



Samford Valley
Steiner School

Student Conduct Policy 2026

Purpose:	This policy outlines the school's approach to student conduct, school expectations of behaviour. Separate behaviour guidelines are available for Early Childhood, Primary School (Class 1 to 5) and Upper Primary School and High School.	
Status:	Approved (supersedes Social Health and Wellbeing Policy)	
Applies to:	All staff in their duty of care to students	
Scope:	All student behaviour	
Authorised by:	School Director	Date of Authorisation: Jan 2026
Review:	Every 2 years	Next Review Date: Jan 2028
Policy Owner:	School Director	

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

At SVSS, our approach to student conduct is grounded in a deep respect for the individual and the cultivation of authentic relationships between teachers and students. Through these principles, Samford Steiner commits to nurturing a safe, respectful and inspiring learning environment where every student is supported to grow and thrive.

1. Relationships and Restorative Practices

We recognise that the most effective and enduring growth in student behaviour arises from positive, respectful relationships. Our policy is based on fostering a culture of trust, acceptance and genuine connection based on restorative practices. We seek to engage students through authentic interaction, cultivating natural enthusiasm and positive feelings within the learning environment.

2. Understanding Motivations for Compliance

Teachers and staff work from this place of building relationships. At Samford Steiner, we do not work out of fear, punishment-based models or praise and reward-based models of behaviour management.

3. Anthroposophical Underpinnings

We believe all children are spiritual beings, inherently good and deserving of respect. Teachers are encouraged to engage in regular reflective or meditative practice to support their connection with students.

4. Behaviour as Communication

We acknowledge that young children seldom choose to misbehave consciously; rather, children do well when they can. It is the teacher's role to identify and address any barriers hindering a child's cooperative and productive participation. All behaviour is viewed as a form of communication. Understanding the underlying needs or challenges behind a

student's actions is essential to our approach whilst ensuring our classrooms are safe for all students.

5. Collaborative

Effective behaviour support is a shared responsibility. Teachers, parents, and students are encouraged to work collaboratively to resolve individual behaviour concerns in a constructive and supportive manner.

6. Loving Boundaries

Teachers, both individually and collectively, are responsible for establishing and maintaining clear, consistent boundaries. These boundaries must be developmentally appropriate and tailored to the capacities of each young person.

Responsibilities

Actions and attitudes not only shape our own journeys but also contribute to the community around us. Embodying our school values **Authentic Connection, Sacred Wonder and Courageous Integrity** can guide student responsibilities both within and beyond the classroom.

1. Authentic Connection

- Build genuine relationships
- Be present and purposeful
- Make choices that reinforce trust, respect, and kindness, strengthening the sense of community and belonging

2. Sacred Wonder

- Approach learning with awe and curiosity
- View each subject and interaction as an opportunity to discover something new and meaningful.
- Recognise and appreciate the beauty and complexity in people, nature and ideas
- Value the intangible aspects of growth, such as inspiration, creativity and empathy, that contribute to your development and the flourishing of the school community

3. Courageous Integrity

- Live bravely and truthfully
- Stand up for what is right, even when it is difficult.
- Be honest in your actions and words and take responsibility for your choices.
- Guided by moral responsibility
- Face academic, social or personal obstacles with courage and determination.
- Seek support when needed and support others in turn, fostering a culture of resilience and mutual care.

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.

Unacceptable Behaviour

Any breaches of the student expectations and school rules is considered unacceptable behaviour and will have consequences in line with:

1. Kindergarten School Rules and Consequences Guidelines
2. Class 1 to 5 School Rules and Consequences Guidelines
3. Class 6 to 12 School Rules and Consequences Guidelines

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

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. Corporal or physical punishment of any kind is not permitted

Ongoing Concerns: If a student reaches the last step repeatedly as outlined in the guidelines, 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, blackjack, 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.

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 Steiner 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
- Inappropriate behaviour on camp or any outside activity will result in the parents being called to collect their student at their own costs.

Other Related Policies

- Attendance Policy
- Child Protection Policy
- Complaints Resolution Policy
- Curriculum, Assessment and Reporting Policy