



Social Health and Wellbeing Policy:

Student Conduct and School Guidelines

Purpose:	<p>This Policy outlines the school's approach to student conduct, school expectations of behaviour and overall student health and wellbeing, including guidelines to support and manage student behaviour.</p> <p>Its purpose is to provide information about the responsibilities students, teachers and parents have to each other and to our school. Responsibility is being aware of our conduct and being accountable to it.</p>	
Status:	APPROVED	
Applies to:	All staff in their duty of care to students	
Scope:	All student behaviour	
Authorised by:	School Director	Date of Authorisation: February 2025
Review:	Every 2 years	Next Review Date: February 2027
Policy Owner:	School Director	

Please do not retain hard copies of policies for a length of time; the latest version will be available online.

DEFINITIONS

SLT: Senior Leadership Team
SD: School Director
FD: Faculty Director
HS: High School
PS: Primary School
EC: Early Childhood

WHEN IT APPLIES

This policy applies at all times when students are under the duty of care of a staff member, in attendance at the school or are on School-related excursions or camps.

PRINCIPLES

All teachers and staff should understand that compliance can be driven by three attitudes:

1. Fear - Punishment-based models of behaviour management are grounded in fear and the intention to put pressure on to "contain" or make the individual feel smaller than they are.
2. Ambition - Praise and reward-based models of behaviour management rely on ambition and seek to "inflate" or make the individual feel bigger than they are.
3. Love - Relationship based models of behaviour management rely on the

cultivation of natural enthusiasm and positive feeling through authentic interaction and unconditional acceptance.

At SVSS we consciously seek to work largely out of the third model. The teacher-student relationship is vitally important.

In addition to the principles outlined above, the following also apply:

- Children are spiritual beings and are inherently good. It is vital that the teachers are engaged in regular meditative practice to support their work and connection with the students' higher selves.
- Rarely do young children consciously "choose" to misbehave; children behave well when they can. It is the teacher's work to determine what is hindering them from being co-operative, productive members of the group and work to remove those hindrances.
- All behaviour is a form of communication.
- It is important for teachers, parents and students to work cooperatively to resolve individual behaviour issues.
- It is the teachers' responsibility, both collectively and individually, to set and maintain consistent boundaries in ways that are appropriate to the developmental stage and inherent capacities of the young person.

The teacher responsible for the care and management of the students at the time of an incident or difficulty occurring is afforded discretionary power to deal with the situation or behaviour in a way that they deem to be most appropriate for that student and specific circumstance as long as action taken is in accordance with this Policy and has regard for the following considerations and exclusions:

- Corporal or physical punishment of any kind is not permitted
- Bullying is to be dealt with under the Student Bullying Policy
- Any behaviour that causes physical harm to another student or damage to personal or school property must be reported to the Faculty Director and documented in an incident report. This information must also be copied to the School Director.
- Any behaviour that amounts to harm as referred to in the school's Child Protection Policy must be dealt with under the Child Protection Policy.
- Ongoing behaviour issues of a student are to be reported to and discussed with the Faculty Director in line with these Guidelines.

It is recognised that the Class Teacher/Guardian, due to their close relationship with students, is usually best placed to know what is needed to support an individual student when disciplinary or social issues arise. This policy and the strategies contained within the guidelines aim to respect the individual teacher's freedom to approach disciplinary issues within their class according to their understanding of individual students and their needs, whilst providing a broad view of the expectations and values that are to be held consistently across the school community. Teachers support each other, share strategies and work together with child studies in faculty meetings.

All staff are required to understand and apply the principles contained within this policy and the accompanying guidelines and support the implementation of the policy and guidelines across the school through their words and actions at all times.

Any incidents causing harm or repeated instances of breaking school rules must be recorded in Teacher Kiosk so that accurate records may be kept and parents informed in accordance with these guidelines.

CONTACT

Faculty Directors, School Director

**LINKED POLICIES
OR DOCUMENTS**

- SVSS Student Bullying Policy
- SVSS Child Protection Policy
- SVSS Digital Technologies Management Procedures
- SVSS Anti-Discrimination Policy
- SVSS Sexual Harassment Policy
- SVSS Workplace Bullying Policy

APPENDIX 1

Guidelines

INTRODUCTION - Underlying Anthroposophical Approach

This Policy is based on an Anthroposophical understanding of child development, with which staff strive to form and maintain an orderly, safe and caring school environment that promotes healthy social and emotional wellbeing. The school environment is one in which students can experiment, connect, make mistakes, grow, develop, and learn to be strong, ethical individuals who have the capacity to productively contribute within the school and wider community context with respect for others and care for their environment.

