



TALLOWOOD STEINER SCHOOL  
ENLIVENING EDUCATION

Tallowood School Inc.

## **Behaviour Management Policy**

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## 1. Document Control

<b>Document name</b>	Behaviour Management Policy
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<b>Point of Contact</b>	Principal
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## 2. Policy Statement

**2.1** Tallowood School aims for collaboration between school staff, students, parents or carers with a commitment to provide students with opportunities to learn and grow together.

**2.2** Tallowood School prohibits the use of corporal punishment in disciplining students attending the school.

**2.3** Tallowood School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

**2.4** Bullying and harassment will not be tolerated at any level.

## 3. Purpose

The purpose of this policy is to minimise risk of harm while promoting respect for one another, supporting the right of all to engage in a healthy learning and teaching environment.

## 4. Scope

This policy applies to all members of the Tallowood community including students, parents and carers, and staff.

## 5. Related Policies

This policy is part of the Safe and Supportive Environment Statement and should be read in unison with this document. This policy is also related to the School's other policies including but limited to:

- *Codes of Conduct for students, staff and parents*
- *School Wellbeing Policy*
- *Child Protection Policy*
- *Zero Tolerance of Bullying Policy*
- *Complaints Handling Policy & Procedure*
- *Discrimination, Harassment and Bullying statement for Employees, Contractors and Volunteers.*

## 6. Legislation

These guidelines have been drafted with consideration to the following legislation:

- Education Act (NSW) 1990
- Australian Education Act 2013
- Disability Discriminations Act 1992
- Disability Standards for Education 2005

## 7. Definitions

For a full list of definitions relevant to the School's policies refer to the Definitions Register: [www.tallowood.nsw.edu.au/about/annual-reports-policies](http://www.tallowood.nsw.edu.au/about/annual-reports-policies)

## 8. Principles

Tallowood School adheres to the following principles:

### 8.1 Culture of Safety

Tallowood School aims to maintain a culture of safety throughout the school's principles, policies, procedures and actions.

Essential to this culture of safety are:

- open and inclusive conversations,
- respect for all individuals,
- upholding the rights and responsibilities of all.

### 8.2 Supportive Environments

Tallowood School celebrates individuality with support and acceptance, so that children develop self awareness, emotional understanding and personal strength.

Tallowood School aims to enhance the self-esteem of all individuals through positive communication and action.

### 8.3 Equity

Tallowood School aims to ensure all individuals are valued and treated with respect, the rights of all individuals are maintained, and all individuals are supported as required.

### 8.4 Creative Freedom and the Developing Spirit of Individuals

Tallowood School engages with contemporary insights emerging from Rudolf Steiner's indications about the unfolding human individuality. One core insight is that the individual is a threefold being of body, soul, and spirit.

Steiner education seeks to enliven the life of feeling and thinking as well as physical, social, artistic, and spiritual capacities. As the individual evolves, they are able to impart meaning and purpose to their lives and creatively fulfil their unique potential. [Steiner Education Australia](#)

#### **8.4 Respectful Relationships**

All individuals are to be valued and treated with respect. Respectful relationships support safe and collaborative teaching, learning and social environments.

Tallowood School practices principles of open and inclusive conversation, embracing diversity and personal responsibility.

#### **8.5 Procedural Fairness**

Tallowood school aims to provide procedural fairness through the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation or complaint has been made to

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a review of the decision made in response to the allegations

The 'right to an unbiased decision' includes the right to:

- Impartiality in an investigation, and
- An absence of bias by a decision-maker

#### **8.6 Accountability**

All individuals have rights and responsibilities in regards to their behaviour. Tallowood School aims to encourage all individuals to accept and act upon their responsibilities.

#### **8.7 Evidence-based Practice**

Tallowood School is committed to ongoing collegial conversations, professional development, subscription to educational associations and publications, and participation in relevant sector conferences and events.

### **9. Context**

**9.1** Tallowood school must comply with the NSW Education Standards Authority (NESA) requirements to provide a safe, inclusive and supportive environment for students.

## 10. Rights and Responsibilities

**10.1** This policy applies to all members of the Tallowood community including students, parents and carers, and staff.

**10.2** Fostering an understanding of the rights and responsibilities of all members of our school community, creates a consistent and transparent approach to behaviour management within the school as a whole.

**10.3** Rights and responsibilities are outlined in the Student Code of Conduct, Parent/Carer Code of Conduct and Staff Code of Conduct.

## 11. Procedures

### 11.1 Proactive Positive Behaviour Practices

Tallowood School encourages positive behaviour by:

- Acknowledging and reinforcing children's positive behaviour including acts of kindness and respectful behaviour.
- Consistently modelling responsible, respectful and caring behaviour.
- Creating opportunities for children to show their success to classmates, other classes and the wider school community, such as regular school assemblies.
- Providing a quality Steiner education that meets all required NSW Education Standards Authority (NESA) outcomes.
- Establishing programs to develop resilience and self-responsibility for choices, words, actions and attitudes.
- Discussing school rules and Student Code of Conduct with children regularly.
- Developing a small number of easily understood rules, which are fair, clear and consistently applied.
- Providing additional support and social skills programs for students in need.
- Orientation/transition support for new and graduating students
- Promoting peer mediation, mentorship and support.
- Providing annual class camps, festivals and other community events.
- Discussion with parents about their role in promoting acceptable student behaviour and learning.
- Staff workshops at least annually on Child Protection, School Wellbeing and Behaviour Management

## 11.2 Management of unacceptable Behaviour

The management of behaviour depends on degree, nature and impact on the student, staff and the child themselves, of the misbehaviour.

