions	3
Child abuse:	3
Corporal punishment:.....	3
Degrading punishment:	3
Our Approach to Behaviour Development.....	4
Restorative Practice.....	4
Student Expectations.....	5
Helping Students to Meet Expectations.....	6
If Expectations Are Not Met	7
Importance of Parent Support	7
Behaviour and Disability.....	7
Unacceptable Behaviour	8
Bullying and Harassment.....	12
Serious Misconduct	12
Investigations into Serious Misconduct.....	12
Responses to Serious Misconduct	12
Suspension and Expulsion	13
Long Suspension - Five Days.....	13
Expulsion.....	14
Restraint and Physical Contact.....	15
Physical Restraint	15
Record Keeping.....	16
Behaviour Report Form	16
Individual Behaviour Plan	16
Policy Review and Dissemination	17
Appendix A: Behaviour Report Form.....	18
Appendix B: Individual Behaviour Plan.....	20
Appendix C: School Rules	23
Appendix D: My Goals Chart	25

Policy

Purpose

Silver Tree Steiner School is committed to being a Child Safe Organisation and explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. The purpose of this policy and associated procedures is to provide guidance for all members of the Silver Tree Steiner School community on the School's expectations regarding behaviour development, relationships and disciplinary procedures which are based on principles of Steiner education, restorative practices and procedural fairness. This is to ensure that a safe, positive and productive learning environment is maintained for all students at Silver Tree Steiner School while away from the school grounds on school endorsed activities.

Application

This policy applies to and is binding upon all students (K4 – Class 6), parents, employees, work experience students, volunteers and contractors of Silver Tree Steiner School. For the purpose of this policy 'parent' includes step-parents, foster parents, legal guardians, carers and grandparents.

Definitions

Child abuse:

Four forms of child abuse are covered by WA law as defined by the Department of Communities:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b) the child has less power than another person involved in the behaviour; or
 - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - a) psychological abuse; and
 - b) being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a) adequate care for the child; or
 - b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm (From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007).

Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. (From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

Our Approach to Behaviour Development

At Silver Tree Steiner School behaviour development is a process of both proactive initiatives and meaningful consequences to support students in taking responsibility for their actions. The intentional creation and maintenance of appropriate supportive relationships between students, teachers and parents is at the heart of our approach. We aim to guide children to develop a positive self-discipline based on understanding and appreciation of others' needs, rights and feelings. In doing this, each child's individual experiences and developmental level will be taken into account by the staff.

Our behaviour development framework is based on the following understandings about behaviour:

- behaviour is learned – responses to behaviour in a student's environment and the modelling of significant others all serve to reinforce the learning of specific behaviours;
- behaviour is purposeful and communicates needs in a social environment – understanding the function of the behaviour and the unmet needs provides valuable information to inform support and intervention;
- behaviour can be taught and changed.

Discipline is a response to individuals and situations in such a way as to foster the development of skills that promote responsibility and accountability. Such responses are tailored to different age levels - what is appropriate in the Kindergarten may be different in primary years - but recognise that all children need the security of firm, consistent boundaries set by the adults in their lives.

We embrace a Restorative Practice approach to discipline where the intention is to resolve conflict between people through a peaceful and fair process in which all parties are heard and respected.

Restorative Practice

When a student falls short of a behavioural expectation, we believe the correct response is to help them learn and grow from the incident. For this reason, we embrace a Restorative Practice approach to student discipline which allows all parties to share their experiences and hear the experiences of others and then find ways to restore a situation so that all parties feel that justice has been done. We believe that by using this Restorative Approach we are giving students the skills to independently take responsibility for their behaviour and make more informed choices in the future.

The Restorative Practice approach:

- Teach students about the impact of their behaviour on others.
- Helps them to understand the thinking before the misconduct occurred.
- Enables them to take personal responsibility for any harm through repair.
- Reinforces their value as an important and contributing member of the school community.

If students have done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future. When our students find themselves in conflict or upset, the teacher, Education Coordinator and/or Head of School will act as a facilitator in a Restorative Conversation and use the following questions as a guide. All parties must be willing participants and it may be necessary to give students time to reflect and come back to them.

Standard Debriefing (no harm)

- What happened?
- What was the hardest or most difficult part?
- What could you do differently next time?
- Would you be willing to talk with [Student] about this?

