



## Behaviour Management Policy

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Related documentation: <ul style="list-style-type: none"> <li>• Student Welfare Policy</li> <li>• Anti-Bullying Policy</li> <li>• Parent Handbook</li> <li>• Student Code of Conduct</li> </ul>

## Version Control

Version	Date	Changes
ORIGINAL		Initial Release
2024	27/11/2024	Change 'Education Director' and 'ED' to 'Principal'
2026	16/3/2026	<ul style="list-style-type: none"> <li>• Behaviour Code restructured to separate Primary and High School expectations</li> <li>• Addition of High School Behaviour Code</li> <li>• Consequence and procedure table updated</li> <li>• Addition of restorative practices section</li> <li>• Addition of rights and responsibilities</li> <li>• Introduction of tiers of behavioural support</li> <li>• Guidance added on de-escalation and physical intervention</li> </ul>

## Introduction

The Armidale Waldorf School aims to provide a safe, secure and stimulating learning environment that fosters positive student behaviour and enables students to experience a feeling of belonging and a positive sense of self. The school also strives to maintain a culture of respect and co-operation, and encourages student initiative and responsibility whilst providing opportunities to build on individual strengths.

Students can reach their full educational potential only when they are happy and where they feel supported in a positive school environment. This interdependence between student wellbeing and student learning is fundamental to students' positive and successful engagement with their education.



The management of student behaviour is encompassed in the teaching and learning process. The school aims to:

- maintain safe and respectful learning environments;
- guide students towards accountability for their actions;
- promote pro-social behaviour and positive social interactions amongst staff members and students;
- provide opportunities for students to learn and practice appropriate social behaviours and self-discipline;
- encourage appropriate and fair sanctions for students who display inappropriate behaviours

The Armidale Waldorf School has procedures in place to manage the behaviour of students in the school that are based on the principles of procedural fairness and prohibit the use of corporal punishment of students. At all stages, positive strategies and restorative practices are employed. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including Parents/Carers, to enforce discipline at the school. The Armidale Waldorf School does not prevent a student's admission to another school.

### Core Principles

Behaviour management at TAWS is guided by the following principles:

- clear expectation for behaviour
- developmentally appropriate responses
- restorative practices where possible
- procedural fairness
- partnership with families
- graduated responses to behaviour

### Values and Beliefs About Students

Students individually and collectively are sensitive to the thoughts, words and deeds of the adults around them. Therefore, teachers' thoughts, values and beliefs about students and education are paramount. Teachers need to be in conscious agreement with these principles and actively strive to uphold them.

Students are

- spiritual beings
- inherently good
- sensitive to their environment
- sensitive to the thoughts, beliefs and actions of the people around them.
- equal to adults in their human potential

### Procedural Fairness

The school's behaviour management is based on the principles of procedural fairness.

Procedural fairness is a basic right of all when dealing with authorities.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.



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

- know the allegations related to a specific matter and any other information which will be considered 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 decision making;
- an absence of bias by a decision-maker

The school review process provides opportunities for Parents/Carers and students to respond and have the decision reviewed and the school's processes reviewed prior to the final decision.

The school maintains records of serious behaviour incidents and disciplinary actions.

## Restorative Practices (See Appendix A)

When a student's behaviour negatively impacts others, we use a **restorative approach** to resolve the situation. This approach recognises that actions affect others and guides students to understand and take responsibility for the impact of their behaviour. Students are given the opportunity to repair harm and rebuild relationships.

We use this collaborative approach because it strengthens relationships and supports a healthy community where members feel safe, respected, and able to learn.

Restorative practices may take different forms, ranging from a **restorative chat or informal discussion** to a **structured conversation, class meeting, or full conference**. Regardless of the format, the process follows the sequence below.

1. Telling the story of what happened,
2. Hearing about the harm and reaching a shared understanding -exploring the harm
3. Acknowledgement of the harm - who has been affected?
4. Planning to make things right - what do you need do to put things right?
5. Moving forward - What can be done to make sure this doesn't happen again? How can we help you?

Though this process, we aim to transform difficult situations into opportunities to learn and heal. Working together in this way fosters the development of empathy and a deeper understanding of self and others.



## Rights and Responsibilities

All students, teachers, parents and members of the school community share a responsibility to contribute to a safe, respectful and cooperative learning environment.

