



Samford Valley
Steiner School

Student Conduct Guidelines - Prep and Pre-preps

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.

Relevant Kindergarten Rules

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, they should be encouraged to care for that person.

Difficult behaviour which lasts over a longer period will always be brought to the attention of the Early Childhood Director and the parents or caregivers, with the intention to find together a suitable way to help the child. Kindergarten teachers will deal with any extreme behaviour with support from the Early Childhood Director and/or Learning Enrichment Team (if deemed necessary). 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

Behaviour Response Process

When there is persistent misbehaviour or a serious offence that affects the learning or safety of others, the following steps will be followed.

Step 1: Classroom-Based Intervention

Handled by the teacher with a focus on:

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

If the above actions fail to resolve behavioural issues, or there are increased incidents of the following behaviours, then Step 2 will be implemented.

Step 2: Collaborative Support

Your child's teacher in partnership with parents, Early Childhood Director and/or Learning Enrichment Team will be involved in the following:

- Observations
- Parent meeting
- Child Study
- Home Visit by teacher
- Creating an appropriate plan (Adjustment Plan, Class Plan, Support Plan, Individual Educational Plan, Safety Plan or Behaviour Plan whichever is most appropriate).

Parental support is vital and need to be aware that a teacher may send a child home on any day when disruptive behaviour escalates.

Step 3: Leadership Involvement

If serious behaviours occur or previous interventions are unsuccessful leadership involvement will occur.

Parents will be asked to meet with their child's teacher, Early Childhood Director, Therapeutic Specialist and/or Learning Enrichment Coordinator (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 cannot 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 (see Suspension, Exclusion and Expulsion Policy)
- 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.

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
- 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