Debriefing Harmful Behaviour

- What happened?
- What were you thinking/feeling at the time?
- How do you think (other person/members of group) feels?
- What could you do differently next time?
- Is there anything you want to say or do?
- What needs to happen to repair the harm/make things right?
- How could you make sure this doesn't happen again?
- Would you be willing to talk with [Student] about this?

A Restorative Conversation will typically involve the following:

- a meeting with those directly involved;
- students speak one at a time – everyone else is to listen;
- what the student says is reflected back to them;
- confirm if it has been understood correctly - slowing down of communication allows time for reflection;
- each is given a chance to speak and be heard.

A follow up meeting or series of meetings may be scheduled to monitor the situation, check how everyone is going and support the participants to feel confident that the concern has been addressed in a lasting way.

The school reserves the right to speak with and ask questions of any student in relation to a behavioural incident in order to establish an accurate understanding of events. This may occur without a parent or guardian present. Such discussions will be conducted in a manner that is appropriate to the student's age, wellbeing, and understanding, and in line with the school's duty of care and safeguarding responsibilities.

Student Expectations

All members of the Silver Tree Steiner School community have rights and responsibilities, as well as expectations and rules around how these are exercised for the safety and well-being of the community. Student rights and responsibilities, and the expectations around acceptable behaviour are set down in the Code of Conduct for Students, Primary Class Agreements and School Rules. These social and learning guidelines are a key part of creating a safe, positive and consistent learning environment for all students.

Students Rights

I have a right to:

- Learn to the best of my ability in a supportive, positive and caring environment.
- Express myself and be heard by my peers and teachers.
- Feel safe and be protected from ridicule, harassment and harm.
- Be treated with care, courtesy, respect and fairness.
- Receive guidance and help when required.

Student Responsibilities

I have a responsibility to:

- Show care, courtesy, respect and fairness when I listen, play or work with others.
- Speak truthfully and kindly at all times.
- Prioritise learning at school by being prepared, on time and working to my best.

- Play and participate in a way that is safe and inclusive.
- Look after property that belongs to me, the School or other people.
- Abide by the School Rules, my Class Agreement and accept the consequences of my actions.

Code of Conduct for Students and Primary Class Agreements

The Code of Conduct for Students sets out:

- How students see the School's Values of Respect, Connection, Creativity, Love of Learning, reflected in daily school life.
- Expectations of students in terms of rights and responsibilities.
- The School Rules.
- How students can make a complaint or concern in a safe, supported and sensitive way.

Teachers use the Code of Conduct for Students to establish Primary Class Agreements that set out their expectations of student participation and behaviour within the classroom and consequences, appropriate to the age, ability and developmental stage of the students in their care. Consequences must be fair, reasonable, proportionate to the behaviour and consistent. Staff will use a Restorative Practice approach that focuses on repairing the harm or damage done through inclusive processes that engage all those concerned.

School Principles

The School has an agreed upon set rules (see Appendix C) based on the following overarching principles:

- I will prioritise learning at school.
- I will respect my own and other people's right to fairness, peace and happiness.
- I will play and behave in a way that is safe to me and to others.
- I will respect the property that belongs to myself and others.
- I am proud to be a student of Silver Tree Steiner School.

Our School Rules aim to make each student aware of the value of self-control, orderliness and the need to cultivate a sense of responsibility for their own conduct and for the larger community of which they are a part.

Helping Students to Meet Expectations

The School encourages and helps students meet expectations through:

- Teachers being aware of each child's individual developmental level and needs.
- Providing a curriculum which is age appropriate in its content and delivery.
- Creating a learning environment that is well-prepared so that problems are anticipated and prevented.
- Attention to the need for rhythm and balance in all learning activities.
- Employment of physical, artistic and intellectual activities in a balanced fashion across the curriculum.
- Staff modelling appropriate behaviour for the students.
- Staff encouraging students who are striving to meet these expectations and acknowledging students who meet expectations.
- Regular use of legends, biographies and therapeutic stories told for specific social situations, which provide the children with social understanding and with suggestions for the confrontation of difficulties and challenges.
- Extensive and regular use of the Arts, as a means of self-expression and tools for social understanding.