### Rights

Members of the school community have the right:

- to feel safe and secure
- to learn and work in a clean and supportive environment
- to be addressed, listened to and treated with respect
- to have their personal space respected
- to learn in an environment where differences are accepted
- to have personal property treated with care
- to receive help and support from others when needed

### Responsibilities

Members of the school community have the responsibility:

- to allow others to feel safe and secure
- to address and treat others with respect
- to listen to and respect the feelings of others
- to respect the differences of others
- to participate cooperatively in school activities
- to help maintain a safe and clean environment
- to treat other people's personal and school property with care
- to set a positive example for others

### Parent Responsibilities

The Armidale Waldorf School values its partnership with the parents and carers of its students. The early involvement of parents in the consultation and behaviour planning process maximises the efficacy of behavioural interventions. Parents will be contacted regarding ongoing or significant behavioural issues, so strategies to address the issue can be developed in collaboration with them. The school encourages parents to make contact if there are significant changes in a student's home life, health or any general concerns. This information is necessary when planning support to meet student needs.

Parents have a responsibility to:

- be aware of and adhere to the Parent Code of Conduct
- be aware of and support the Student Behaviour Code
- support the school's Behaviour Management Policy and participate in intervention and behaviour support and attendance plans
- contribute to a positive school culture that fosters respectful relationships
- communicate with the school about issues and concerns.



- provide information regarding a change in circumstance for their child
- participate in behaviour development planning and IEP meetings
- be available to collect their child from school (or to arrange them to be collected by an authorised emergency contact) if their child is unwell or deemed unfit for school

### Student Voice and Community Responsibility

Students are encouraged to:

- reflect on the impact of their actions
- take responsibility for repairing harm
- contribute to a respectful school culture

This may include:

- restorative conversations
- mediated discussions
- reflection tasks
- participation in resolving conflicts

### Procedures

The *Student Welfare Policy* references codes of conduct for students which outlines the rights and responsibilities of students and staff within the school community. Students are informed of these rights and responsibilities, the school behaviour code (Attachment A) and school expectations about behaviour by their teachers at regular times throughout the year. Parents/Carers are informed of this Policy and its' Procedures via a summarised version in the *Parent Handbook* which is distributed to Parents/ Carers at enrolment and also at the beginning of each year, a copy of the handbook is also on the school's website. New students will be given an orientation and have school rules explained within the first week of starting by their class teacher/ guardian.

The TAWS Behaviour Support Framework clarifies the corresponding responses and procedures recommended at the various levels of behaviour/misdemeanours ranging from positive encouragement of student's behaviour to suspensions and expulsions for unimproved repeated or serious behaviours. Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time. This may include in-house suspension or suspension off-site. Expulsion is when a student's enrolment is terminated with the school.

Where there are concerns around the consequences given, students and/or parents/carers are to contact the Principal, as per the *Complaints and Grievance Policy*. The Principal will review and follow the procedures set out in the *Complaints and Grievance Policy*.

## The TAWS Behaviour Support Framework

The Behaviour Support Framework is a guide for dealing with behaviour related incidences. Attachment B also provides additional strategies for teachers in dealing with behaviour management utilising the restorative justice practice. A consistent approach to behaviour management is important. For these procedures to be effective the students must see that the rules are consistently applied.



The framework gives an overview of the stages of intervention. These do not necessarily progress from one level to the next. The school will determine its response which may take into account Specific circumstances relating to that student's cognitive and psychological development.

Other factors may include:

- age and developmental stage of the child (there is discretionary use of these levels beyond Level 2 for Classes 1 to 3).
- previous behaviour
- severity of the incident
- available evidence
- degree of provocation
- intent of action
- level of perceived remorse and willingness to engage in restorative action

For some students, an individualised function-based assessment and targeted intervention may be required. It is for these students that a Behaviour Support Plan is developed and used in conjunction with the following.