The Path of Authority – from outer to inner

The community at Samford Valley Steiner School regard the child not only as a citizen of the world but also a being of soul and spirit. Our understanding of the human being is deepened through the understanding of the child and the study of Anthroposophy as elaborated by Rudolf Steiner. We work with the individuality, with its soul attributes of thinking, feeling and willing, to unfold harmoniously.

While maintaining respect for the child's inner self, a meaningful structure is needed to deal with inappropriate behaviour. This will include an Anthroposophical understanding of child development, fostering an appreciation of what is being expressed by the child, and what appropriate action needs to take place. This will include considering the gifts and challenges of the child and others in their environment.

We respect the child's inherent self and our task is to recognise, protect and encourage them. As educators, we work to further each individual's development; to free the self from encumbrances, to challenge and stimulate, and to offer the resistance and clear consistent boundaries that it needs in order to grow independent and inwardly sturdy and strong. By setting parameters that balance, heal, curb excesses and overcome weaknesses, we gradually work towards the time when the individuality can emerge, ready to be able to take charge of its own self- direction and self-discipline. This is Education Towards Freedom – the freedom each one has to pursue what it is they need to do to fulfil their earthly purpose.

Thus, we have a common theme – that out of 'Goodness, Beauty and Truth', and through 'Active Collaboration' we are able to form an orderly school life in which the children can unfold their individual gifts and find their appointed tasks in life.

The qualities of independence and freedom are not born in a vacuum. They are rooted in the moral and imaginative 'fibre' towards which the whole process of Steiner education is directed. The paradox is that independence and freedom do not readily arise if the child is allowed to roam "freely" at will. For the will of the young child, left undirected, may well be spontaneous, but is not free in the true sense of the word. True independence and freedom will arise, if the child is surrounded and supported by positive challenges and consistent constraints/ boundaries, i.e. the kind and thoughtful authority of parents and teachers, and a stimulating but orderly environment with clear expectations of behaviour.

We are educating towards freedom. Inner strength, out of which true freedom may be born, has as its core, external guidance. Hence, Steiner schools are not, "do as you like schools". Only when the child can feel secure within a healthy daily rhythm, consistent expectations and positive set of values, can potentials begin to unfold. Teaching content and relationships should be carefully and artistically crafted so that positive models of thought, experience and behaviour are continually presented to the child. Gradually, the child will internalise these models.

For all this to flower, it is essential that a school have adequate discipline. Discipline has its roots in the word disciple and is another name for the continuing positive relationship between child and adult. To achieve discipline there ought to be no incentives in the way of marks, competitions, prizes and the like. Any contrived apparatus to maintain discipline, only reveals its absence.

There are no set, fixed formulas. What is required is the teacher and parents' ongoing working together, sensitive, creative response to the child, based on an understanding of the nature and needs of the child, with the combined support of the parents and the school community.

STAGES OF DEVELOPMENT

Kindergarten – approximately up to 6 years of age (up to the change of teeth)

In these years the child is most imitative. The child models their behaviour on those adults most central or significant to their life. The adult therefore strives to be worthy as an example – in thought, word and deed. If the child has been given warmth and security and has respect for the adults in their life, then they will reflect this in good behaviour. The way an adult speaks to the child will engender a consequential response. A dogmatic "you must do this or that", would much more positively be received with a thoughtful "Look, we do it like this".

Primary School – from the change of teeth to puberty

In these years the 'loving authority' of the teacher (adult) is fundamental. By "authority" we do not mean that the teacher shouts, rants, raves, is unreasonably demanding, or wields the 'big stick'. Rather, the child is disciple (related to the root sense of discipline), and the teacher is author (related to the root sense of authority). At heart, all children at this age naturally seek this relationship. The teacher's authority will be something which 'resonates' with the children's own needs and works as a principle of freedom-in-the-becoming for the children by slowly releasing their own inherent powers.

The discipline between teacher and child will best operate if the teacher inspires a rich appreciation of the wholeness and beauty of the world, i.e. if a reverent attitude and artistic dimension to life is nurtured. Also, in Steiner education, the teacher will have an unquestioned authority, arising quite naturally, which develops over years with their class. This authority is not expressed in a fixed way, but is creative, mobile, changing to meet new situations and changing, as the child grows older. Clear boundaries and expectations need to be explained and should be consistently applied. Parents are expected to support this process by having similar consistent boundaries, values and expectations of behaviour at home.

The Upper (High) School – puberty onwards

The young person's relationship to authority begins to change. Authority is increasingly seen by young people to rest in the intrinsic worth of the various disciplines of knowledge. Specialist subject teachers are now required. This is because the young person, now adolescent, has a much more individually based understanding of the world. They want to think for themselves, test the limits of their capacities, experiment, weigh facts, form comparisons and critical judgements. The power of cognition has begun to take grip of them. While the teacher is still invested with authority, the student/teacher relationship is increasingly one of cooperation. Both teacher and student are bound by a common interest in the subject matter as they enter together into fields of study and research.