- Teaching the expectations of student behaviour through discussion and/or example.
- Providing students with a developmentally appropriate Protective Behaviours Curriculum (Keeping Safe).
- Assisting students to develop effective use of language, so that they are empowered to explore and express their reactions verbally and appropriately, rather than by acting out or withdrawing.
- Teachers redirecting students engaged in inappropriate behaviour, helping them to seek creative solutions and providing an opportunity for the student to replace misconduct with appropriate behaviour.
- Teachers speak to the whole class about behaviour, expectations of behaviour, and about possible solutions for ongoing issues.
- The collegial study of child development and pedagogy, including the sharing of teaching experiences.
- Regular case studies (Child Studies and Class Studies) focusing on individual children and classes.
- The practice of the Class Teacher staying with their class through the Primary years.
- Parents encouraging their children to meet the expectations of the School and working with the School to support positive behaviour in their children.

Staff members strive to use positive techniques of gentle guidance, redirection and reinforcement rather than promoting competition, comparison, or criticism. It is intended that consistent, clear guidelines will be used by all the adults working with the children.

If Expectations Are Not Met

If expectations are not met once students have been taught and understand them, teachers will correct students in a non-obtrusive way, suggesting an appropriate action and/or stating the desired behaviour, with explanations appropriate to the age and understanding of the child. Teachers exercise their professional judgement based on their professional knowledge, training and experience to support students to develop more appropriate behaviours, adopting an approach of least to most intrusive responses.

Teachers will aim to:

- Employ consequences which have a connection to the mistaken behaviour.
- Empower and support children to resolve their own conflicts.
- Help children to resolve to do better, rather than instilling lasting regret.
- Facilitate a restorative conversation as part of Restorative Practice approach.
- Make use of Incident Report forms and student observation records as appropriate.
- Communicate with parents and work on setting limits and positive reinforcement.

Importance of Parent Support

Early and positive support will be sought from parents or caregivers in seeking to understand and resolve behaviour situations. Meetings with the child's parents and the teacher are respectful in nature and may involve parents sharing any contributing factors that the School may not be aware of in the child's home life. Having a shared understanding between student, parents, and School of how to move forward with a situation is imperative for the child to feel secure and have trust in the process.

Behaviour and Disability

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like inappropriate behaviour. When considering a response to a breach of school discipline, the Head of School must be satisfied that the breach was not a symptom or manifestation of the student's disability. In determining whether a student's actions are a symptom or manifestation of a disability, advice will be sought from suitably qualified specialist, such as the School Psychologist, Learning

Support teachers or specialists supporting the student.

Any plans will implement reasonable adjustments to assist a student with disability to achieve desired behaviour and in the creation and implementation of such plans, the School will be mindful of meeting relevant legislation requirements under The Disability Discrimination Act 1992, the Disability Standards for Education 2005, and the Equal Opportunity Act 1984.

Where a student’s actions breach school discipline, and these actions are the symptom or manifestation of a disability, the School will respond to the behaviour in a tailored manner that takes the disability into account to ensure the student is not disadvantaged.

Unacceptable Behaviour

Level One Student Behaviour	Teacher Action, Consequences and Strategies Procedures to be used by all teachers consistently
<p>Level One behaviour is when the student is involved in minor disruptions of low intensity and low frequency.</p> <p>For example:</p> <p>Classroom:</p> <ul style="list-style-type: none"> • Distracting others • Finger tapping • Off task • Calling out and back chatting • Not following instructions • Not participating • Not keeping hands to self (e.g. niggling, tapping others etc) <p>Playground:</p> <ul style="list-style-type: none"> • Rough or unfair play • Pushing • Exclusion • Teasing • Put downs 	<p>The aim is to make the child <i>conscious</i> of error and to redirect into appropriate behaviour.</p> <p>The teacher will give a verbal warning or reminder. A second verbal/written warning might be permitted.</p> <p>If a third incident happens, a fitting consequence will be given which might include: timeout at playtime, staying in to do jobs, missing out on an activity or lesson, or sitting in the Office.</p> <p>Teacher may contact parents to let them know of the situation.</p> <p>A Specialist or relief Teacher should notify Class Teacher. The consequence of the Level One behaviour might happen with Class Teacher at a later time.</p> <p>If behaviour persists after the consequence is completed, the teacher may discuss the behaviour with Head of School of Education Coordinator, complete a Behaviour Report Form and follow expected procedure. (See Appendix A)</p>