The Behaviour Management Policy is most effective in modifying inappropriate behaviours when it is implemented through a cooperative partnership between the student, their parent(s) or carer(s) and the School.

Tallowood School defines three general levels of Behaviour Management and support.

*Students may move to level 2 or 3 immediately when warranted by the behaviour.*

### 11.2.1 Level 1

Minor incidents where a child requires a reminder of the school, playground or classroom rules.

**a)** In the early years, the teacher will work to firstly distract or divert the child's behaviour into a positive activity and draw attention to acknowledging the desired behaviours of other students.

**b)** If further attention to the inappropriate behaviour is required, the child is reminded of the rule she/he has overlooked.

If negative behaviour reoccurs, take the child aside to discreetly and explicitly remind her/him which school/class rule has been broken and the reason this is unacceptable, including potential consequences. Separating the negative behaviour from the child, showing her/him how to put things right and re-establishing good relationships will provide a model for good conduct.

**c)** At this stage the child who doesn't adjust her/his behaviour will be given a consequence. The consequence relates to the rule broken. This can be a 'time out' within the classroom, or on the playground for cooling down followed by reflection with adult support. All care is taken to ensure that the child fully understands why this particular behaviour must change.

A number of general classroom management procedures and consequences may be used at this level.

### 11.2.2 Level 2

When a pattern of negative or inappropriate behaviour occurs, additional procedures are required and the involvement of the parents may be requested.

**a)** The child is accompanied to another room or space (buddy class or principal) for cooling down and reflection. The child reflects by writing down, drawing or verbalising (depending on age and literacy skills) her/his view of the events, what rule has been broken, what she/he could have done and what she/he will do to establish a positive code of conduct.

**b)** The student is given acknowledgement for self-correction.

**c)** Follow up practice is required for monitoring and to reinstate positive relationships immediately.

d) A note is recorded on the students file in the Tallowood Student Management system FACTS.

e) At this point or after three recorded notes in FACTS within a time frame that the teacher finds applicable, the parents/carers may be notified and asked to attend a meeting to ensure a collaborative resolution to the situation is reached. The child is drawn to the attention of the other teachers at Staff meetings if her/his behaviour needs monitoring during break times.

### **Behaviour Support Plans**

A behaviour support plan with a timeline (usually two weeks) is devised for the student and signed by both the teacher and the parents/carers. Behaviour is regularly monitored and good behaviour is acknowledged, affirmed and encouraged. At the beginning of the behaviour support plan feedback is given daily, later after several days. At the end of the third week positive behaviour is expected. The student may continue to receive ongoing support from the teacher, principal, parents and staff so that the positive behaviour can be maintained. Where emotional, social, medical, academic or family difficulty is evident, teachers may make recommendations for outside assessment and support, referring parents to GP, local area health or paediatrician.

If after exhaustion of the above strategies no significant improvements of behaviour occur, the approach to managing the child's behaviour may move to level 3.

#### **11.2.3 Level 3**

In cases of ongoing, uncorrected behaviour where it may be deemed to be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely, suspension and expulsion are the options available to the Principal in these situations.

### **Suspension**

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour/s which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future. In circumstances where measures detailed above have been unsuccessful in resolving the inappropriate behaviour, the Principal may choose to impose:

- A short suspension of up to and including four school days, or
  - A long suspension of up to 20 days.
- a) Where a child receives more than two behaviour plans for continuous negative behaviour, the class teacher notifies the Principal and Teaching Staff. Suspensions may be imposed for the following reasons and will be reported in the following categories:
- Continued non compliance
  - Aggressive behaviour or physical violence. Tallowood has a Zero Tolerance Bullying Policy.

- b) The Principal must suspend immediately and consistently with these procedures, any student who:
- Is physically violent where their action results in serious injury
  - Is in possession of a firearm, prohibited weapon, or knife (without reasonable cause)
  - Uses, or is in possession of, a suspected illegal substance or supplies a restricted substance
  - Uses, or is in possession of alcohol or tobacco

The school will work with parent(s) or carer(s) with a view to assisting a suspended student to rejoin the school community as quickly as possible. The Principal will record the recommendations made for the resolution of the suspension.

### **Expulsion**

In serious circumstances of misbehaviour the Principal may expel a student of any age from the school. Students expelled from Tallowood School for misbehaviour may not re-enrol in the future.

## **12. Records**

Record keeping is mandatory. Records of misbehaviour, consequences and behaviour management must be kept on the student records in the Tallowood School Student Management System in FACTS. Well-kept monitoring records are important in ensuring effective behaviour management and support.