Hence, in the healthy development of the child over the years, there has been a steady movement of authority from the outer world to inner person. And out of a disciplined inner authority, true freedom can arise.

Wisdom in the Spirit
Love in the Soul
Strength in the Will
These shall guide me
These shall hold me
In them I trust
To them I give my life
Rudolf Steiner

This verse encapsulates the spirit of our attitude as teachers towards the students in our school. The Steiner teacher seeks to establish a sense of rhythm in the school day. The Steiner teacher, with strength of purpose, instils in the students an appreciation of clear order and respect for others.

Through the understanding of the stages of development as indicated by Rudolf Steiner, an appreciation of students' rights and responsibilities to each other, teachers and parents is engendered.

The school's rights, responsibilities, rules and routines and consequences, forms the basis of all behaviour management and consequences.

Teachers in our school seek to encourage positive behaviour. Appropriate or acceptable behaviour is that behaviour which supports mutual rights, safety and fair treatment of others.

RIGHTS

- Students have a right to learn to the best of their ability and to be treated with dignity and respect. They have a right to work, play and learn in a caring, safe, supportive and inclusive Steiner school.
- Teachers have a right to teach in a professional, caring, safe, supportive and inclusive Steiner school, supported by school leadership and the school community.
- Parents have a right to be welcomed and know our children work, play and learn in a caring, safe, supportive and inclusive Steiner school.

RESPONSIBILITIES

Out of the above flows a need to be aware of the responsibilities we have to each other and our school. Responsibility is being aware of our conduct and being accountable for it.

Students have the following responsibilities:

- To be respectful to others and care for the school environment, and all property
- To be co-operative (helpful, polite, fair, positive and honest)
- To be attentive and listen to others
- To follow the school dress code
- To take care, try to the best of one's ability, hand in set homework and assigned tasks on time
- To follow school rules and expectations
- To be punctual and ready for school with appropriate materials and equipment

Teachers have the following responsibilities:

- To provide a safe and stimulating learning environment, be on time and prepared for class

- To be thoughtful, courteous and respectful in interactions with students, parents and other staff
- To reflect on their own behaviour, and the values that are expected of students to be a good role model
- To reflect on their teaching practices and uphold professional standards and core principles
- To consistently implement the school's policies and procedures
- To log incidents on Teacher Kiosk consistently
- To dress appropriately and in a professional manner

Parents have the following responsibilities:

- To support the Steiner philosophy and the school's policies, procedures and guidelines
- To support teachers in their work
- To support the implementation of these guidelines
- To ensure their child has regular attendance and is punctual each day, has had a good night's sleep and a healthy breakfast and brings necessary materials/equipment to school
- To ensure their child is dressed in accordance with the school's dress code
- To attend class meetings regularly and parent/teacher meetings as requested
- To actively participate in school events to build community and learn more about Steiner pedagogy
- To uphold the Parent Code of Conduct

Student Expectations and School Rules

We all have the right to a safe and inclusive school and will:

- Act and move safely
- Speak and act with respect and kindness
- Do as staff ask
- Support others and be helpful
- Look after school property, the property of others and the environment
- Participate fully in education programs to the best of ability, being prepared and on time for class

APPENDIX 2

Implementation:

For children to develop in a healthy way, there needs to be a steady and progressive movement of authority from outer to inner. The aim of our approach to student health and wellbeing is to support the development of a strong, inner moral compass in all students that allows them to make ethical behavioural choices as adults.

There is initially, with very young children, a need for constant and consistent positive and gentle guidance from adults who are steeped in personal discipline. Gradually we begin to expect children to develop self-discipline and to take more responsibility for their behaviour and actions. Teachers support this process and movement by using specific behaviour management techniques at different stages of children's development. Teachers work to support each individual's development towards their full potential by helping free the student from encumbrances; by challenging and stimulating them and by offering the resistance that they need in order to grow independent and inwardly sturdy and strong. Students learn social skills in different ways at different ages. Their individual level of skill will depend on their experience, environment and developmental maturity and the teacher's response to inappropriate behaviour needs to reflect this and be differentiated accordingly.

1. Guidelines and Procedures

This Appendix has 3 sections relating to specific areas of the school i.e. Early Childhood, Primary School and High School. These guidelines and principles have been developed by the faculties to help guide practice. They are subject to review and development at all times as we strive to:

- Create a social environment within the school that allows each individual to have the freedom to learn and develop a sense for beauty, goodness and truth.
- Promote active participation in the life of the school that develops respect for and interest in others and fosters a sense of belonging within the school community.
- Develop the ability to think and have an awareness of the ramifications of our actions on others in our school community.