Level Two Student Behaviour	Teacher Action, Consequences and Strategies Procedures to be used by all teachers consistently
<p>Student infringes the rules and rights of others or displays behaviours at a higher frequency or intensity than Level 1.</p> <p>For example:</p> <p>Classroom:</p> <ul style="list-style-type: none"> • Teasing repeatedly • Talking back • Throwing things • Rudeness • Disrespect of others in class • Disrespect of teacher or another staff member • Not following instructions or class rules <p>Playground:</p> <ul style="list-style-type: none"> • Teasing • Exclusion • Ongoing formation of cliques • Continual fighting • Throwing sticks or stones • Verbal abuse • Rudeness to other students • Rudeness to teachers and other adults • Damaging property 	<p>At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave at school.</p> <p>Parents may be asked to collect child immediately.</p> <p>A meeting with the child’s parents may occur after a Level Two behaviour has occurred.</p> <p>Behaviour Report Form may be completed. Follow required procedures (See Appendix A).</p> <p>Specialist or Relief Teachers will ensure a consequence is given to the student; and, communicate directly with Class Teacher. The Specialist or Relief Teacher may complete the Behaviour Report Form. The Specialist or Relief Teacher and Class Teacher will agree who will contact the parents if necessary.</p> <p>In the case of rudeness to staff or another class member there may be a written/verbal apology as well as an appropriate consequence.</p>

Level Three Student Behaviour	Teacher Action, Consequences and Strategies Procedures to be used by all teachers consistently
<p>Student seriously or regularly breaches the rights of others OR displays behaviour at a higher intensity than Level 2.</p> <p>For example:</p> <p>Classroom:</p> <ul style="list-style-type: none"> • Verbal or physical assault • Intimidation • Defiance • Serious breaking of rules • Damaging property <p>Playground:</p> <ul style="list-style-type: none"> • Serious verbal or physical attack • Kicking and hitting • Intimidation • Defiance • Throwing sticks and stones at people • Serious breaking of rules • Vandalism 	<p>At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave towards others.</p> <p>Parents may be asked to collect child immediately.</p> <p>Behaviour Report Form to be filled out as a PRIORITY and procedures followed accordingly (See Appendix A). Contact Education Coordinator to ensure teacher has time to complete the form.</p> <p>An appropriate consequence will be given to the student. This might include: loss of entire playtime which will be spent on time out appropriate to child's age and behaviour, child may be sent directly to the Office where appropriate procedures will be followed, the loss of the right to play in designated areas, the child might shadow a teacher at playtimes, the student might go to Learning Support room.</p> <p>Duty teachers to be notified if necessary.</p> <p>A meeting with parents is likely.</p> <p>An Individual Behaviour Plan form might be implemented (See Appendix B) in consultation with the Education Coordinator.</p> <p>In some circumstances suspension will occur.</p> <p><i>(refer to Suspension and Expulsion)</i></p>

Level Four Student Behaviour	Teacher Action, Consequences and Strategies Procedures to be used by all teachers consistently
<p>Student seriously and/or continually violates the rights of others:</p> <p>For example</p> <p>Classroom:</p> <ul style="list-style-type: none"> • Violent behaviour • Verbal or physical assault • Vandalism • Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in the Behaviour Management Policy. <p>Playground:</p> <ul style="list-style-type: none"> • Serious violent behaviour which is verbal or physical • Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in the Behaviour Management Policy 	<p>Parents will be asked to collect child immediately.</p> <p>The child might already be on an Individual Behaviour Plan.</p> <p>The student will be sent to the Office immediately and parents will be contacted.</p> <p>Level 4 behaviour may result in suspension.</p> <p>In extreme circumstances expulsion may occur.</p> <p><i>(refer to Suspension and Expulsion)</i></p>

Bullying and Harassment

Silver Tree Steiner School values and celebrates diversity and expects all sections of our school community to demonstrate respect towards others and together make our School safe for everyone. We seek to create at all times an environment which is safe, supportive and listening, where all sections of our school community (board members, staff, students and parents) understand that bullying in any form, by anyone (adults or children) and anywhere, is always unacceptable.

Our aim is to be a school at which bullying does not exist. We expect everyone to take action if bullying occurs, by implementing recognised procedures and strategies to minimise impact and ensure safety for all students. Silver Tree Steiner School is committed to being a Child Safe Organisation and explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

(Refer to *STSS Bullying Prevention Policy* for further information)

Serious Misconduct

Serious Misconduct is seen by the School as repetitive and/or intentional violation of the Code of Conduct for Students or School rules, and may involve:

- physical assault;
- intimidation or harassment of another child;
- repeated or extreme acts of aggression;
- deliberate disobedience, lack of respect, or persistent bad manners;
- leaving the school grounds without permission;
- willful destruction or vandalising school property;
- unreasonable and significant escalation of violence;
- repeated or extreme crude behaviour or offensive language.

