



Samford Valley  
Steiner School

## Student Conduct Guidelines - Class 1 to 5

*Supporting Respect, Responsibility & Resilience*

### **Our Commitment**

As a school, we believe that all students have the right to learn, play and grow in a safe, respectful and inclusive environment. We foster a community where behaviour is addressed through restorative practices, allowing students to reflect on their actions, repair relationships and build positive habits.

We are committed to working in partnership with families to guide students toward responsible and respectful behaviour, supporting both individual needs and the wellbeing of the whole school community.

### **Partnership with Families**

Positive behaviour is best supported when families and the school work together. We value open communication, shared understanding and consistent approaches between home and school.

### **Expectations**

We expect all students to demonstrate:

- **Respect** — for themselves, others, the environment, and learning
- **Responsibility** — for their actions and their impact
- **Resilience** — to grow through challenges and reflect on mistakes

### **Whole School Rules**

All students are expected to:

1. **Act Safely**  
Move and behave in ways that keep yourself and others safe
2. **Show Respect and Kindness**  
Use respectful language and actions with peers and staff
3. **Follow Instructions**  
Listen and respond to staff directions the first time
4. **Be Helpful and Supportive**  
Look out for others and contribute positively to the group
5. **Take Care of Property**  
Respect school property, the belongings of others and our environment
6. **Engage Fully in Learning**  
Come prepared, on time and ready to learn

### **Documentation and Communication**

All significant behaviour incidents will be recorded in Staff Kiosk and shared with relevant staff. Timely communication with families is essential throughout the process.



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## **Relevant Rules for Class 1 to 5**

### **Classroom Rules**

Each class will also develop their own agreements based on the above principles, including:

- Listening attentively
- Using good manners
- Waiting turns and working cooperatively
- Contributing positively to discussions and learning activities

### **Positive Behaviour Strategies**

Teachers use proactive strategies to prevent behavioural issues and support engagement, including:

- Consistent routines and expectations
- Differentiated learning and inclusive practices
- Recognition and encouragement of positive behaviour
- Restorative conversations and class meetings
- Opportunities for reflection and repair

### **Unacceptable Behaviours**

While we aim to support all students, the following behaviours are not acceptable:

- Disrupting the learning or play of others
- Aggression or physical violence
- Bullying or intimidation (including verbal, physical, or online)
- Defiance or refusal to follow instructions
- Damaging school or personal property
- Leaving designated areas or school grounds without permission
- Inappropriate language or gestures



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## **Behaviour Response Process**

We use a clear, supportive approach to managing behaviour, with an emphasis on reflection and growth.

### **Step 1: Classroom-Based Intervention**

Handled by the teacher with a focus on:

- Verbal reminders and re-direction
- Logical consequences and time to reflect
- Restorative conversations or peer discussions
- Documentation of patterns of concern
- Communication with parents (as needed)

If behaviour persists, escalates or restorative conversation agreements are broken, Step 2 is implemented.

### **Step 2: Collaborative Support**

When additional support is needed:

- Parents are formally contacted
- Behaviour is monitored and documented
- Observations by other staff may be arranged
- The teacher consults with the Primary School Director and/or Learning Enrichment Team
- An individualised support or behaviour plan may be developed
- A meeting with parents is arranged to set goals and strategies
- Restorative practices are used to address harm and rebuild trust

Assessments or referrals may be suggested if underlying needs are identified. If serious behaviours occur or previous interventions are unsuccessful leadership involvement will occur, step 3.

### **Step 3: Leadership Involvement**

#### **Serious Behaviours Include:**

- Repeated or severe harassment
- Physical violence or threats
- Wilful damage to property
- Dangerous or risky behaviour
- Repeated defiance or offensive behaviour

#### **Response May Include:**

- Immediate removal from class or playground
- Parent meeting with Class Teacher, Primary School Director, Learning Enrichment Coordinator and/or School Director
- Short or long-term suspension (with a return plan and expectations), exclusion or expulsion (see Suspension, Exclusion and Expulsion Policy)
- Student returning to school with agreed-upon support measures



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**Ongoing Concerns:** If a student reaches Step 3 repeatedly, or fails to respond to agreed behaviour plans, the school reserves the right to review enrolment or follow Suspension, Exclusion and Expulsion Policy.

### **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 enroute 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 vapes, at any time at the school, on school excursions, at functions, or enroute 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 enroute 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 authorisation 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.

#### **Electronic Devices and Cyber Safety**

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

**In addition to the guidelines, breaches may also relate to the following policies:**

- Bullying is to be dealt with under the Student Bullying Policy
- Discrimination both direct and indirect are unacceptable at Samford Steiner as outlined in our Anti-Discrimination, Disability Discrimination and/or Gender Diversity Policies
- Any matters involving child safety will involve mandatory reporting, including to the Police as outlined in our Child Risk Management Policy



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- Substance use will enact the Drug, Smoking and Alcohol Policy
- Any online harassment or unacceptable use of school or personal devices, internet and social media will enact the Digital Technology Policy, Student Personal Device Policy and/or related documents and agreements
- Any serious breaches will enact the Suspension, Exclusion and Expulsion Policy