We recognise at Samford Valley Steiner School that each age group needs to have different support and consequences depending upon their age of development. Therefore, the levels of Student Conduct have been separated into Kindergarten, Classes 1 – 5, and Classes 6 – 12.

2. Restorative Practice

Samford Valley Steiner School Social Health and Wellbeing Policy and Guidelines are relationship based and underpinned by restorative principles and practices. Restorative Practices (RP) provide a space for the wronged and the wrongdoers to be active participants in processes that include natural justice and procedural fairness. Those “wronged” are empowered to have their experiences validated and needs met, and “wrongdoers” can tell their stories and are given a chance to make amends. The community or others affected are also able to ensure the incident will not happen again.

Restorative Practice is not a soft option. The harm is acknowledged and steps are made to repair that harm. Agreements may be formally made and are binding. If an agreement is broken then consequences will apply.

Benefits of Restorative Practice:

- Begin to address the root cause of the harm
- Acknowledge that harm extends beyond the wronged and wrongdoers
- Find creative ways of responding to violations
- Developing empathy and safety to take responsibility
- Mitigate the desire for retribution
- Make the necessary **time** commitment that repairing relationships requires and deserves, instead of quick fix options.

Restorative Practice is linked to all interactions that occur throughout the school. It is seen in the language used, ceremonies conducted, student programs, and communication. It reflects a supportive environment. Please note Restorative Practice is a voluntary process, should this pathway be declined, stall or a previous agreement on the same topic be breached, then consequences will take a more formal pathway with the leadership team of Samford Valley Steiner School. It is also worth noting that Restorative Practice may happen alongside serious violations that result in expulsion.

3. Kindergarten (Pippis to Prep)

We strive to understand the nature of the young child and create a program that provides the security of a daily rhythm, an ordered environment and an appropriate balance of activities. These fundamental principles assist in promoting positive behaviour.

When issues or difficulties arise, creative strategies are used to redirect the children, e.g. time spent helping one of the adults, until they are ready to rejoin the group. Teachers reinforce ways of resolving issues among children by modelling positive examples of expected behaviour. Children are offered alternative activities when engaged in disruptive play.

If difficulties persist, a teacher will request an interview with the parents. Together the adults can then reassess the situation to find ways for the child to express them-selves in more socially appropriate ways.

Most importantly, good communication amongst adults is the most helpful approach for the children during these formative years. Parents can also be of assistance by sharing with their child's teacher any changes at home (e.g. moving house, pet has died) that may result in unusual behaviour by their child. In cases of on-going extreme, disruptive behaviour, parents may be requested to collect their child from school and further behaviour support strategies may be devised and implemented.

Kindergarten teachers work with the developmental stages of childhood and understand that aggressive behaviour can occur as children may react immediately to situations. Young children do not always have the language skills to deal with their frustration. Staff remind the children to use their words not their hands and come to the teacher if they need help sorting out a situation.

Normally the child follows readily the example of the teacher and finds pleasure in joining in whatever the group does. Thus, the child can be led by action and imitation.

How to respond to an unacceptable behaviour or action:

As the young child lives in the present and doesn't understand natural consequences, one needs to respond to a disruptive action immediately in a clear and simple way. Explanations and justification often create confusion in the child. If a child hurts someone else, he/she should be encouraged to care for that person.

1. Redirect the child's energy e.g. encourage the child to play with someone else, give a job(sweeping)
2. Keep the child with you
3. Remove the child from the playground or room for a certain time (with supervision)
4. If behaviour continues, speak to parents.

Difficult behaviour which lasts over a longer period of time will always be brought to the attention of the Early Childhood Director and the parent, with the intention to find together a suitable way to help the child. These classroom practices help prevent negative situations developing further. Kindergarten teachers will deal with any extreme behaviour with support from the Early Childhood Director and/or Learning Enrichment Team (if deemed necessary). Parents need to be aware that a teacher may send a child home on any day when disruptive behaviour escalates.

When there is persistent misbehaviour or a serious offence that affects the learning or safety of others, these discipline guidelines for handling unacceptable behaviour will be followed:

Step 1

If behaviour does not improve, the child's parents as well as the Early Childhood Director will be informed and involved in whichever of the following steps as may be appropriate:

- Teacher observes child and notes observations in writing
- Another teacher observes child
- Parent meeting
- Child assessed for possible contributing factors such as hearing, speech or vision problems and support sought from Learning Enrichment Team
- Assessments may be requested if deemed appropriate by the Learning Enrichment Team in consultation with parents
- Specific movement recommendations for remedial steps and expectations of behaviour change will be made.
- Parental support is vital and recommendation to professional services may be made so that the child receives extra support
- Child Study
- Home Visit by teacher

Step 2

If the above actions fail to resolve behavioural issues, (identified or determined by teacher or Early Childhood Director) or there are incidences of the following behaviours, then Step 3 will be implemented:

