Behaviour Support Policy

Policy No:	2.1	Version: 6	August 2025
Responsibility:	School Chair	Scheduled Review Date:	June 2028

1.0 Purpose

The purpose of this policy is to guide the creation and maintenance of a safe and respectful learning environment through age-appropriate behaviour and discipline.

2.0 Policy Statement

It is our intention to provide a safe and respectful place of learning for all students, staff and parents. With this in mind, this Policy should be read in consultation with the overarching ***Tarremah Community Framework***, which details the important connections between the various policies which relate to interactions between all members of the school community – students, staff and parents. The ***Guide for Responding to Inappropriate Behaviour*** offers teachers and parents further detail of the School's expectations for providing a safe nurturing learning environment.

We respect the individuality of each student by nurturing them and providing them with clear boundaries. We endeavour to develop inclusive, responsible behaviours and resilience in students by seeking prompt resolution of conflict and by exploring all avenues of reconciliation available. When exploring the most appropriate resolution the impact of a student's behaviour on others will be the School's primary concern.

At Tarremah, students spend most of the day with the same group of students subjecting them to intense social relations which can, at times, be more challenging to navigate than in most other schools. These relationships, when healthy and trusting, are one of the great strengths of Steiner education. With this in mind, we strive to support students to develop an understanding for the unique gifts and inevitable shortcomings of others.

Tarremah is committed to maintaining an environment where all students and staff feel safe, free from fear of verbal, physical or emotional attack or intimidation. The impact of a student's behaviour on others will be the School's primary concern.

3.0 Policy Elements

- Overview
- Implementation in ECC
- Implementation in Primary School
- Implementation in Secondary School

4.0 Overview

Students are expected to learn to take responsibility for their behaviours. Where their behaviours have been found to be in breach of our *Positive Behaviour Expectation*, it is the student's responsibility to demonstrate a willingness and ability to swiftly improve those behaviours.

Our youngest students and students with a disability may have a limited ability to recognise the impact of their behaviour. They might also find it difficult to change behaviour. **Where there is no risk to the safety and wellbeing of other students and staff**, it is expected that the policy should be differentiated in line with our understanding of a student's intent in a particular situation.

Learning from one's mistakes is a crucial part of childhood development. We must step into this space with the best intent to help develop the empathy each community requires.

Our students are learning to become responsible for their own behaviour. Therefore, in the name of clear instruction, the parents, carers and our school share a responsibility in responding to the unacceptable behaviour of our students. Parents and carers have a responsibility to work with the School in accordance with this policy and play a key role in supporting their child to behave respectfully.

Students who repeatedly present inappropriate behaviour and are resistant to other strategies, or present with aggressive or dangerous behaviour may need to be removed from the situation. Removal may require parents coming to school during the day to pick up a child to help them co-regulate.

Tarremah uses restorative practices and principles to support our students to reflect on their behaviour, build and repair affected relationships, and to address unacceptable behaviour between students that occurs at school. We also recognise that we may need to address behaviours that have occurred outside of school if it is apparent that they are impacting upon students' time at school.

4.1 Implementation in the Early Childhood Centre

In their early years students learn through immersion and imitation, and through *doing*. Verbal admonitions are considered mostly ineffective and even be detrimental to the student's development. Boundaries are set through positive role modelling and good example, as well as the rhythm and routines of the day.

In the Early Childhood Centre the emphasis is on facilitating the students to develop positive behaviours. As such the students must be given the opportunity to resolve their own conflicts and learn crucial skills like compromising and negotiating towards an agreement. When this is unsuccessful staff ensure early intervention to avoid inappropriate behaviours escalating.

4.2 Implementation in the Primary School

During the primary years the Class Teacher works to build a cohesive class community based on cooperation and mutual respect between students, and between student and teacher. During these years the students slowly develop a greater sense of themselves and their impact on others. As such, an increasing ability to recognise and make amends for the impact of inappropriate behaviour. We also recognise that they are not yet able to understand all adult concepts, so we are conscious to be circumspect in considering a student's actions and intentions.

4.3 Implementation in the Secondary School

In the Secondary School Class Teachers/Guardians, aided by Teacher Assistants and the Faculty, work with the increased sense of self-identity and growing maturity of the adolescent students. The

teachers strive to further develop the cohesive class community based on an increased understanding of the need for cooperation and mutual respect. There is an increased expectation that student self-regulation and correction can avoid the need for adult intervention. Teachers will intervene when this process breaks down, or where individuals are not yet skilled in its implementation. It is expected that such intervention would enable a student to make amends for the impact of inappropriate behaviour, however where the impact is more significant, separation may require parents to become actively involved, collecting their child at short notice, during the school day.

5.0 Responsibilities

- Teachers and Support Staff
- Behaviour Support Committees
- School Executive
- School Chair

6.0 Related Documents

- *Guide for Responding to Inappropriate Behaviour*
- The overarching *Tarremah Community Framework*
- Bullying Prevention and Intervention Policy
- Performance and Conduct Management Policy
- Code of Conduct for Employees Policy
- Parent Community Code of Conduct Policy
- Complaints Management Policy
- Student Issues Resolution Process
- Parent and Community Issues Resolution Process
- Staff Issues Resolution Process
- Confidential and Privacy Policy

7.0 References/Legislation

- *Tasmania's Anti-Discrimination Act 1998 (Tas)*
- Students, Young Persons and Their Families Act 1997
- Ministerial Instruction No. 7 For Eliminating or Ameliorating Risks to Health and Safety of Persons at School
- Work Health and Safety Act 2012
- Disability Discrimination Act 1992

8.0 Contact Point

- Class Teachers and Guardians
- School Chair

9.0 Authorisation

Executive: Council:

Name:

Date: