

SCHOOL-WIDE BEHAVIOUR SUPPORT POLICY

Purpose:	<p>At Cairns Hinterland Steiner School (CHSS), we promote safe, supportive and orderly learning environments to ensure all students can participate in and gain positive outcomes from schooling.</p> <p>This Policy aims to guide practices at the Cairns Hinterland Steiner School (CHSS) that encourage responsible, respectful and positive behaviours for students in the context of a school shaped by Steiner education’s anthroposophical approach, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.</p> <p>CHSS understands and meets legislative obligations to maintain good order and management of the school and provide access to education to ensure all students can participate in and gain positive outcomes from schooling.</p>
Scope:	Students, parents, leadership, and employees, including full-time, part-time and casual employees, as well as volunteers and people undertaking work experience or vocational placements.

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Status:	RATIFIED	Date Ratified:	27 April 2026
Review Date:	Annually	Supersedes:	School-Wide Behaviour Support Policy 2023 School-Wide Behaviour Support Procedure
Authorised by:	Board Chair	Next Review Date:	April 2027
Policy Owner:	School Governing Body (Cairns Rudolf Steiner School Ltd)		

References:	<ul style="list-style-type: none"> <input type="checkbox"/> Education (General Provisions) Act 2006 (Qld) <input type="checkbox"/> Education (General Provisions) Act 2013 <input type="checkbox"/> Education (General Provisions) Regulation 2013 <input type="checkbox"/> Anti-Discrimination Act 1991 <input type="checkbox"/> Disability Standards for Education 2005 <input type="checkbox"/> Commission for Children and Young People and Child Guardian Act 2000 <input type="checkbox"/> Privacy Act 1988 (Cth) <input type="checkbox"/> Anti-Discrimination Act 1991 (Qld) <input type="checkbox"/> Australian Human Rights Commission Act 1986 (Cth) <input type="checkbox"/> Sex Discrimination Act 1984 (Cth) <input type="checkbox"/> Age Discrimination Act 2004 (Cth) <input type="checkbox"/> Disability Discrimination Act 1992 (Cth) <input type="checkbox"/> Racial Discrimination Act 1975 (Cth) <input type="checkbox"/> Child Safe Organisations Act 2024 (Qld) <input type="checkbox"/> Child Safe Organisations Queensland Family and Child Commission <input type="checkbox"/> CHSS Student Safety and Wellbeing Polic
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	<ul style="list-style-type: none"> <input type="checkbox"/> <i>CHSS Responsible Behaviour Procedure</i> <input type="checkbox"/> <i>CHSS Anti-Bullying Policy</i> <input type="checkbox"/> <i>CHSS Workplace Health and Safety Policy</i> <input type="checkbox"/> <i>CHSS Restrictive Practices Procedure</i> <input type="checkbox"/> <i>Cairns Hinterland Steiner School Child Protection Policy</i> <input type="checkbox"/> <i>Cairns Hinterland Steiner School Child Risk Management Strategy</i> <input type="checkbox"/> <i>Cairns Hinterland Steiner School Student Anti-Bullying Policy</i> <input type="checkbox"/> <i>Cairns Hinterland Steiner School Student Anti-Bullying Procedure</i> <input type="checkbox"/> <i>Cairns Hinterland Steiner School Wide Behaviour Support Policy</i> <input type="checkbox"/> <i>Cairns Hinterland Steiner School High School Student Agreement</i> <input type="checkbox"/> <i>Cairns Hinterland Complaints Resolution Policy</i> <input type="checkbox"/> <i>Cairns Hinterland Complaints Resolution Procedure</i>
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Policy Statement

This Policy aims to guide practices at the Cairns Hinterland Steiner School (CHSS) that encourage responsible, respectful and positive behaviours for students, and staff in the context of a school shaped by Steiner education’s anthroposophical approach, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

For children to develop in a healthy way there needs to be a steady and progressive movement of authority from outer to inner. There is initially, with young children, a need for consistent, positive and gentle guidance from adults who can model loving authority steeped in personal discipline. Gradually, children are expected to develop self-discipline and to take increasing responsibility for their own behaviour and actions. Staff at Cairns Hinterland Steiner School support and encourage this process through age-appropriate behaviour support techniques used at different stages of children's development.

CHSS is committed to providing a safe, supportive and orderly learning and working environment for students and staff.

Scope and Responsibilities

The Head of School is responsible for ensuring adherence to this Policy and its related documents.

All stakeholders (students, parents/guardians and staff) are responsible for their participation in, engagement and understanding of this Policy.

This Policy applies to all members of the school community at all times:

- in the performance of school-related duties
- during school activities and at school related events (whether convened at the school or not and whether convened during usual school hours or not);
- when their association with the School is identifiable (for example, while using Facebook from a personal computer if the School or School personnel are named or identifiable in the post or the thread); and
- when their conduct or performance may reflect upon, be associated with or in any way affect the values; integrity or reputation of the School, School personnel, School students, or the public's perception of or confidence in the School, School personnel or School students.

School Approach

Our school values proactive practices that support positive student behaviour. By establishing and maintaining clear expectations, rhythms and routines, we guide students towards positive and productive choices. Whole-school practices involving students, staff and parents are embedded in the rhythm of school life. When expectations are not met, we use a range of age-appropriate responses, viewing each incident as an opportunity for learning, growth and the restoration of relationships. At times, this may include disciplinary consequences proportionate to the nature of the incident.

Guiding Principles

The encouragement and support of positive relationships at CHSS recognises four (4) key principles:

1. All members of the school community share some common rights and responsibilities.
2. Behaviour is to be understood in the context in which it occurs and is a form of communication.
3. Conflict is seen as an opportunity for learning and personal growth for everyone involved.
4. Preferred strategies/approaches should reflect and support the school values, Steiner education, and the school's commitment to fostering a safe, supportive and orderly environment.

These principles inform practice by promoting positive behaviour, understanding the context of behaviour, preventing and minimising behavioural concerns and generating effective and appropriate solutions.

Members of the school community can expect:

- to be treated respectfully, courteously and justly;
- to learn, play, interact and work in a quality environment;
- open communication and respectful relationships between peers, staff and parents; and
- to be involved in or support the full Steiner educational program.

Accompanying all rights are responsibilities. Students, staff and parents have the responsibility to:

- be respectful, courteous and just to others and to respect property;
- contribute to a co-operative, supportive, clean and safe environment for all;
- communicate openly and seek to build and maintain respectful relationships with peers, parents and staff;
- actively support all school expectations, procedures and processes;
- make the most of and support the opportunities offered by the school; and
- know and uphold behaviour expectations.

Processes

Stage 1: Establishing Expectations

Behavioural expectations for students are clear and explicitly defined, at age-appropriate levels, to promote desired behaviours and standards and protect the rights of individuals.

This includes expectations in the areas of:

1. Personal presentation
2. Behaviour
3. Language & communication
4. Leadership & involvement
5. Preparedness/punctuality
6. Engagement in learning
7. Quality of Work
8. Homework/Assignments – (Class 5 upwards)
9. Health & Safety

Stage 2: Restorative Practice

At CHSS restorative responses to student behaviour are framed by a series of questions directed at the person/persons 'harmed' or affected and the person/persons 'responsible'. These questions are designed to encourage the person/persons responsible to reflect on their actions, identify the harm done to others and consider reparative actions. The person 'harmed' is given the opportunity to voice how they have been affected by the wrongdoer's actions and what they would like to see happen to repair the situation.

Restorative practice encourages an individual to appreciate the consequences of their actions for others, enables the individual to make amends where their actions have harmed others, requires the individual to be accountable for their actions, and encourages respect for all concerned.

Stage 3: Responsible Behaviour Procedure

The CHSS Responsible Behaviour Procedure is a procedural document for staff that identifies categories of behaviour that does not meet expectations and provides guidelines for possible staff responses and student outcomes, including disciplinary actions.