Investigations into Serious Misconduct

When notified of an incident of serious misconduct School staff are required to record the details of the allegations and inform the Education Coordinator or Head of School and other teaching staff where appropriate. The Education Coordinator or Head of School will investigate the serious misconduct in a timely and sensitive manner. To appropriately investigate they may:

- speak to the those involved in the allegations;
- speak to the parents of the students involved;
- speak to the teachers of the students involved;
- take detailed notes of all discussions for future reference;
- obtain written statements from all or any of the above.

Responses to Serious Misconduct

When sufficient information to understand the circumstances of the serious misconduct and the students involved is gathered, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the classroom teacher, specialist teachers, the Education Coordinator, Head of School, parents and the AISWA Psychologist, where required.

The School may implement all, or some of the following responses:

- facilitate mediation using the restorative approach between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons

- for conflict or grievance;
- facilitate an Individual Behaviour Support Plan (*Appendix D*);
- offer counselling support to all students involved or affected;
- provide discussion and/or mentoring for different social and emotional learning competencies of the students involved;
- monitor the behaviour of the students involved and take follow up action if necessary;
- implement year group targeted strategies to reinforce positive behaviours as appropriate;
- implement disciplinary consequences for the students, which may include removal of privileges, playground and classroom withdrawal, suspension and/or expulsion in extreme circumstances.

Parents will be formally notified, in writing, of serious misconduct, informed of the consequences being applied and the consequences of any further breaches.

Detailed records will be created and maintained in relation to any serious misconduct.

Suspension and Expulsion

In the case of serious misconduct or cases of persistent unacceptable behaviour (Level Four), where it will be in the best interests of the school community and the student involved, the Head of School may suspend a student from School for a short period of time (up to four days). The Head of School, in consultation with the Education Coordinator, will exercise their authority to suspend a student immediately if they believe that the safety of staff or students is at risk. The Board of Governors Chairperson will be informed if this occurs.

It is important that the Head of School:

- informs the student and their parents of the reason for the suspension and the intended duration of the suspension; this should be done orally in person or by phone and followed with a written email.
- provides the student and their parents a reasonable opportunity to respond. If the Head of School cannot contact the parents by phone, an email or letter outlining the suspension will be sent home and provide the parents with the opportunity to respond.

Conditions that are attached to a period of suspension should specify:

- any permission granted for the student to attend School during their period of suspension;
- the School response to a student entering school property without specific permission being given by the Head of School;
- that the parent is responsible for the student during the period of suspension from School; and
- any other specific conditions considered to be necessary by the Head of School.

The school will arrange a meeting to be held towards the end of the period of suspension with the student, parents, Class Teacher, and Head of School. The School will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.

Long Suspension - Five Days

If a short suspension has not resolved the problem or the behaviour is so serious as to warrant a long suspension, the Head of School will advise the Board of Governors Chairperson. The Head of School will ensure that all relevant documentation is retained on file at School, for review by the Leadership Team who will make recommendations for further action. This must include a record of a process of 'procedural fairness'.

The Class Teacher will offer to develop, with the student and parents, an agreed study program to be undertaken by the student during the period of suspension.

Return to the School will be under the conditions of an agreement, signed by the parents and the Head of

School (or their nominee). The teacher and Head of School (or nominee) will meet with the student and parents to set out conditions for the student continuing at School. The meeting is to be recorded along with the agreements made.

If after two long suspensions the matter has not been resolved, alternative strategies must be considered, including alternative educational programs or expulsion.

Expulsion

On the very rare occasion and as a last resort after all other actions have failed, the Head of School may expel a student. The decision is made in consultation with the Leadership Team and Faculty, and the Chair of the Board is notified in a timely manner. The Head of School may expel a student from School if, whilst attending school, or engaging in any school-related activity away from school grounds (including when travelling to or from that activity) the student:

- Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.
- Causes significant damage to or destruction of property.
- Commits or attempts to commit or is knowingly involved in the theft of property.
- Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons.
- Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.
- Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person.
- Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student's behaviour must be of such a magnitude that, whilst recognising the need of the student to receive an education; to maintain the health, safety and wellbeing of other students and staff at Silver Tree Steiner School; and to maintain the effectiveness of the School's educational programs, expulsion is considered the only available option.

It is critical that interventions and supports have been implemented to address behaviours of concern prior to making an expulsion decision. Students may only be expelled after a thorough investigation of the incident/s has been conducted.