The school uses three tiers of support when supporting behaviour

Support Tier	Purpose
Tier 1	Whole school expectations and preventions
Tier 2	Targeted behaviour and wellbeing support
Tier 3	Intensive individual support

This framework ensures that:

- most behaviour concerns are addressed within the classroom
- students receive additional support where required
- serious behaviour is addressed promptly and appropriately

### TAWS Primary School Behaviour Support Framework

In classes K to 6 behaviour management/ development focuses on:

- the formation of a cohesive class community based on mutual respect and the development of positive, authentic relationships
- clear and consistent expectations that are developmentally appropriate
- maintaining healthy and consistent classroom rhythms and routines
- regular instruction around the rights and responsibilities of self and others
- consistent modelling of appropriate behaviour



- acknowledging and reinforcing positive behaviour
- providing opportunities to practise and develop social skills
- the use of story and role play to guide and develop behaviour
- redirecting students to find positive solutions to the sources of inappropriate behaviour
- positive partnerships with parents
- restorative approaches to encourage the development of empathy
- the emotional, cognitive and psychological needs of individual students
- addressing behavioural issues as an opportunity to learn

## TAWS Primary School Behaviour Support Framework

Behaviour Level	Support Tier	Examples of Behaviour	Typical Responses may Include	Primary Responsibility	Restorative Practice
<b>Base Level</b> Students respect the rights of self and others.	<b>Tier 1</b> Prevention	Students: <ul style="list-style-type: none"> <li>adhere to school rules and follows instructions from teachers and staff.</li> <li>respect the rights of self and other</li> <li>act safely</li> <li>behave and communicate with respect and kindness</li> <li>participate positively in learning activities</li> <li>demonstrate respect for the learning space and the learning needs of others</li> </ul>	<ul style="list-style-type: none"> <li>Positive reinforcement</li> <li>The explicit teaching of positive, inclusive and safe behaviour</li> <li>Clear and agreed upon classroom and whole school behaviour expectations</li> <li>Teacher modelling of appropriate behaviour and regulation strategies</li> <li>Consistent classroom routines and expectations</li> </ul>	All Staff  Proactive wellbeing circles provided by the wellbeing team	Class wellbeing circles focusing on rights and responsibilities and regulation strategies
<b>Level 1</b> Minor incidents of inappropriate Behaviour	<b>Tier 1</b> Prevention	<ul style="list-style-type: none"> <li>talking out of turn</li> <li>disengagement from classroom tasks or activities</li> <li>Breach of dress code,</li> <li>isolated unfair play,</li> <li>inappropriate language,</li> <li>isolated unkind words or exclusions</li> <li>Isolated rough play</li> <li>Entering out of bounds areas</li> </ul>	<ul style="list-style-type: none"> <li>Reminder of expectations</li> <li>Redirection to a positive alternative</li> <li>Modelling of appropriate response</li> <li>Short time out as a circuit breaker</li> <li>Preventative support and guidance from the wellbeing team</li> </ul>	Class teacher Duty teacher Wellbeing team	Brief, informal restorative conversation and acknowledgement of harm.  Whole class instruction around rights, responsibilities and classroom expectations
<b>Level 2</b> Repeated or Disruptive Behaviour	<b>Tier 2</b> Targeted Support	<ul style="list-style-type: none"> <li>Repeated unkind communication and exclusion</li> <li>Interfering with the learning of others</li> <li>Disrespect towards staff</li> <li>Repeated rough play</li> <li>Repeated refusal to follow instruction or school rules</li> <li>Leaving the classroom without permission</li> <li>Intimidation or harassment</li> </ul>	<ul style="list-style-type: none"> <li>Incident report completed and given to the Head of Faculty</li> <li>Removal from class or playground</li> <li>Community service</li> <li>Loss of privileges</li> <li>Behaviour reflection (see Appendix B)</li> <li>Parents informed</li> <li>Individual plan devised if appropriate</li> <li>Wellbeing sessions to support strategies to manage behaviours and regulate emotions</li> <li>Faculty discussion to ensure consistent staff response</li> </ul>	Class teacher with support from the wellbeing team. Head of Faculty notified	Restorative meeting between those impacted.  An agreed upon resolution and commitment moving forward

