SILVER TREE
STEINER SCHOOL

Behaviour Development Policy

2026

AUTHORISED BY:	Head of School
VERSION:	Version 9
DATE:	October 2026
REVIEW:	October 2029

Contents

1. Objective....3
2. Purpose....3
3. Application....3
4. Definitions....4
5.Implementation....5
5.1 Guiding Principles....5
5.2 Duty of Care....5
5.3 Behaviour Expectations....5
5.4 Code of Conduct for Students and Primary Class Agreements....6
5.5 Positive Behaviour Development....7
5.6 Behaviour Support and Intervention....7
5.7 Individual Behaviour Plans....9
5.8 Bullying, Harassment and Harmful Behaviour....10
5.9 Digital Technologies and Online Safety....10
5.10 Behaviour Management Responses....11
5.11 Investigations into Serious Misconduct....15
5.12 Suspension....16
5.13 Expulsion....18
5.14 Physical Intervention and Restraint....19
5.15 Recordkeeping and Confidentiality....21
5.16 Parent and Guardian Engagement....21
5.17 Monitoring and Review....22
6. Related Policies and Documents....22
Appendix A: Behaviour Report Form....23
Appendix B: School Rules....25
Appendix C: Example Individual Behaviour Plan/My Goals Chart....27
Appendix D: Restorative Conversation Questions....32

1. Objective

The objective of this Policy is to promote the positive development of student behaviour by fostering a safe, respectful, inclusive and supportive learning environment that supports wellbeing, learning, personal responsibility and positive relationships.

The School seeks to develop self-awareness, self-discipline, empathy, resilience and social responsibility in students through age-appropriate guidance, restorative practices, clear expectations and collaborative partnerships with families.

2. Purpose

The purpose of this Policy is to establish the School's approach to behaviour development, behaviour support and behaviour management, and to provide guidance to members of the School community regarding behavioural expectations, positive relationships and behaviour management processes.

The School's approach is informed by the principles of Steiner education, restorative practices and procedural fairness and seeks to maintain a safe, respectful and productive learning environment in which students can learn, develop and participate positively in school life.

This Policy supports the School's commitment to:

- promoting positive behaviour, respectful relationships and a sense of belonging within the School community;
- supporting students to develop social, emotional and behavioural capabilities;
- providing appropriate behaviour support and intervention where required;
- preventing and responding appropriately to bullying, harassment and other harmful behaviours;
- ensuring behaviour management practices are fair, consistent and proportionate to the circumstances; and
- meeting the School's duty of care and relevant legislative and regulatory obligations.

The School is committed to being a Child Safe Organisation and explicitly prohibits all forms of child abuse, corporal punishment and other degrading punishment. Behaviour development and behaviour management practices must support the safety, dignity, rights and wellbeing of all students and be implemented in a manner consistent with the School's Child Safety and Wellbeing Policy.

3. Application

This Policy applies to all students enrolled at the School and to all members of the School community involved in supporting student behaviour and wellbeing.

The Policy applies to student behaviour:

- at School,
- during School-related activities, including camps, excursions and other School activities; and
- in circumstances where behaviour occurring outside the School environment, including online activity, has a significant impact on the School community.

4. Definitions

- **Behaviour Development**

Behaviour Development means the process of supporting students to develop self-awareness, self-discipline, personal responsibility, empathy, resilience, respectful relationships and positive social behaviours. Behaviour development is achieved through guidance, modelling, restorative practices, clear expectations, encouragement and appropriate support, consistent with the School's educational philosophy and values.

- **Bullying**

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

One-off incidents or conflicts between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

- **Harassment**

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

- **Procedural Fairness**

A process which ensures that decisions are made fairly, impartially and on the basis of relevant information. It requires:

- A hearing appropriate to the circumstances
- Lack of bias
- Evidence-based decision-making
- Inquiry into disputed matters

- **Child abuse**

Defined by the Department of Communities WA as including:

1. Physical abuse – severe or persistent injury by a caregiver
2. Sexual abuse – inappropriate sexual activity involving coercion, power imbalance, or developmental disparity
3. Emotional abuse – psychological harm or exposure to family violence
4. Neglect – failure to provide adequate care, food, shelter, or supervision

- **Corporal punishment**

Any punishment involving physical force intended to cause pain or discomfort, including hitting or forcing uncomfortable positions. It does not include reasonable physical restraint to prevent 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**

Punishment incompatible with human dignity, including belittling, humiliating, threatening, or ridiculing a

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).

5.Implementation

5.1 Guiding Principles

At the School, behaviour development is a process of both proactive initiatives and meaningful consequences that support students to take responsibility for their actions. The intentional creation and maintenance of supportive relationships between students, staff and parents is central to the School's approach.