- Intimidation of another child
- Repeated or extreme acts of aggression
- Deliberate disobedience, lack of respect or persistent bad manners
- Leaving the Kindergarten grounds
- Destruction or vandalising of school property
- Unreasonable and significant escalation of violence
- Repeated or extreme crude behaviour or offensive language

Step 3

Parents will be asked to meet with their child's teacher, Early Childhood Director, Learning Enrichment Co-ordinator (if deemed appropriate). At this meeting it will be decided which action will be taken to further support the child, family, teacher and class. If parents are not able to support the school's advice or direction then the School Director may, in consultation with Early Childhood Director decide on the following action:

- Suspend child temporarily and returned to school on probation after a parent meeting to gain support of school advice
- If a child reaches Step 3 repeatedly in the school year, the school reserves the right to cancel the child's enrolment and this decision will be implemented by the School Director.

4. Primary School

Classes 1 to 5

Our school's endeavour is to be a community which embraces and incorporates behaviour issues that arise into our curriculum and actively work with them and include the principles of Restorative Practice when appropriate. The goal is to allow the students to experience the impact of their actions on their relationships with other people and the outer world, and for all to learn from the experience. As a school community, we strive to work

collaboratively to develop rules that we can all live by. When infractions occur, we prefer to devise solutions that take into account the soul needs of the individuals concerned, and promote their growth.

The below table is a classroom management resource and guide for teachers to both act within and be supported by. However, we acknowledge that each child and every circumstance is unique and both teaching staff and faculty leaders are supported to work together for the best outcome for the student and this may, at times, require greater flexibility in what is presented below.

1. Every student has a right to uninterrupted learning, play and social interaction (learning to work and play with others), which means that no student has the right to disrupt the learning, play or social interaction of others.
2. Confidence is to be encouraged throughout the learning process; as such confidence is essential for effective learning to occur. It follows from this that teachers emphasise encouragement and avoid 'put-downs' and sarcasm in their relations with students
3. Each teacher is responsible for the decisions made in the organisation of students in his/her care. Consequently, the teacher is 'in charge', and students have no right to defy decisions, especially in regard to safety. At the appropriate time, students have the right to question the fairness of a decision and be heard, but not necessarily at the point of its implementation.
4. Some classroom behaviour problems are prevented or limited by effective teaching preparation such as ensuring variety in presentation, providing appropriate levels of work, accommodating individual learning rates, maintaining reasonable consistency in applying discipline measures, learning students' names and in general by acting in ways which have always been and which continue to be consistent with Steiner pedagogy and best teaching practice.
5. The aim is always for students to develop and eventually take responsibility for their own learning and behaviour in the school situation and understand their impact on others. We expect and encourage students to act appropriately in all situations and the teachers will remind students of expectations as required.
6. Students who display aggressive or violent behaviour to staff or students deemed dangerous by the staff member will be immediately removed from a classroom and accompanied to a quiet space. The child will remain in this space until the steps below are followed and the parents are contacted.

If a student is consistently struggling to modify their behaviour in a positive way, the Class Teacher will seek further support from the Primary School Director and/or Learning Enrichment Team to understand and develop a response for that individual, and together with parents will negotiate and support steps towards constructive change. Teachers should ensure all concerns or incidents are recorded in Teacher Kiosk and use Restorative Practice or Class Circles as required.

Our goal is always to achieve a healthy and productive working community characterised by trust in individuals' inherent goodness, a shared sense of responsibility, and good will.

However, if a student continues to act in a manner that impinges on the rights of others, the following steps will be taken to support the student to remediate their behaviour:

Step 1

If behaviour does not improve, the child's parents as well as the Primary School Director will be informed by the teacher (Class teacher, Guardian, Specialist Teacher or Relief Teacher) and involved in whichever of the following steps as may be appropriate:

- Teacher observes student and notes observations in writing
- Another teacher or the Primary School Director observes child
- Support may be sought from Learning Enrichment Team
- Parent meeting
- Assessments may be requested if deemed appropriate by the Class Teacher in consultation with the Learning Enrichment Team and parents
- Specific recommendations for remedial steps and expectations of behaviour change will be made. Parental support is vital.
- Child Study may be conducted
- Restorative Practice to understand harm being caused

Step 2

If the above actions fail to resolve behavioural issues, or there are recorded incidences of the following behaviours, then Step 3 will be implemented.

- Repeated intimidation or bullying of another child
- Repeated or extreme acts of aggression
- Deliberate disobedience, lack of respect or persistent bad manners
- Leaving the designated areas or school grounds
- Destruction or vandalising of school property
- Unreasonable and significant escalation of violence
- Repeated or extreme crude behaviour or offensive language

Step 3

Parents will be asked to meet with their child's teacher, Primary School Director, Learning Enrichment Co-ordinator (if a student with special needs) and School Director. At this meeting it will be decided which action will be taken to further support the child, family, teacher and class. If parents are not able to support the school's advice or direction then the School Director may, in consultation with the Primary School Director decide on the following action:

- Suspend child temporarily and returned to school on probation after a parent meeting to gain support of school advice
- If a child reaches Step 3 repeatedly in the school year, the school reserves the right to cancel the child's enrolment.