		<ul style="list-style-type: none"> <li>• Damaging school or personal property</li> <li>• Unsafe behaviour</li> </ul>			
<b>Level 3</b> Serious, regular disruptive or unsafe Behaviour	<b>Tier 3</b> Intensive Support	<ul style="list-style-type: none"> <li>• All forms of bullying</li> <li>• Intimidation and harassment</li> <li>• Threatening the safety and wellbeing of others</li> <li>• Regular disruption of classroom learning</li> <li>• Leaving school boundaries without permission</li> <li>• Regular refusal to follow instruction or school rules</li> <li>• Unsafe or aggressive behaviour</li> <li>• Lower-level violence</li> <li>• Intentional defiance</li> <li>• Offensive language or verbal attacks</li> <li>• Intentional property damage</li> </ul>	<ul style="list-style-type: none"> <li>• Incident report completed and given to the Head of Faculty</li> <li>• Parents/Caregivers contacted to support the development of a behaviour plan</li> <li>• Implementation of a behaviour and/or support plan</li> <li>• Behaviour contract agreed upon in consultation with student, family, class teacher, wellbeing team and Head of.</li> <li>• Behaviour contract accompanied by daily check ins for a period of at least 2 weeks to monitor fulfilment of agreements</li> <li>• Investigation of incident and suspension</li> <li>• In the case of suspension, a re-entry meeting is held with student, parents/caregivers, class teacher and Head of Faculty before returning.</li> </ul>	Head of Faculty and wellbeing team	Restorative conference where appropriate
<b>Level 4</b> Critical Behaviour	<b>Tier 3</b> Intensive Support	<ul style="list-style-type: none"> <li>• Physical violence</li> <li>• Verbal assault</li> <li>• possession of a prohibited substance/ object</li> <li>• Serious incidents of bullying (including physical, emotional/ psychological, verbal and cyber)</li> <li>• Showing insufficient signs of change despite all efforts at seeking a resolution to the inappropriate behaviour/s</li> </ul>	<ul style="list-style-type: none"> <li>• Incident report completed and given to the Head of Faculty</li> <li>• Behaviour contract</li> <li>• Meeting with parents/ caregivers</li> <li>• Investigation</li> <li>• suspension or</li> <li>• Expulsion</li> </ul> <p>Resulting action will be filed on the student's file and in the school management system.</p>	Head of Faculty and Principal	Restorative process where appropriate following a resolution

## TAWS High School Behaviour Support

Behaviour Level	Support Tier	Examples of Behaviour	Typical Responses may Include	Primary Responsibility	Restorative Practice
<b>Base Level</b> Students respect the rights of self and others.	<b>Tier 1</b> Prevention	Students: <ul style="list-style-type: none"> <li>• follow school expectations and instructions from staff</li> <li>• treat peers and staff with respect</li> <li>• participate positively in learning</li> <li>• demonstrate care for the learning environment</li> <li>• behave safely and responsibly</li> <li>• communicate respectfully with others</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Explicit teaching of respectful behaviour and school expectations</li> <li>• Teacher modelling of appropriate behaviour and regulation strategies</li> <li>• Clear classroom routines and expectations</li> <li>• Wellbeing and Guardian circles</li> <li>• Whole school expectations reinforced consistently</li> </ul>	All staff	Guardian and class wellbeing circle which supports reflection on rights, responsibilities, relationships and emotional regulation
<b>Level 1</b> Minor incidents of inappropriate Behaviour	<b>Tier 1</b> Prevention	<ul style="list-style-type: none"> <li>• Talking out of turn or minor disruption</li> <li>• Off-task behaviour or disengagement from learning</li> <li>• Phone misuse</li> <li>• Minor breaches of school expectations (uniform, lateness etc.)</li> <li>• Isolated unkind or disrespectful comments</li> <li>• Distracting others from learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of expectations</li> <li>• Redirection to appropriate behaviour</li> <li>• Private teacher conversation</li> <li>• Seating change or brief time out as a circuit breaker</li> <li>• Reinforcing expectations and routines</li> <li>• Guardian informed if pattern emerges</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teacher</li> <li>• Duty teacher</li> </ul>	Brief informal restorative conversation between teacher and student, acknowledging impact and identifying a better way forward
<b>Level 2</b> Repeated or Disruptive Behaviour	<b>Tier 2</b> Targeted Support	<ul style="list-style-type: none"> <li>• Repeated disruption of lessons</li> <li>• Persistent refusal to follow teacher instructions</li> <li>• Repeated disrespectful communication toward peers or staff</li> <li>• Repeated disengagement from learning</li> <li>• Social conflict affecting classroom learning</li> <li>• Leaving class without permission</li> <li>• Harassment or exclusion of peers</li> <li>• Damaging school or student property</li> <li>• Unsafe behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from class if required</li> <li>• Behaviour reflection or agreement</li> <li>• Loss of privileges</li> <li>• Parent/caregiver informed</li> <li>• Guardian follow-up conversation</li> <li>• Wellbeing team support sessions</li> <li>• Faculty discussion to ensure consistent response</li> <li>• Documentation recorded in student management system</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Teacher</li> <li>• Guardian</li> <li>• Wellbeing team</li> <li>• Head of Faculty notified</li> </ul>	Restorative meeting between students involved, facilitated by staff. Agreement reached to repair harm and restore relationships