The School seeks to guide students to develop positive self-discipline based on an understanding and appreciation of the needs, rights and feelings of others. In doing this, each student's individual experiences, circumstances and developmental stage will be considered.

The School's behaviour development framework is based on the understanding that:

- behaviour is learned and influenced by relationships, experiences and the environment;
- behaviour is purposeful and communicates a need;
- understanding the function of behaviour assists in developing appropriate supports and interventions;
- behaviour can be taught, learned and changed; and
- students benefit from clear, consistent and developmentally appropriate boundaries.

Discipline is intended to foster responsibility, accountability and personal growth. Behaviour support and behaviour management responses will be fair, developmentally appropriate and proportionate to the circumstances.

The School adopts a restorative approach to behaviour development and behaviour management, recognising that positive relationships, reflection, accountability and repair of harm contribute to healthy individual and community development.

5.2 Duty of Care

The School will implement this Policy in accordance with its duty of care obligations and the requirements of the School's ***Duty of Care Policy***.

5.3 Behaviour Expectations

All members of the School community have rights and responsibilities and contribute to the creation and maintenance of a safe, respectful and productive learning environment.

Student rights, responsibilities and behavioural expectations are reflected in the School's Code of Conduct for Students, Primary Class Agreements and School Rules. These expectations support student wellbeing, positive relationships and effective learning.

Students Rights

Students have the right to:

- learn to the best of their ability in a supportive, positive and caring environment;
- express themselves and be heard by their peers and teachers;
- feel safe and be protected from ridicule, harassment, bullying and harm;
- be treated with care, courtesy, respect and fairness; and
- receive guidance and support when required.

Student Responsibilities

Students have a responsibility to:

- show care, courtesy, respect and fairness when interacting with others;
- communicate truthfully, respectfully and kindly;
- prioritise learning by being prepared, on time, actively participate and work to the best of their ability;
- play and participate in a safe and inclusive manner;
- respect and care for School property and the property of others; and
- comply with School Rules, Class Agreements and the Code of Conduct for Students, and take responsibility for their actions.

School Principles

The School's behaviour expectations are supported by the following 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 for myself and others.
- I will respect property belonging to myself and others.
- I am proud to be a student of the School.

The School Rules (Appendix B) support these principles and encourage students to develop self-discipline, responsibility and respect for the wider School community.

5.4 Code of Conduct for Students and Primary Class Agreements

The School's Code of Conduct for Students establishes the standards of behaviour expected of all students and supports the development of a safe, respectful and inclusive school community.

The Code of Conduct for Students:

- reflects the School's values and educational philosophy;
- outlines student rights and responsibilities;
- communicates expectations regarding behaviour, participation and relationships;
- promotes respect, honesty, responsibility, kindness and consideration for others;
- provides guidance regarding student concerns and complaints;
- prohibits bullying, harassment, victimisation and peer-to-peer abuse;
- requires students to respect the dignity, privacy, safety and rights of others;
- supports the development of respectful relationships throughout the School community; and
- establishes expectations regarding digital technologies, online activity and social media participation in accordance with the School's Social Media Policy.

Teachers use the Code of Conduct for Students to establish age-appropriate Class Agreements that support

student learning, participation and wellbeing within the classroom environment. Class Agreements will be appropriate to the age, developmental stage and needs of the students and will promote positive relationships, cooperation, responsibility and respect.

Where behavioural expectations are not met, staff will respond in a manner that is fair, consistent and proportionate to the circumstances. In accordance with the School's restorative approach, responses will focus on helping students understand the impact of their behaviour, accept responsibility for their actions, repair harm where appropriate and develop strategies for making positive choices in the future.

The School Rules, contained in Appendix B, form part of the behavioural expectations framework and support the implementation of this Policy.

5.5 Positive Behaviour Development

The School seeks to promote positive behaviour through a proactive and developmentally appropriate approach that supports student wellbeing, engagement and learning. Positive behaviour development is embedded throughout the School's educational program and daily interactions and is supported through strong relationships, clear expectations, meaningful experiences and collaborative partnerships with families.

The School supports positive behaviour development by:

- recognising and responding to each student's individual developmental stage, strengths and needs;
- providing a curriculum that is developmentally appropriate in both content and delivery;
- creating well-prepared learning environments that promote engagement, safety and successful participation;
- maintaining rhythm and balance throughout the learning program;
- providing a balanced range of physical, artistic and intellectual learning experiences;
- modelling respectful, responsible and positive behaviour;
- encouraging and acknowledging students who demonstrate positive behaviour and make constructive choices;
- teaching behavioural expectations through discussion, example and ongoing guidance;
- supporting students to develop effective communication, self-awareness and self-regulation skills;
- providing developmentally appropriate personal safety education, including Protective Behaviours and Keeping Safe programs;
- using stories, legends, biographies and other age-appropriate educational experiences to support social understanding, empathy and moral development;
- using creative and artistic activities as opportunities for self-expression, social development and relationship building;
- supporting staff professional learning through collegial study, child studies, class studies and reflective practice;
- promoting continuity of relationships through the Class Teacher model where appropriate; and
- working collaboratively with parents and guardians to encourage and reinforce positive behaviour.