In deciding to expel a student the Head of School must determine that expulsion of the student is appropriate to:

- the behaviour for which the student is being expelled;
- the educational needs of the student;
- any disability or additional learning needs of the student;
- the age of the student; and
- the residential and social circumstances of the student.

Prior to an expulsion, the Head of School must ensure that:

- a comprehensive range of strategies, consistent with the staged response, to meet the educational, social and emotional needs of the student has been considered and implemented by the School; and
- despite these strategies, the student's inappropriate behaviour persists.

The Head of School may implement an immediate suspension pending expulsion, prior to a meeting with the student and parents being convened, if the severity of the situation and the possibility of immediate physical threat to another person warrants such action.

If the Head of School decides to expel the student, they must provide the student and their parent with the following:

A Notice of Expulsion, which must include;

- the grounds and reasons for the expulsion;
- the date of the commencement of the expulsion; and
- that the student has a right to appeal the expulsion decision.

The Notice of Expulsion and a thorough record of the process undertaken to arrive at the decision to expel must be recorded in the register of suspensions and expulsions by the Head of School.

Restraint and Physical Contact

Under regulation 38 of the School Education Regulations 2000, school staff, under certain conditions, may take action including physical contact with a student or a student's property as is reasonable to:

- a) manage or care for a student; or
- b) maintain or re-establish order; or
- c) prevent or restrain a student -
 - i. to ensure the safety of any person; or
 - ii. from damaging any property.

Silver Tree Steiner School may use physical contact to care for a student or to help manage their behaviour. Physical contact differs from restraint in that it uses no force and its purpose is to direct or correct a student. Staff may use contact to prompt, to give reassurance or to offer support in a variety of contexts. Younger students, in particular, may need reassurance and comfort in certain situations. Staff should be aware that some students find this use of physical contact unwelcome or inappropriate.

When attempting to maintain order it always preferable for staff to use their voice to de-escalate inappropriate student behaviour. However, it may be necessary for a staff member to use reasonable physical contact to maintain or re-establish calm. This may also include situations where teachers need to defend themselves or others from physical harm. Examples of physical contact include escorting a student by the arm or hand, holding, guiding and shepherding. Physical contact must not be used where it is intended to provoke or punish a student, or cause pain, humiliation or injury.

In all cases it is vital for staff to maintain professional distance and to be aware that physical contact towards a student places them in a vulnerable position.

Before any form of physical contact is used with a student, staff must consider the following:

- the age of the student
- the situation in which it is used
- the purpose of the physical contact
- the likely response of the student.

Staff must only use reasonable physical contact in the event the student or any other person present is in imminent danger due to the student's behaviour.

Physical Restraint

Physical restraint should ideally be implemented by staff that have been trained in an approved program such as Team Teach (or similar) and should be considered as a last resort once alternatives have failed or are deemed inappropriate. Physical restraint should only be used if a student is acting in a manner that places at risk the safety of any person, including the student, or there is a risk of significant damage to property. If it

becomes necessary in emergency situations to use physical restraint for safety reasons and a trained person is not available, it will only be used with extreme caution.

When restraint is used:

- it will be used in such a way as to minimise or prevent harm;
- staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- it will stop as soon as staff determine the student is no longer presenting a risk to safety; and
- appropriate support will be provided to staff, the student and parents as required after the restraint.

Where staff are required to use restraint on an ongoing basis to manage the behaviour of an individual student, information about the use of restraint must be included in the student's Individual Behaviour Plan. Planning for the ongoing use of restraint requires a collaborative approach between the Head of School, the student's parents and staff.

The student's Individual Behaviour Plan should include the following information:

- Triggers that may lead to the use of physical restraint.
- Situations in which physical restraint is not to be used with a student.
- Situations that may result in the removal of other students from the immediate environment.
- Staff willing and qualified to use physical restraint as an agreed management strategy.
- Assistance to be provided for staff who are involved with physical restraint.
- Regular review of the Individual Behaviour Plan to reduce and/or remove the need for physical restraint.

When physical restraint has been used, the incident must be recorded by the staff member and reported to the Head of School and student's parents on the day of the incident. It is important that the written record contains:

- The names of those involved, including the student, staff member(s) and other people present.
- Date and location of the incident.
- Details of the behaviour of the individual and the staff, including attempts at de-escalation.
- Accurate and clear description of the steps taken, the nature of any physical intervention used and outcome.
- A description of any injuries or damage to property.