5. Classes 6 to 12

Our school's endeavour is to be a community which embraces and incorporates the behaviour issues that arise into our curriculum and actively work with them and include the principles of Restorative Practice when appropriate. The goal is to allow the students to experience the impact of their actions on their relationships with other people and the outer world, and for all to learn from the experience. As a school community, we strive to work collaboratively to develop rules that we can all live by. When infractions occur, we prefer to devise solutions that take into account the soul needs of the individuals concerned and promote their growth.

We encourage individuals to self-regulate their behaviour by providing regular messages of clear expectations, reminders of school rules and student responsibilities, and through Restorative Practice and/or agreements.

The below table is a classroom management resource and guide for teachers. However, we acknowledge that each student and every circumstance is different and this may, at times, require greater flexibility in what is presented below.

At each stage, the student should be clearly notified of the next consequence so that when the consequence is delivered, they are not surprised.

Level	Student Behaviour	Responsibility & Teacher Action	Extra Support
1	Student does not adhere to school rules and/or inhibits the learning process	All staff First verbal reminder and refer to class agreement	Teacher makes clear which behaviours are challenging the learning process or is not acceptable (eg playground) Student is given an opportunity to correct the behaviour.
2	Student does not adhere to school rules for a second time.	All staff - teachers Second verbal reminder	Teacher makes clear which behaviours are challenging the learning process. Student is given an opportunity to correct the behaviour for a second time.
3	Persistently infringes the school rules and rights of others.	Teacher & Class Teacher or Guardians. Wellbeing or Learning Enrichment check in. <u>Parents informed by email</u> Teacher gives a third verbal warning. A sanction is given (e.g. move seats/ out of class). Student will meet with the teacher for a Restorative Chat. Student's Guardian is notified.	At the designated time, the student may complete a behaviour reflection form (in conjunction with the teacher). This is an opportunity for a student to reflect and improve on behaviours. Parents informed by email. A restorative conversation must ensue before re-entry into class. Record in Teacher Kiosk.
4	Seriously and/or regularly breaches the rights of others or fails to adhere to school rules	Teaching staff, Wellbeing, Learning Enrichment, Guardian, High School Director. <u>Parents notified and meeting arranged</u> Automatic "time-out" from class / E.g. : Removal to a buddy class, Meeting between parents and High School Director arranged. May be given an in-school suspension	A behaviour plan or contract is advised in consultation with the High School Director. Letter written to parents and interview made to discuss and agree upon Behaviour Plan/ contract. Ongoing follow up with High School Director. Restorative Conversation and Agreement before re-entry to class. Record in Teacher Kiosk. Parents may seek support from external agencies.

5	Serious and continual violation of other's rights and / or school rules. Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in this policy	Staff involved, wellbeing, High School Director, parents. <u>School Director notified.</u> School Director is informed and agreement to suspension sought by HS Director. Guardian may implement a Child Study to ascertain what 'speaks' in the will of the offending child. Parents are called for meeting	In or out of school suspension occurs determined by the High School Director in consultation with the School Director. See Suspension procedures. A facilitated restorative conference and agreement is reached. Parents attend this meeting before student may re-enter class. Parents may seek support from external agencies Record in Teacher Kiosk.
6	In extreme circumstances expulsion will occur or cancellation of the enrolment contract	School Director, High School Director, staff, wellbeing & Parent/s. Outcome of Faculty deliberations given to School Director. School Director to make decision and inform parents and student, preferably at a face to face meeting, depending on circumstances.	See Expulsion Guidelines A restorative conference may happen in conjunction with expulsion to enable the student to restore the relationships, make amends and retain their self-esteem and relationship with school.

6. School Rules

General School Rules

We all have the right to a safe and inclusive school and will:

- Act and move safely
- Speak and act with respect and kindness
- Do as staff ask
- Support others and be helpful
- Look after school property, the property of others and the environment
- Participate fully in education programs to the best of ability, being prepared and on time for class