The School recognises that positive behaviour is learned and developed over time. Through consistent guidance, encouragement and support, students are assisted to develop self-discipline, responsibility, respectful relationships and the skills necessary to participate positively in the School community.

5.6 Behaviour Support and Intervention

The School is committed to supporting students to develop positive behaviours through guidance, encouragement, restorative practices and developmentally appropriate interventions. When behavioural expectations are not met, the School will seek to understand the underlying causes of the behaviour and

support students to learn from their experiences and make positive choices in the future.

Staff will exercise professional judgement when responding to behaviour, taking into account the student's age, developmental stage, individual circumstances, support needs and the nature of the behaviour. Responses will be fair, proportionate and designed to support learning, responsibility and positive behavioural growth.

Where behavioural expectations are not met, staff may:

- provide reminders, redirection and guidance;
- reinforce behavioural expectations and appropriate alternatives;
- facilitate reflection and problem-solving;
- support students to repair harm caused to others;
- communicate with parents or guardians;
- document behavioural incidents where appropriate;
- implement targeted support strategies; and
- escalate concerns in accordance with this Policy where behaviour is ongoing, repeated or serious.

Restorative Practices

The School adopts a restorative approach to behaviour support and behaviour management. When a student falls short of behavioural expectations, the focus is on helping the student understand the impact of their actions, accept responsibility, repair harm where appropriate and make positive choices in the future.

Restorative practices aim to:

- teach students about the impact of their behaviour on others;
- help students understand the factors that contributed to the behaviour;
- encourage personal responsibility and accountability;
- support the repair of harm and relationships; and
- reinforce each student's value as a member of the School community.

Where appropriate, staff may facilitate restorative conversations involving those affected by a situation. These conversations provide an opportunity for students to reflect on what occurred, listen respectfully to the experiences of others and work collaboratively towards a positive resolution.

A restorative conversation will typically involve:

- a meeting with those directly involved;
- providing each participant with an opportunity to speak and be heard;
- respectful listening by all participants;
- clarification and reflection of each person's perspective; and
- discussion of actions that may assist in repairing harm and preventing a recurrence.

Follow-up meetings may be arranged where required to monitor progress, support students and maintain positive relationships.

The School may utilise restorative conversation guides and reflection questions to support restorative processes.

Parent and Guardian Engagement

The School recognises that positive outcomes are best achieved when families and the School work together to support students.

Where concerns arise regarding a student's behaviour, the School will engage with parents or guardians as early as reasonably practicable to develop a shared understanding of the circumstances and identify

strategies to support the student.

Communication between the School and families will be respectful, collaborative and focused on supporting the student's wellbeing, behaviour development and educational participation.

Parents or guardians may be invited to participate in meetings, restorative processes, behaviour planning and other support measures where appropriate.

Documentation and Escalation

Behavioural incidents will be documented using the School's ***Behaviour Report Form*** and other relevant records where appropriate.

Where behavioural concerns are ongoing, repeated or of a more serious nature, the School may implement additional support measures or behaviour management responses, including the development of an Individual Behaviour Plan, referral to School Leadership, investigation of serious misconduct, suspension or other responses in accordance with this Policy.

5.7 Individual Behaviour Plans

An Individual Behaviour Plan may be developed where a student's behaviour is beyond the scope of the School's regular behaviour development and behaviour management approaches, where existing interventions have not been effective, or where additional support is required to assist the student to meet behavioural expectations.

The purpose of an Individual Behaviour Plan is to provide a structured, collaborative and individualised approach to supporting positive behaviour, student wellbeing and successful participation in school life.

An Individual Behaviour Plan may be considered when:

- behavioural concerns are ongoing, repeated or escalating;
- a student requires targeted support to develop positive behavioural skills;
- previous intervention strategies have not achieved the desired outcomes;
- a student's behaviour is significantly impacting their own wellbeing, learning or participation;
- a student's behaviour is significantly impacting the wellbeing, learning or safety of others; or
- a student has a disability, medical condition, learning difference or other identified need requiring additional behavioural support.

Individual Behaviour Plans will be developed in consultation with the student (where appropriate), parents or guardians, relevant staff and, where required, external professionals or specialists.

Plans may include:

- the behavioural goals and expectations for the student;
- identified strengths and areas for development;
- known triggers, contributing factors or support needs;
- strategies to support positive behaviour and successful participation;
- reasonable adjustments and accommodations where required;
- agreed responsibilities of the student, family and School;
- monitoring and review arrangements; and
- any interventions, supports or consequences relevant to the student's behavioural goals.

The nature of an Individual Behaviour Plan will reflect the student's age, developmental stage, individual circumstances and educational needs.

Students with Disability or Additional Needs

The School recognises that some disabilities, medical conditions, learning differences or developmental needs may influence a student's behaviour.

When considering behavioural concerns and behaviour management responses, the School will consider whether the behaviour may be related to a student's disability or additional needs. Advice may be sought from appropriately qualified professionals, including psychologists, learning support staff and external specialists where appropriate.

The School will implement reasonable adjustments where required and will have regard to its obligations under relevant legislation, including the Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the Equal Opportunity Act 1984 (WA).

Where behaviour is determined to be related to a student's disability or additional needs, support strategies will be tailored to the student's circumstances while maintaining the safety and wellbeing of all members of the School community.

Review of Plans

Individual Behaviour Plans will be documented and maintained on the student's file and reviewed periodically to evaluate progress and determine whether adjustments to strategies or supports are required.

Where a student's behaviour continues to present significant concerns despite implemented supports, additional interventions, behaviour management responses or disciplinary processes may be considered in accordance with this Policy.

5.8 Bullying, Harassment and Harmful Behaviour

The School values and celebrates diversity and expects all members of the School community to demonstrate respect towards others and contribute to a safe and inclusive environment.

Bullying, harassment, victimisation and peer-to-peer abuse are not accepted at the School and will be addressed in a timely, fair and appropriate manner.

The School's approach to bullying prevention and response is informed by the National Framework for Addressing Bullying in Australian Schools.

All reports of bullying, cyberbullying or other harmful behaviour will be responded to as soon as reasonably practicable. The School will investigate reported concerns, provide appropriate support to affected students and implement measures aimed at restoring safety, wellbeing and respectful relationships.

Further information is available in the School's Bullying Prevention Policy

5.9 Digital Technologies and Online Safety

Consistent with the School's educational philosophy and community expectations, the School promotes a low-no screen approach and encourages direct sensory experiences, imaginative play, meaningful relationships and face-to-face interactions as important foundations for healthy social, emotional and cognitive development.

Students are expected to comply with the School's requirements regarding screen use, digital technologies and social media participation. The School's expectations are further outlined in the Social Media Policy, Parent Handbook, enrolment agreements and applicable Codes of Conduct.

The School acknowledges that online activity occurring outside the School environment may affect the safety, wellbeing or educational experience of students and other members of the School community.

Cyberbullying, online harassment, intimidation, impersonation, and other inappropriate online behaviour that affects the safety, wellbeing or educational experience of students or members of the School community may be addressed under this Policy.

Where concerns arise regarding a student's online activity, the School will engage with parents or guardians to support the student's wellbeing, safety and positive development.

5.10 Behaviour Management Responses

The School adopts a graduated and developmentally appropriate approach to behaviour management. Responses to behaviour will be proportionate to the nature, severity, frequency and impact of the behaviour, as well as the age and individual circumstances of the student.

Behaviour management responses may include restorative practices, reflection, redirection, parent engagement, behaviour monitoring, Individual Behaviour Plans, suspension or, in exceptional circumstances, expulsion.

The following behaviour levels provide guidance regarding behavioural concerns and possible responses:

Level One **Student Behaviour**	**Teacher Action, Consequences and Strategies** **Procedures to be used by all teachers consistently**
Level One behaviour is when the student is involved in **minor disruptions of low intensity and low frequency.** For example: **Classroom:** • 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) **Playground:** • Rough or unfair play • Pushing • Exclusion • Teasing • Put downs	The aim is to make the child *conscious* of error and to redirect into appropriate behaviour**.** The teacher will give a verbal warning or reminder. A second verbal/written warning might be permitted. 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. Teacher may contact parents to let them know of the situation. 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. If behaviour persists after the consequence is completed, the teacher may discuss the behaviour with Head of School or Education Coordinator, complete a Behaviour Report Form and follow expected procedure. (See Appendix A)

Level Two **Student Behaviour**	**Teacher Action, Consequences and Strategies** **Procedures to be used by all teachers consistently**
Student infringes the rules and rights of others or displays behaviours at a **higher frequency or intensity** than Level 1. For example: **Classroom**: • 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 **Playground:** • 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	At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave at school. Parents may be asked to collect child immediately. A meeting with the child's parents may occur after a Level Two behaviour has occurred. Behaviour Report Form may be completed. Follow required procedures (See Appendix A). 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. In the case of rudeness to staff or another class member there may be a written/verbal apology as well as an appropriate consequence.

Level Three **Student Behaviour**	**Teacher Action, Consequences and Strategies** **Procedures to be used by all teachers consistently**
Student seriously or regularly breaches the rights of others **OR** displays behaviour at a higher intensity than Level 2. For example: **Classroom:** • Verbal or physical assault • Intimidation • Defiance • Serious breaking of rules • Damaging property **Playground**: • Serious verbal or physical attack • Kicking and hitting • Intimidation • Defiance • Throwing sticks and stones at people • Serious breaking of rules • Vandalism	At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave towards others. **Parents may be asked to collect child immediately.** 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. 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. Duty teachers to be notified if necessary. A meeting with parents is likely. An Individual Behaviour Plan form might be implemented (See Appendix C) in consultation with the Education Coordinator. In some circumstances suspension will occur. (refer to Sections 5.12 *Suspension and 5.13 Expulsion*)

Level Four **Student Behaviour**	**Teacher Action, Consequences and Strategies** **Procedures to be used by all teachers consistently**
Student seriously and/or continually violates the rights of others: For example **Classroom:** • 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. **Playground:** • 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	**Parents will be asked to collect child immediately.** The child might already be on an Individual Behaviour Plan. The student will be sent to the Office immediately and parents will be contacted. Level 4 behaviour may result in suspension. In extreme circumstances expulsion may occur. (refer to 5.12 *Suspension and 5.13 Expulsion*)

5.11 Investigations into Serious Misconduct

Certain behaviours may constitute serious misconduct and require formal investigation and intervention by the School.

Serious misconduct involves behaviour that significantly breaches the School's Code of Conduct for Students, School Rules, behavioural expectations, or the safety and wellbeing of members of the School community.

Examples of serious misconduct may include:

- physical assault;
- intimidation, bullying or harassment;
- repeated or extreme acts of aggression;
- deliberate disobedience or defiance;
- leaving School grounds without permission;
- wilful damage or vandalism of School property;
- behaviour that places the safety of any person at risk;
- possession of prohibited items;
- theft;
- repeated or serious misuse of digital technologies;
- repeated serious breaches of School expectations; or
- any other behaviour deemed by the Head of School to be sufficiently serious to warrant formal investigation.

Investigation of Serious Misconduct

When a report of alleged serious misconduct is received, the School will investigate the matter in a timely, fair and sensitive manner.

The School may:

- speak with students involved in, affected by, or witnessing the incident;
- speak with parents or guardians;
- consult with relevant staff members;
- gather and review relevant evidence;
- obtain written statements where appropriate;
- maintain records of information gathered during the investigation; and
- implement immediate measures where necessary to maintain safety while investigations are undertaken.

The School reserves the right to speak with and ask questions of students regarding behavioural incidents in order to establish an accurate understanding of events. Such discussions may occur without a parent or guardian being present and will be conducted in a manner that is appropriate to the student's age, wellbeing and understanding, and consistent with the School's duty of care and child safety obligations.

Procedural Fairness

When responding to allegations of serious misconduct, the School will apply principles of procedural fairness.

This may include:

- informing the student of the concerns or allegations;
- providing the student with an opportunity to respond;
- conducting reasonable enquiries into disputed matters;
- considering relevant information objectively;

- ensuring decisions are free from bias;
- taking into account the student's age, developmental stage and individual circumstances; and
- applying outcomes that are reasonable and proportionate to the circumstances.

Responses to Serious Misconduct

Following an investigation, the School may implement one or more responses aimed at supporting student wellbeing, restoring relationships, maintaining safety and promoting positive behaviour.

Responses may include:

- restorative conversations or mediation;
- behaviour monitoring and review;
- parent or guardian meetings;
- counselling, mentoring or wellbeing support;
- implementation or review of an Individual Behaviour Plan;
- withdrawal of privileges;
- supervised withdrawal from activities;
- behaviour management responses outlined in Section 5.10;
- suspension in accordance with Section 5.12; or
- expulsion in accordance with Section 5.13.

Parents or guardians will be informed of serious misconduct matters and any significant outcomes, interventions or disciplinary actions arising from the investigation.

Detailed records will be maintained in accordance with the School's record keeping requirements.

5.12 Suspension

Suspension is a serious behaviour management response that may be implemented where a student's behaviour poses a risk to the safety, wellbeing or learning of others, constitutes serious misconduct, or where previous behaviour support and intervention strategies have not been successful.

The purpose of a suspension is to provide an opportunity for reflection, ensure the safety and wellbeing of members of the School community, and enable appropriate support and planning to occur prior to the student's return to school.

The School may impose either:

- a Short Suspension of up to four (4) school days; or
- a Long Suspension of five (5) school days.