<p><b>Level 3</b> Serious, regular disruptive or unsafe Behaviour</p>	<p><b>Tier 3</b> Intensive Support</p>	<ul style="list-style-type: none"> <li>• All forms of bullying including cyberbullying</li> <li>• Serious intimidation or harassment</li> <li>• Threatening the safety or wellbeing of others</li> <li>• Repeated serious disruption of learning</li> <li>• Leaving school grounds without permission</li> <li>• Ongoing refusal to follow school expectations</li> <li>• Aggressive or unsafe behaviour</li> <li>• Verbal abuse or offensive language</li> <li>• Intentional damage to property</li> </ul>	<ul style="list-style-type: none"> <li>• Incident report recorded</li> <li>• Written behaviour reflection (Appendix B)</li> <li>• Parents/caregivers contacted</li> <li>• Development of behaviour support plan</li> <li>• Behaviour contract developed with student and family</li> <li>• Daily check-ins or monitoring of agreements</li> <li>• Investigation of incident</li> <li>• Suspension where appropriate</li> <li>• Re-entry meeting following suspension</li> <li>• Documentation recorded in learning management system</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Faculty</li> <li>• Wellbeing team</li> </ul>	<p>Restorative conference involving affected parties where appropriate, supporting accountability, repair of harm and agreed commitments moving forward</p>
<p><b>Level 4</b> Critical Behaviour</p>	<p><b>Tier 3</b> Intensive Support</p>	<ul style="list-style-type: none"> <li>• Physical violence</li> <li>• Serious verbal assault or threats</li> <li>• Possession or use of prohibited substances or objects</li> <li>• Severe bullying including physical, psychological or cyber forms</li> <li>• Behaviour presenting immediate danger to others</li> <li>• Persistent serious behaviour despite previous interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Incident report recorded</li> <li>• Immediate investigation</li> <li>• Parent/caregiver meeting</li> <li>• Suspension</li> <li>• Expulsion where necessary</li> <li>• Documentation recorded in learning management system</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Faculty</li> <li>• Principal</li> </ul>	<p>Restorative process implemented where appropriate following resolution and when safety and wellbeing of those involved can be supported</p>

# Suspension and Expulsion Process

The Principal (or delegate) has the authority to suspend or expel a student in accordance with the school's procedures.

## Process Steps

STEP	ACTION
1	Head of Faculty notified of serious behaviour incident involving a student (Level 3 or above)
2	Parents/Carers are informed (if not already)
3	Head of Faculty interviews student (with a support person if required) and notifies student of allegation, providing the student with the opportunity to respond to the allegation.
4	Head of Faculty gathers information and keeps a record of all information gathered from staff or students as appropriate.
5	All the information is given to the Principal to decide whether the incident is serious enough to warrant suspension or expulsion.

## Step 6 - Suspension Decision

IF	THEN
Principal and Head of Faculty determine the incident does not warrant suspension or expulsion	Parents/Carers are informed of this decision verbally and in writing in relation to the Behaviour management procedures followed.
Principal and Head of Faculty determine the incident warrants suspension see point 7 or expulsion see point 8	<p>Head of Faculty contacts Parents/Carers and notifies them of preliminary decision to suspend the student.</p> <p>Principal or Head of Faculty informs the student of the preliminary decision.</p> <p>Principal provides Parents/Carers with a letter outlining details of the incident, the preliminary decision and offering an opportunity to request a review of the decision.</p>