Record Keeping

Behaviour Report Form

A Behaviour Report Form (*Appendix A*) is completed for individual students for incidents of a serious nature (e.g. hitting, rough play, damaging equipment) as well as displays of lower level behaviours. Behaviour Report Forms are completed by the teacher who dealt with the incident. The class teacher and parents are informed, and the Report is kept on file by Administration. A summary of the incident is recorded in the Incidents and Accidents Register to allow tracking of repeated behaviour.

Individual Behaviour Plan

An Individual Behaviour Plan (see *Appendix B*) known to the student as a 'My Goals Plan' (see *Appendix D*) will be used for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the School's regular behaviour management approaches, the School's current management strategies are not effective, and/or the student is diagnosed, by an appropriately qualified professional, with a disability that impacts behaviour.

An Individual Behaviour Plan will be developed by the teacher, in consultation with the parents and other specialists, as appropriate. This plan will clearly describe the desired behaviour/goals for the student and outline both positive and negative consequences required to shape the desired behaviour. The nature of the plan will reflect the child's age and developmental needs of the student, and consider the context in which the behaviours occur, along with any changes required to the learning environment to support the student.

Individual Behaviour Plans will be discussed amongst the faculty when deemed appropriate and are to be recorded and updated on the student's file. The Individual Behaviour Plan will be reviewed at a set time in order for the strategies to be appraised.

If a student does not comply with their Individual Behaviour Plan the parents will be contacted and asked to take their child home for the remainder of the day. The School will request a meeting with the parents before their child returns to School.

Policy Review and Dissemination

This policy and related procedures will be made available to the public on the School website and is available to staff in the Policies and Procedures folder in reception. The School Community will receive reminders to refer to this policy (and updated versions) through the School Newsletter.

The School will provide ongoing training to ensure that all staff members understand their responsibilities in relation to this policy.

The School may, at any time, make amendments to this policy to ensure continuous improvement. The policy will be formally reviewed at least once every three years by the Head of School and communicated to the Board of Governors.

BEHAVIOUR REPORT FORM



THIS SECTION TO BE COMPLETED BY EDUCATION COORDINATOR
Did an injury result from the behavioural incident? NO / YES If yes, ensure ' <i>Report Form for Accidents Incidents Hazards and Injuries</i> ' is also completed. <input type="checkbox"/> Communicate Behavioural Incident to Class Teacher Ed Coordinator Signature: _____ Date: _____
HEAD OF SCHOOL
Head of School Signature: _____ Date: _____
DOCUMENT WORKFLOW
<input type="checkbox"/> Copy to Class Teacher & person filing report <input type="checkbox"/> Copy in student/s file <input type="checkbox"/> Hard copy retained in Accident/Incident folder until end of year <input type="checkbox"/> CC Head of School

Signature Of Person Filing This Report:

Date Report Completed:

PLEASE SUBMIT TO EDUCATION COORDINATOR ONCE COMPLETE

Appendix B: Individual Behaviour Plan

Individual Behaviour Plan



Student Name:	
Date of Meeting:	
Persons present:	
Start Date of Individual Behaviour Plan	
End Date of Individual Behaviour Plan:	

Reason for Plan

Agreed Behaviours That Need to Change

Strategies On How to Support These Changes at School

Strategies On How to Support These Changes at Home

Teacher Action

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Child Action

--

Parent Action

--

Next Review Meeting Date: (recommended weekly)	
Signed	Parent:
	Class Teacher:

Comments on progress

--

Individual Behaviour Plan Methodology:

After the Individual Behaviour Plan Meeting, the following will occur:

1. Teacher to define in simple language the main behaviours that need to change (use positive language where possible).
2. Fill in a "My Goals" chart (see attached) for each day and adhere pages in small exercise book with student name on cover.
3. Student is responsible for ensuring his/her teachers mark this book 3 times a day.
4. Student may check in with the Head of School or Education Coordinator at the end of the day with their plan.
5. Book may go home in evening for parents to sign and comment, then must return with child next day.
6. Book to be brought to meetings between parent, teacher, child.
7. Teacher/s to positively encourage all progress shown in book.
8. If good progress shown student to remain on Individual Behaviour Plan until class teacher and supporting teacher are satisfied the behaviour has changed adequately.
9. If poor or no progress shown, and the Individual Behaviour Plan is not successful then further strategies (counselling and other outside assistance) will be required to be used by parents and school.
10. Regular parent interviews are essential.
11. If, after all the above are implemented and there is little change, then suspension and possible expulsion will occur.