In situations where the Head of School reasonably believes that the safety of students, staff or other members of the School community is at risk, a suspension may be implemented immediately.

The Board of Governors Chairperson will be informed of any suspension where considered appropriate by the Head of School.

Short Suspension (Up to Four Days)

A Short Suspension may be imposed where a student's behaviour constitutes serious misconduct or where it is considered necessary to maintain the safety, wellbeing or orderly operation of the School.

Before imposing a Short Suspension, the School will, where reasonably practicable:

- investigate the circumstances of the matter;
- consider relevant information and evidence;

- apply the principles of procedural fairness;
- provide the student and their parents or guardians with an opportunity to respond; and
- consider the student's age, developmental stage, individual circumstances, any disability or additional needs, and any previous behaviour support measures.

Where immediate action is required to protect the safety or wellbeing of any person, a student may be suspended pending completion of an investigation.

Long Suspension (Five Days)

A Long Suspension of five (5) school days may be imposed where:

- a Short Suspension has not resolved the concerns;
- previous support and intervention strategies have not been successful; or
- the behaviour is of such seriousness that a longer period of suspension is considered necessary.

Prior to imposing a Long Suspension, the Head of School will consult with the Leadership Team and ensure that all relevant documentation relating to the matter is maintained, including records demonstrating the application of procedural fairness.

Where appropriate, the School may offer a study program to support the student's continued engagement in learning during the suspension period.

Notification of Suspension

The Head of School will notify the student and their parents or guardians of:

- the reasons for the suspension;
- the duration of the suspension;
- any conditions applying during the suspension period; and
- arrangements for the student's return to school.

Notification will ordinarily be provided verbally and confirmed in writing as soon as reasonably practicable.

Conditions of Suspension

During a period of suspension, the School may determine conditions including:

- whether the student may attend any School activities or events;
- arrangements for collection of School work, where appropriate;
- expectations regarding contact with other students or members of the School community; and
- any other conditions considered necessary to support the safety and wellbeing of the School community.

Parents or guardians remain responsible for the supervision of their child during the period of suspension.

Return to School

Prior to a student's return following suspension, the School may require a meeting involving the student, parents or guardians, Class Teacher, Education Coordinator, Head of School and/or other relevant staff members.

The purpose of the meeting is to:

- review the circumstances leading to the suspension;
- discuss expectations for future behaviour;
- identify any supports required to assist the student;
- review or develop an Individual Behaviour Plan where appropriate; and
- support the student's successful reintegration into the School community.

The School may require a Return to School Agreement or other agreed support arrangements to facilitate a positive and successful return to learning.

Further Action

Where significant concerns remain following a Long Suspension, the School may consider further support strategies, alternative educational arrangements, or expulsion in accordance with Section 5.13.

5.13 Expulsion

Expulsion is the most serious disciplinary action available to the School and will only be considered as a last resort when all reasonable behaviour support, intervention and management strategies have been implemented and the student's behaviour continues to present a significant concern.

The Head of School may, following appropriate investigation and consultation, expel a student where the student's behaviour is of such seriousness that expulsion is considered necessary to protect the safety, wellbeing and educational opportunities of other students and staff, or to maintain the effective operation of the School.

Expulsion may be considered where a student:

- behaves in a manner that poses an actual, perceived or threatened risk to the health, safety or wellbeing of any person;
- causes significant damage to or destruction of property;
- commits or attempts to commit theft;
- possesses, uses, supplies or assists another person to possess, use or supply prohibited substances, weapons or other dangerous items;
- repeatedly engages in bullying, harassment, intimidation or other harmful behaviour;
- repeatedly refuses to comply with lawful and reasonable directions from School staff;
- engages in behaviour that seriously disrupts the learning, wellbeing or safety of other members of the School community; or
- commits serious misconduct of such magnitude that the School determines expulsion may be warranted.

Before a decision to expel a student is made, the School will:

- undertake a thorough investigation of the incident or incidents of concern;
- apply principles of procedural fairness;
- provide the student and their parents or guardians with an opportunity to respond;
- consider the student's age, developmental stage and individual circumstances;
- consider any disability, additional learning needs or other relevant factors;
- consider behaviour support strategies, interventions and reasonable adjustments that have been implemented; and
- determine whether expulsion is proportionate and appropriate in the circumstances.

The Head of School may implement an immediate suspension while an investigation is undertaken where the circumstances are serious and the safety or wellbeing of others may be at risk.

In making a decision regarding expulsion, the Head of School will consult with the Leadership Team and notify the Chair of the Board.

Where a decision is made to expel a student, parents or guardians will be advised in writing of:

- the decision to expel;
- the reasons for the decision;

- the effective date of the expulsion; and
- any available review or appeal process.

The School will maintain comprehensive records relating to the investigation, decision-making process and outcome of any expulsion matter.