### Step 7 – Suspension Types

IF	THEN
<p>The student is given an in-school suspension</p>	<ul style="list-style-type: none"> <li>• Class teachers are notified.</li> <li>• The student attends school for the period of detention.</li> <li>• The student is separated from other students and provided with other work to do.</li> <li>• The student is asked to reflect on the behaviour and incident leading to the suspension.</li> <li>• The student must meet with the Head of Faculty and class teacher/guardian prior to return to normal classes to discuss the behaviour and any reflections.</li> <li>• The student may be placed on a behaviour contract.</li> <li>• The student may be asked to undertake restorative action at the discretion of the Head of Faculty.</li> <li>• A record of suspension is placed on the student’s file.</li> <li>• If this is the student’s third suspension in a year, the process for expulsion may begin as per Step 1 above.</li> </ul>
<p>The student is given an at home suspension</p>	<ul style="list-style-type: none"> <li>• Head of Faculty notifies the Class teacher.</li> <li>• The student must stay home for the period of suspension. Duty of Care for the student rests with the Parents/Carers for this period.</li> <li>• The student must meet with the Head of Faculty and class teacher/guardian prior to return to normal classes to discuss the behaviour and any reflections.</li> <li>• The student may be placed on a behaviour contract.</li> <li>• The student may be asked to see a member of the Student Welfare Team.</li> <li>• The student may be asked to undertake restorative action at the discretion of the Head of Faculty.</li> <li>• A record of suspension will be placed on the student’s file.</li> <li>• If this is the student’s third suspension in a year, the process for expulsion may begin as per Step 1 above.</li> </ul>

### Step 8 – Expulsion

IF	THEN
<p>If the Principal decides expulsion is warranted</p>	<ul style="list-style-type: none"> <li>• The Principal notifies the parents as soon as possible</li> <li>• The student is given the opportunity to pick up any personal belongings from the school and return any resources/school property.</li> <li>• Administration staff processes the termination of enrolment.</li> <li>• All fees and charges become immediately payable; final statement is sent to the Parents/Carers.</li> <li>• A record of expulsion is placed on the student’s file and the school’s enrolment register.</li> </ul>

<p>Parents/Carers request a review of the preliminary decision</p>	<ul style="list-style-type: none"> <li>• Parents/Carers make a written application for a review to the Principal and submit any information they want to consider during the review process.</li> <li>• Alternatively, Parents/Carers may also wish to withdraw their students from the school. The school reserves the right to terminate the enrolment however; following the procedures below.</li> <li>• The Principal considers the information provided by the parents and reviews the decision.</li> <li>• The Principal may seek advice from staff or College.</li> <li>• The Principal either confirms the preliminary decision as a final decision or amends the preliminary decision based on the additional information provided.</li> <li>• Principal notifies the Parents/Carers of the outcome of the review.</li> </ul>
<p>Parents/Carers do not request a review of the decision</p>	<ul style="list-style-type: none"> <li>• The Principal notifies the parents as soon as possible</li> <li>• Alternatively, Parents/Carers may also wish to withdraw their students from the school. The student is given the opportunity to pick up any personal belongings from the school and return any resources/school property.</li> <li>• Administration staff processes the termination of enrolment.</li> <li>• All fees and charges become immediately payable; final statement is sent to the Parents/Carers.</li> <li>• A record of expulsion is placed on the student's file and the school's enrolment register.</li> </ul>

# Appendix A - Strategies for behaviour management

## Utilising the practice of restorative justice

Questions for those who have caused harm- physically, verbally, emotionally:

- *'What happened?'*
- *'What were you thinking at the time?' 'What have you thought about since?'*
- *'Who has been affected by what you did?'*
- *'In what way?'*
- *'What do you think you need to do to make things right?'*

Questions for those who have suffered harm:

- *'What did you think when you realised what had happened?'*
- *'What impact has this incident had on you and others?'*
- *'What has been the hardest thing for you?'*
- *'What do you think needs to happen to make things right?'*

# Behaviour De-escalation and Physical Intervention

## Basic De-escalation Strategies

Staff should use the following strategies to defuse situations and prevent escalation of behaviour.

### 1. Avoid Escalating the Situation

Avoid behaviours that may intensify the student's response, including:

- shouting
- cornering the student
- entering the student's personal space
- touching or grabbing the student
- sudden or aggressive responses
- sarcasm
- defensive reactions
- communicating anger or frustration through tone or body language.

### 2. Maintain Calmness, Respect and Professional Detachment

Model the behaviour expected from students.

- remain calm and composed
- use a measured and serious tone
- choose language carefully
- avoid humiliating or confronting the student publicly
- remain matter of fact and avoid emotional reactions.

### 3. Approach the Student in a Non-Threatening Manner

When addressing behaviour:

- move slowly and deliberately
- speak privately with the student where possible
- communicate calmly and respectfully
- minimise gestures and body language
- maintain an appropriate distance

- position yourself at eye level where possible
- keep communication brief and focused
- acknowledge cooperation
- withdraw and seek support if the situation escalates.