Appendix C: School Rules

I will prioritise learning at School by:

- Being on time and prepared for lessons with all required materials
- Following the teacher's instructions the first time, or asking the teacher to explain if I do not understand
- Listening respectfully when a teacher or other students are speaking
- Raising my hand to indicate I wish to speak
- Focusing on my learning and remaining quiet during quiet work time
- Joining in activities in a sensible way
- Not distracting or disturbing others so everyone can learn
- Doing the best I can in all school activities

I will respect my own and other people's right to fairness, peace and happiness by:

- Accepting others for who they are regardless of how they may differ from me (age, race, culture, ability, etc.)
- Including others, being friendly and giving everyone chances
- Always speaking kindly and truthfully
- Keeping my hands, feet and objects to myself and never intentionally harming others
- Following rules so we all enjoy fair play
- Taking responsibility for my behaviour
- Being open to restorative conversations to repair relationships with others

I will respect the property that belongs to me and others by:

- Taking responsibility for my own personal possessions
- Storing my bicycle in the racks near the Office
- Not damaging other people's property or taking it without permission (including pencils, rulers, food, hats)
- Treating school property in a manner so it can be used later by others
- Returning property that belongs to others the way that I found it
- Letting a staff member know if something is broken

I will play and behave in a way that is safe to me and to others by:

- Staying in the school grounds during school hours
- Playing in the area designated for my class during recess and lunchtime
- Playing in a friendly way, with gentle touch and kind language
- Entering classrooms only when a teacher or staff member is present or has given me permission to do so
- Walking on pathways and verandas
- Using sticks for creative, safe play, e.g. cubby making
- Playing ball games and other games carefully, fairly and sharing turns
- Riding my bicycle, skateboard or scooter outside the school grounds
- Being sun smart – wearing a hat outdoors in Terms 1 and 4.
- Communicating any rough play, swearing, bullying behaviour or problems to the Duty Teacher and Class Teacher

I am proud to be a student of Silver Tree Steiner School. I will demonstrate this by:

- Welcoming guests or newcomers
- Speaking positively about our School
- Keeping the School beautiful: allowing nature to grow, not graffitiing or damaging property
- Wearing clothing in keeping with the School's Dress Code
- Following the Code of Conduct for Students and my Class Agreement.

Appendix D: My Goals Chart

Student Name Class # Class Name

Applicable dates eg: Term 4: Weeks 1, 2, 3, 4

Feedback to: eg. Class Teacher and Ed. Coordinator

STUDENT'S GOALS FOR TERM

Dear Teachers

During Weeks 1-4 of this term, please can you help to observe Student's behaviour for your lesson. They have specific goals that they are working on.

Please can you:

- Remind student to give you their Goals Sheet at the beginning of each lesson
- Observe student during your lesson in relation to how they are meeting their goals
- In the space provided give student either **0,1,2 or 3 ticks** to represent how he met his goals for your lesson. *Please feel free to write a small comment if you have time.*
- Hand back to student their Goals Sheet at the end of the lesson
- Please allow student to pack-up at the end of each day at 3.10pm and send him down to see Kristy B/Anna

Please can you share any feedback – positive or challenging - with Class Teacher or Education Coordinator during this time.

	KEY
0 Ticks	Did not achieve this goal during this lesson
1 Tick	Has only achieved a limited part of the goal or was inconsistent throughout the lesson
2 Ticks	Has partially achieved the goal to the best of his ability, throughout most of the lesson
3 Ticks	Has achieved the goal to the best of his ability consistently throughout the lesson

Student Name *Class #* *Class Name*
Applicable dates eg: Term 4: Weeks 1, 2, 3, 4

Feedback to: eg. ~~Class~~ *Class Teacher and Ed. Coordinator*

GOALS FOR TERM 4 - MONDAY

MONDAY	Things I will do:	8.30-10.55 <i>Teacher</i>	Recess Play <i>Teacher</i>	11.15-12.45 <i>Teacher</i>	Lunch Play <i>Teacher</i>	1.30-3.15 <i>Teacher</i>	3.10 <i>Kristy/Anna</i>
	1.						
	2.						
	3.						
	4.						
	5.						

Teacher Comment

Specialist Teacher Comment

Duty Teachers Comments

Kristy /Anna Comment