



Behaviour Management Policy 2026

Version No.	Date Review Due	Approved and Date Published	Changes Made	Author of Changes
2.	2028	April 2026	Clarify scope and responsibility	JM

INTRODUCTION AND PURPOSE

Yallingup Steiner School operates as an educational facility for kindergarten and primary aged students and abides by all regulated health and safety guidelines for Western Australian schools, including the National Principles for Child Safe Organisations. As a member of Steiner Education Australia, the School observes the National principles for Steiner Education and child development considerations outlined by Rudolf Steiner, as they apply to Curriculum content and to students' capacity for behaviour regulation.

Compliance with the Western Australian Non-Government Schools Registration Standard 12, 'Management of Students' Behaviour', is expected of staff and outlined below:

12.1 All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

12.2 The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined and provides clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.

12.3 The administration of permitted forms of behaviour management, discipline or punishment conforms to the rules of procedural fairness and non-discrimination.

Purpose

Yallingup Steiner School strives to provide positive behaviour management techniques that support all parties and provide safety and wellbeing to students.

The purpose of this policy is to enable the teacher to instill in students an appreciation of clear order and respect for others and to ensure a safe and caring learning environment.

Duty of Care

School authorities, schools and teachers owe a duty of care to their students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care.

The notion of reasonable care extends to ensuring that the school provides a safe environment for all students and includes the development of processes for the effective management of student behaviour.

SCOPE AND RESPONSIBILITY

This document applies to all students and staff at Yallingup Steiner School.

Responsibility for review and update lies with the School Board.

The School Executive are responsible for managing any Critical Incidents as outlined in Standard 12, 'Managing Students' Behaviour'

<https://www.education.wa.edu.au/dl/pgrvqk>

UNDERSTANDING HUMAN BEHAVIOUR

Human behaviour is generally accepted to be a complex phenomenon. The science of human behaviour has informed positive behavioural support practices that place the emphasis on teaching social and behavioural skills, rather than punitive and exclusionary policies.

The following behavioural principles or assumptions may clarify behavioural challenges:

- Behaviour is *learned* – responses to behaviour in a student's environment and the modelling of significant others all serve to reinforce the learning of specific behaviours;
- Behaviour is *purposeful* and *communicates needs* in a social environment – understanding the function of the behaviour and the unmet needs provides valuable information to inform support and therapeutic intervention plans;
- Behaviour can be *taught* and *changed*- when viewed as a skill-deficit, the lagging or yet to be developed skills, provide a focus for support (e.g. emotional regulation skills, coping skills, problem-solving skills, communication skills ...)

Additional individual, environmental and situational factors may also contribute to specific behavioural challenges.

When the various areas of need are fully understood, it is more likely that effective supports can be planned and implemented.

PROCEDURES FOR MANAGING BEHAVIOUR

Yallingup Steiner School adopts a whole school approach to behaviour management to ensure clear guidance for students.

The following procedures guide the modelling and encouragement of positive behaviour and the Management of negative behaviour:

- Positive and respectful behaviour will be modelled by staff at all times;
- Children will be given the opportunity to interact positively in a variety of contexts within the supervised instruction times and day to day activity of the school;
- A strengths-based approach to behaviour management is taken by staff;
- The School applies Restorative Practice principles to manage conflict between students. The foundation of the procedural steps is the idea that everyone is inherently worthy and that our relationships with one another are what matter most.
<https://www.aarj.org.au/restorative-practices/schools/>
- All Staff may access the training necessary to ensure a working understanding of the principles of Restorative Practice.;
- Early intervention is encouraged if teachers become aware of any factors that may affect a student's capacity for positive interaction with others and the following embedded services may be utilised:

- Learning Support;
- College Child Study;
- Education Facilitator support
- Ongoing behavioural concerns will warrant a Documented Plan which will be implemented in consultation with parents alongside school staff.
- Where appropriate the school may suggest allied health services to assist with long term behaviour management solutions. Eg. Psychologist, Occupational Therapist, Speech Therapist.
- Serious behavioural incidents involving a threat to the wellbeing of another or oneself will be documented in the school's Incident Reports Folder stored in the front office and reported to Education Facilitator and/or the School Executive.
- Any behavioural incident deemed to be a Reportable Incident as outlined by Registration Standard 7 – Emergency and Critical Incidents, will be reported to the Department of Education in accordance with the Registration Standards for Non-Government Schools.

Students will be provided with:

- A *Code of Conduct* and appropriate discussion of the expectations for their behaviour.
- *Personalised adjustments* based on individual student needs.

Parents and carers will be provided with:

- *Communication* that informs them of the school's approach to behaviour management, so that consistency may be attained at home, for the benefit of students.

Information may be disseminated via;

- Parent Handbook
- Parent Meetings
- Newsletters
- Website

Withdrawal of Students from School Activities

Withdrawal of students from school activities is a planned strategy employed by Yallingup Steiner School when student behaviour is repeatedly disruptive or dangerous. Withdrawal will involve consultation between the class teacher and the School Executive.

This is a different strategy from short-term withdrawal, such as moving a student to another class, which may form part of a teacher's classroom management strategies. Withdrawing a student from school activities is a strategy that may be used for the following reasons:

- to provide a student, who is exhibiting disruptive behaviour, with the opportunity to calm down and reflect;
- to provide a safe place for a student;
- to provide an opportunity to negotiate and plan behaviour management strategies;
- to provide an opportunity to clearly communicate with student(s) in question;
- to provide an opportunity for restorative processes to be implemented and/or
- to avoid putting others at risk, (eg. on excursions and camps), in consideration of the safety of other students, staff and others.

Staff will ensure that students who are the subject of a withdrawal are provided with the opportunity to complete assignments and assessments to fulfil course requirements. Decisions regarding location, supervision and the duration will take into consideration the developmental stage of the student and the potential emotional, academic and social impact, of the withdrawal, on the student.

The safety of all students will remain a priority.

Safety Restraint

Physical Restraint of students is not a technique routinely employed for managing student behaviour at Yallingup Steiner School.

If an individual student's documented planning indicates a potential need for physical restraint to maintain safety, the relevant staff must undergo approved training. (See Attachment 1. *Related Resources*, for details regarding approved programmes for positive handling strategies for responding to and handling challenging behaviours.) Physical Restraint is viewed as a last resort to be considered only when alternatives have failed or are deemed inappropriate.

Yallingup Steiner School observes regulation 38 of the [School Education Regulations 2000](#), which states that school staff, under certain conditions, may take action including physical contact with a student or a student's property as is reasonable to:

- manage or care for a student; or
- maintain or re-establish order; or
- prevent or restrain a person,
 - i. to prevent at risk the safety of any person; or
 - ii. from damaging any property.

Response to Major Breaches of the Student Code of Conduct

Suspension of a student from school may occur when a student breaches the Student Code of Conduct.

Planning for the student's return in consultation with parents will occur during the suspension period and before the student's return to school.

See :

[School Education Act 1999 \(WA\)](#) Part 3 Div.5 s.90 pp77-78 ;
[School Education Regulations 2000](#) Part 3 Div.5, Subdiv.2: r.43-46 pp28-31.

RELATED DOCUMENTS

- National Principles for Child Safe Organisations
- Child Safety and Wellbeing Policy
- Staff and Volunteer Code of Conduct
- Student Code of Conduct
- Parent Code of Conduct
- Grievance Policy
- Excursions and Camps Policy
- Bullying Prevention Policy