Relevant High School Rules

- **Attendance** - It is compulsory for all enrolled students to attend their lessons and be punctual to school each day. Medical absences need a medical certificate. Other absences need explanation from parents. Repeated absences or lateness will attract consequences.
- **Dress Code** - Adherence to the dress code is required. The purpose of the dress code is threefold: to protect the students in our bushland environment; to meet workplace health and safety requirements; and to ensure students are dressed in clothing suitable for work. Appropriate clothing is available for loan at the office when needed.
- **Bullying** - Students found engaging in behaviour identified as bullying will be required to participate in a restorative program tailored to fit the situation. See Anti-Bullying Policy.
- **Homework** - Students are expected to complete homework that is assigned by their teacher. Any questions regarding submission must be discussed with the relevant teacher. Repeated failure to submit will attract consequences. Individual homework plans may be devised for students requiring Learning Enrichment support.
- **Assessment Deadlines** - Students are expected to submit work by due dates. Requests for late submission must be discussed with the relevant teacher PRIOR to deadline, and may require supporting documentation. Failure to submit will attract consequences.
- **In the classroom** - Individual teachers negotiate expectations for their classes and

sometimes even for individual students. General School Rules and High School Rules must be adhered to.

- **In breaks** - Hats and shoes must be worn outdoors, and shoulders must be covered for sun protection.
- Students should not bring coffee, energy drinks, drugs, alcohol or weapons to school.

Non-negotiable School Rules

The following attract non-negotiable consequences:

Drugs and Alcohol

- Possession of or use by students of any illegal drugs at any time at the school, on school excursions, at functions, or en-route to and from school, will result in immediate suspension and will be taken as grounds for possible expulsion.
- Possession of, or use by students of alcohol, tobacco or vapers, at any time at the school, on school excursions, at functions, or en-route to and from school, will lead to immediate suspension, with a view to expulsion.
- The school will query any medication in possession of, or used by students, at any time at the school, on school excursions, at functions, or en-route to and from school.

Weapons

- Carrying, bringing, using or possessing any weapon or dangerous instrument in any school building, on school grounds, in any school vehicle or at any school-sponsored activity, without the authorization of the school and grounds for disciplinary action.
- Weapons include, but are not limited to, any pistol, shotgun, stun gun, taser, revolver, or other firearm designed or intended to propel a projectile of any kind, look-alike guns, rifle, dirk, any knife having a metal blade, razor, slingshot, brass or metal knuckles, blackjacks, explosives, throwing stars, flailing instruments, or other dangerous articles.
- Violation of this policy shall require that the appropriate external authority shall initiate proceedings and the expulsion of the student involved is immediate.
- Expulsion shall be the decision of the School Director in accordance with state requirements
- The police will be notified immediately if any student brings a firearm or weapon to school.

7. Electronic Devices and Cyber Safety

Please refer to the school's Digital Technologies Management Procedures.

8. Student Relationships

While it is acknowledged this is a normal part of adolescent development, school and associated activities are seen as primarily a place of learning and as such behaviour between two people, must be respectful to each other and to those around.

When students are asked to desist or are pulled up on their closeness, it is not a judgement on it being wrong, simply not in an appropriate setting (as would be the case in a workplace as adults).

While Samford Valley Steiner School accepts that adolescents may at times hold hands or have brief hugs with any of their friends:

- The classroom is not the setting for these activities

- Respect should be shown to teachers when they draw unacceptable behaviour to the students' attention, even if the students don't agree
- Full body contact is not appropriate
- Lingering kisses are not appropriate
- Sexualised behaviour is not appropriate
- A couple removing themselves from normal group interactions will be discouraged, and all students must abide by the boundaries as defined by the teachers
- The school will hold zero tolerance to any direct or indirect discriminatory behaviour against any protected attribute – see the Discrimination Act 1991
https://www.qhrc.qld.gov.au/_data/assets/pdf_file/0005/19841/QHRC_factsheet_ADA_AboutTheAct.pdf
- Inappropriate behaviour on camp or any outside activity will result in the parents being called to collect their student at their own costs.

Appendix 3

Suspension, Exclusion & Expulsion

- Samford Valley Steiner School staff make every effort to ensure that education is a rewarding and relevant experience for all students and promote good discipline to ensure effective learning.
- It is essential that suspension, exclusion and expulsion be seen as strategies within the student welfare policy and discipline code of the school. These strategies are to be used only in serious cases of misbehaviour in accordance with these procedures.
- The school will use their available authority immediately if they believe that the safety of staff or students is at risk.

It is the responsibility of the School Director to ensure that the students, parents and staff are fully aware of these Guidelines within the context of the school's Social Health and Wellbeing Policy and discipline code.