Expulsion decisions will be made only after careful consideration of the needs of the student, the interests of the wider School community and the School's duty of care obligations.

5.14 Physical Intervention and Restraint

The School is committed to maintaining the safety, dignity and wellbeing of all students and staff. Physical intervention and restraint will only be used where permitted by law and where reasonably necessary to protect the safety of any person or prevent significant property damage.

The School explicitly prohibits the use of corporal punishment, degrading punishment, or any form of physical intervention intended to cause pain, fear, humiliation, intimidation or distress.

Under Regulation 38 of the *School Education Regulations 2000 (WA)*, School staff may take such action as is reasonable in the circumstances, including physical contact with a student or a student's property, to:

- care for or manage a student;
- maintain or re-establish order; or
- prevent or restrain a student:
    - to ensure the safety of any person; or
    - to prevent damage to property.

Physical Contact

The School may use reasonable physical contact to care for a student, provide reassurance, guidance or support, or assist in the management of student behaviour where appropriate.

Examples of appropriate physical contact may include:

- providing comfort, reassurance or support;
- guiding or escorting a student;
- prompting or redirecting a student; and
- supporting a student to move safely within the School environment.

Physical contact differs from restraint in that it uses no force and is intended to guide, support or assist a student. Physical contact must not be used for the purpose of punishment, coercion, intimidation or control.

When considering the use of physical contact, staff should have regard to:

- the age and developmental stage of the student;
- the circumstances giving rise to the need for physical contact;
- the purpose of the contact;
- the student's known needs, experiences or sensitivities; and
- the likely impact on the student.

Where possible, staff should seek to de-escalate situations through verbal communication, redirection and other behaviour support strategies before considering physical intervention.

Physical Restraint

Physical restraint should, wherever reasonably practicable, be implemented by staff who have received appropriate training in an approved behaviour support and restraint program, such as Team Teach or a similar recognised approach. Physical restraint is a measure of last resort and should only be used where

alternative strategies have failed, are inappropriate in the circumstances, or where immediate action is required to ensure safety.

Physical restraint may only be used where a student is acting in a manner that places at risk the safety of themselves or another person, or where there is a risk of significant damage to property.

Where an emergency situation requires physical restraint and a trained staff member is not available, any restraint used must be exercised with extreme caution and only to the extent necessary to maintain safety.

When physical restraint is used:

- it will be undertaken in a manner that minimises the risk of harm;
- staff will maintain communication with the student wherever possible and use de-escalation strategies to end the restraint as soon as it is safe to do so;
- the restraint will cease immediately once the student is no longer presenting a risk to safety; and
- appropriate support will be provided to the student, staff members and parents or guardians following the incident, where required.

Planned Use of Physical Restraint

Where physical restraint is required on an ongoing basis as part of managing the behaviour of an individual student, its use must be documented within the student's Individual Behaviour Plan.

Planning for the ongoing use of physical restraint requires a collaborative approach involving the Head of School, relevant staff, parents or guardians, and any other appropriate professionals.

The Individual Behaviour Plan should include:

- known triggers that may lead to the use of physical restraint;
- situations in which physical restraint is not to be used;
- circumstances that may require the removal of other students from the immediate environment;
- staff who are trained, willing and authorised to use physical restraint where required;
- support arrangements for staff involved in the restraint process; and
- regular review processes aimed at reducing and, where possible, eliminating the need for physical restraint.

Recording and Reporting

Any use of physical restraint must be recorded and reported to the Head of School as soon as reasonably practicable. Parents or guardians will be informed of the incident on the day it occurs, unless exceptional circumstances prevent this.

Written records should include:

- the names of all persons involved, including the student, staff member(s) and any witnesses;
- the date, time and location of the incident;
- details of the student's behaviour and any de-escalation strategies used prior to the restraint;
- an accurate description of the restraint or physical intervention used and its outcome;
- details of any injury sustained by any person; and
- details of any damage to property.

Following a restraint incident, the School may undertake a review of the circumstances and any support strategies in place to identify opportunities to improve behaviour support and reduce the likelihood of restraint being required in the future.

5.15 Recordkeeping and Confidentiality

The School will create and retain records relating to Behaviour Report Forms, Individual Behaviour Plans, behavioural incidents, investigations, suspensions, expulsions and other significant behaviour-related matters.

Staff are responsible for accurately recording behaviour-related incidents and actions taken through the School's approved reporting and recordkeeping processes.

Behaviour records will be stored on the student's file and in any relevant School registers or record management systems maintained for behaviour, wellbeing and risk management purposes.