#### 4. Follow Through

If the student begins to display appropriate behaviour:

- briefly acknowledge the positive choice
- redirect attention back to the learning activity.

If the behaviour continues:

- remind the student of the expected behaviour
- clearly identify the consequences of continued unacceptable behaviour.

#### 5. Debrief

After the situation has settled, support the student to reflect on the incident by:

- identifying the sequence of events leading to the behaviour
- recognising decision points during the incident
- evaluating the choices that were made
- identifying more appropriate responses for future situations.

#### Physical Intervention

Staff may use physical intervention as a last resort, when all reasonable non-physical strategies have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate risk of harm to themselves or others.

Physical intervention may be necessary to ensure the school fulfils its duty of care to protect students and staff from foreseeable risk of injury. Any intervention must involve reasonable force, used solely to prevent harm.

Physical intervention may include:

- placing oneself between students

- blocking a student's path
- leading a student by the hand or arm
- guiding or shepherding a student away from danger
- removing potentially dangerous objects
- in extreme circumstances, using controlled restraint.

### Important Principles

All staff must understand that:

- physical intervention must never be used as punishment
- physical intervention must not be used when a less restrictive response would effectively resolve the situation
- the purpose of intervention is to ensure safety, not to discipline the student.

### Situations Where Physical Intervention Must Not Be Used

Physical intervention must not be used solely in response to:

- property damage
- disruption to lessons
- refusal to comply with instructions
- verbal threats
- leaving the classroom or school grounds

unless the student's behaviour creates a clear and immediate risk to their safety or the safety of others.

### Requirements for Physical Intervention

Any physical intervention must:

- be reasonable in the circumstances
- be proportionate to the seriousness of the situation
- involve the minimum force necessary
- consider the student's age, size, disability, understanding and gender.

## Restorative Follow-Up

Following any incident involving physical intervention, the school will work with the student to restore relationships and support the development of more appropriate ways of responding to challenging situations. This may involve reflection, restorative conversations, or other processes that help the student understand the impact of their actions and rebuild trust within the school community.

## Appendix B - Behaviour Reflection Form

Student's name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher to complete:

*What happened?*

Student to complete:

*What happened?*

*What were your reasons?*

*Who did your actions effect?*

*What could you have done differently?*

*If you saw another student acting in this way, what would you say to them?*

*How can you make amends for this action?*

*What commitments will you make moving forward?*

# Appendix C - Behaviour Agreement

Behaviour Contract for \_\_\_\_\_ from Class \_\_\_\_\_

Date \_\_\_\_\_

*Behaviour I have agreed to work on and change:*

What I need to *stop* doing:

What I need to *start* doing:

How my teachers will support me:

Signed by

Student		Date:
Head of Faculty		Date:
Parent		Date:

## Incident/ Accident Report

Who was involved?

Student

Staff

Visitor

First Name:

Surname:

Class:

Reporting Person:

Witness/s:

Additional Pages Attached?

Yes

No

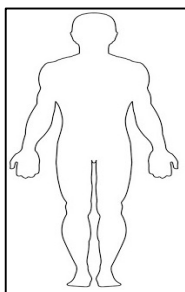
Date of incident/ accident:

Time of incident/ accident:

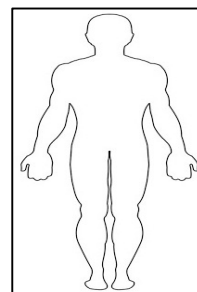
Location of incident/ accident:

Description of incident/ accident and what happened:

Mark with an X the location of the injury (if relevant):



(R)      Front      (L)



(L)      Back      (R)

Medical Assistance?

Yes

No

Details of treatment given:

Parent/ Caregiver advised?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Parent/ Caregiver name:				
Reaction/ Response:				

Could the incident/accident have been prevented?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Details:				

Was the accident due to faulty equipment?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Details:				

Has this been brought to the attention of WH&S person?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Details:				

Any further comments, notes, recommendations, actions:				
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Signature:	Date:
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**To be completed by Head of Faculty**

Follow up needed/ action taken:
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Signature:	Date:
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**This form is to be scanned. *Digital copy* into student's file in Zunia and the *original* to the Principal to be filed in the Behaviour Management Folder.**