- The school will seek early and positive support from parents or caregivers in resolving discipline and behaviour problems. Suspension provides a period when all parties can seek a positive resolution to the problem. The school staff will approach early level behaviours with a restorative mindset.
- A student who is extremely insolent, persistently disobedient, and disruptive or continually harasses other students or staff may be suspended from school. (See Level 5)
- Violent behaviour must be dealt with swiftly and may depending on the severity, result in immediate suspension.
- Parents are to be formally notified, in writing, of serious breaches of the school rules or discipline code, informed of the consequence that is being applied and of the consequences of any further breaches. They must be informed of the availability of counselling to students and parents. They should also be invited to negotiate an effective process to improve the situation with the school's Wellbeing Officer.
- Detailed records must be created and maintained in relation to any serious student misbehaviour particularly where that misbehaviour may lead to suspension, exclusion or expulsion.
- The School Director may refuse enrolment of a student on the grounds of previous documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour.
- Any action by a student that could constitute a criminal offence must be reported to the police.
- A restorative conference/ meeting will be offered.
- The School Director makes any decisions on expulsion.

Procedures - Urgent Circumstances

In circumstances where violence has occurred, or where for some reason the safety of students or staff is considered to be at risk, the School Director will immediately suspend the student pending determination of the appropriate action to be followed. (See Level 5). If a student's behaviour is threatening to other students or staff, police may be called.

Procedures - Non-Urgent Circumstances

Except in the case of immediate suspension in extreme circumstances, before suspension is considered the School Director will:

1. Ensure that all appropriate school student welfare strategies and discipline options have been applied and documented
2. Discuss with the student (age appropriately) and parents or caregiver the unacceptable behaviour, consequences and clear expectations of what is required; (this may include a Behaviour Plan)
3. Record action taken.
4. Offer a restorative meeting/conference and develop an agreement which is binding.
5. Record action taken in Teacher Kiosk.

Suspension Procedures

In cases of suspension - both short and long - the Faculty Director will consult with the School Director and:

1. Give the student the opportunity to express his or her view of the incident(s). This view must be considered before a decision is made to suspend;
2. Inform the student of the precise grounds upon which suspension is being considered.
3. Notify the parents or caregiver of the suspension:
 - The date and probable duration of the suspension
 - The reasons for the suspension
 - The expectation that the student will continue with studies at home
 - The importance of their assistance in resolving the matter
 - Their responsibility for the care and safety of the student while under suspension
 - Any intention to proceed to exclusion or expulsion; convene a meeting of personnel involved in the welfare and guidance of the student, including the parents or caregiver to discuss appropriate action in the interests of the student and of the school.
4. Conditions for re-entry into the school are clearly stated. Restorative agreements recorded and signed and agreement reached is binding.
5. Follow up interviews with parents and student must occur within a month.
6. Record action taken in Teacher Kiosk.

Short Suspension [up to 3 days]

In determining whether a student's behaviour is serious enough to warrant suspension, in consultation with the Faculty Director, the School Director will consider the welfare of the student, teachers and other students in the class or school.

The School Director may impose a short in school or home suspension of up to three school days. The School Director will not impose any more than two short suspensions on an individual student in any one calendar year. If the unacceptable behaviour persists after two short suspensions, strategies such as alternative education programs must be considered, e.g. counselling, referral to outside agencies.

Long Suspension [5+ days]

1. If a short suspension has not resolved the problem or the behaviour is so serious as to warrant an immediate long suspension, the School Director will advise the Board Chair.
2. The School Director will ensure that all relevant documentation is retained on Teacher Kiosk at the school. Recommendations for further action are agreed upon.
3. The School Director may offer to develop, with the student and parents or caregiver, an agreed study program to be undertaken by the student during the period of suspension.

The School Director should utilize information provided by class teachers, guardians, High School Director, Learning Enrichment or student wellbeing staff, and if necessary seek advice from the Independent Schools Queensland, Department of School Education, and Community Health Services in seeking a means of resolving the problem and lifting the suspension within 20 school days.

The School Director will not impose any more than two long suspensions on an individual student in any one calendar year without the approval of the Board Chair.

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

Exclusion from School

- Exclusion is not a substitute for expulsion. Accordingly, exclusion from a school may take place only where a long suspension has not resolved the problem, and it is considered that the student might develop self-discipline and cooperative behaviour in a suitable alternative school.
- Where a student is excluded from the school, in conjunction with parents or caregiver, will arrange a suitable alternative school placement for the student within ten school days. If this cannot be arranged an application for expulsion or a return to the school are the only other options.
- The School must notify the parents or caregiver in writing within five school days of an intended exclusion from the school. A copy of this letter and a report from the school must be placed on the file, which is to be retained at the school. The Board must also be provided with copies of all relevant documentation on file.

Expulsion

1. In extreme circumstances the School Director may recommend expulsion. In these cases, the student may be immediately suspended pending their decision.
2. Expulsion may be recommended following violent behaviour or the bringing of weapons or drugs to school, irrespective of any police action taken or continued cases of serious misbehaviour or bullying. (See Level 5)
3. The School Director will consider the responses given by the parents/care giver and student prior to a final decision.
4. A Restorative meeting/conference may occur alongside or after an expulsion.
5. Final decision of expulsion lies with the School Director and Board Chairperson.