Monitoring and Incident Registers

The Head of School (or delegate) will maintain registers of behavioural incidents, suspensions, expulsions and other significant behaviour matters to support:

- identification of emerging concerns and behavioural trends;
- monitoring of repeated incidents;
- effective behaviour support planning;
- risk management;
- compliance with legislative and regulatory requirements; and
- continuous improvement of behaviour development and behaviour management practices
- Monitoring and Incident Registers

Confidentiality

The School recognises that behaviour-related records often contain personal, sensitive and, in some circumstances, health-related information.

Behaviour-related information will be managed respectfully, securely and in accordance with the School's Privacy Policy and applicable legal obligations.

Access to behaviour records will be restricted to staff members who require the information to perform their duties or to support the safety, wellbeing, learning or behavioural development of a student.

Information relating to behavioural matters will only be disclosed where:

- the disclosure is necessary to support a student's wellbeing, learning or safety;
- the disclosure is necessary to support the wellbeing or safety of another person;
- the disclosure is authorised by a parent or guardian, where appropriate;
- the School is required or authorised to disclose the information by law; or
- the disclosure is otherwise necessary to fulfil the School's duty of care obligations.

Staff must take reasonable steps to protect the privacy and confidentiality of students, families and other members of the School community when creating, accessing, storing, sharing or discussing behaviour-related information.

5.16 Parent and Guardian Engagement

The School recognises that positive behaviour development is most effective when there is a collaborative partnership between the School and families.

Parents and guardians play an important role in supporting students to understand behavioural expectations, develop self-discipline, take responsibility for their actions and maintain positive relationships within the School community.

The School will seek to engage parents or guardians as early as reasonably practicable where behavioural concerns arise and will work collaboratively with families to identify appropriate support strategies and positive pathways forward.

Parent and guardian engagement may include:

- communication regarding behavioural concerns, achievements or incidents;
- participation in restorative conversations where appropriate;
- meetings with teachers, the Education Coordinator, Head of School or other relevant staff;
- involvement in the development, implementation and review of Individual Behaviour Plans;
- collaboration regarding support strategies, reasonable adjustments and behavioural goals; and
- participation in return-to-school meetings following suspension, where required.

The School acknowledges that students benefit when parents or guardians and School staff share relevant information, communicate respectfully and work together to support student wellbeing, behaviour development and educational engagement.

All communication regarding behaviour matters is expected to be conducted respectfully and in accordance with the School's values, policies and Codes of Conduct.

5.17 Monitoring and Review

The School will review this Policy at least every three years, or sooner if required by legislative, operational or organisational changes. The review may consider behavioural data, disciplinary records, feedback from members of the School community, relevant legislative developments and contemporary best practice in behaviour development and student wellbeing.

6. Related Policies and Documents

This Policy should be read in conjunction with:

- Duty of Care Policy;
- Child Safety and Wellbeing Policy;
- Bullying Prevention Policy;
- Student Code of Conduct;
- ICT Acceptable Use Policy;
- Complaints Policy;
- Privacy Policy;
- Student Health Care Policy; and
- any applicable behaviour support plans, risk management plans or wellbeing plans.

Appendix A: Behaviour Report Form

BEHAVIOUR REPORT FORM

SILVER TREE STEINER SCHOOL

DETAILS OF PERSON MAKING THIS REPORT	
Full Name:	**Position:**
BEHAVIOURAL INCIDENT DETAILS	
Date Occurred:	**Time Occurred:**
Location:	
Student(s) involved in the incident (include class):	**Name of witnesses:**

Use dot points to provide a detailed description of behaviour/incident (what happened, what you observed). Please specify the times of each event, if more than one part to the incident:

Did the incident result in an injury? **NO / YES**

If yes, complete ***'Report Form for Accidents/Incidents/Hazards and Injuries'***

ACTION TAKEN

List actions taken post incident, including notification to parent etc. (please detail dates and times of communications):

Parent Signature (if required): _____

Signature Of Person Filing This Report: .....

Date Report Completed: .....

PLEASE SUBMIT TO EDUCATION COORDINATOR ONCE COMPLETE

BEHAVIOUR REPORT FORM

SILVER TREE STEINER SCHOOL

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

Signature Of Person Filing This Report: .....

Date Report Completed: .....

PLEASE SUBMIT TO EDUCATION COORDINATOR ONCE COMPLETE

Appendix B: 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 The 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 C: Example Individual Behaviour Plan/My Goals Chart

Individual Behaviour Plan

SILVER TREE STEINER SCHOOL

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

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.

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 Teacher and Ed. Coordinator*

GOALS FOR TERM 4 - MONDAY

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

Teacher Comment	Specialist Teacher Comment	Duty Teachers Comments	Kristy /Anna Comment

Appendix D: Restorative Conversation Questions

Standard Debriefing ***(No harmful behaviour)***	**Debriefing** ***(Harmful behaviour)***
• 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?	• 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?