

Behaviour Support Policy

At Suttontown Primary School our core values of Respect, Resilience and Doing your Best are embedded across all curriculum areas and contexts within our learning environment.

It is an expectation within our staff and student community that we maintain our core values and provide consistent and effective feedback in relation to our standards within our behaviour policy.

As a collective community we are responsible for how the positive impact of our individual behaviour impacts ourselves and others within our learning environment.

This document outlines the processes that we implement in order to support positive behaviours across our school community. All community members should be familiar with the information within this document and will play an active role in modelling our core values.

Queries in relation to supporting student behaviour in the first instance should be discussed with the classroom teacher or Principal.

Suttontown Primary School's behaviour support policy guides:

- The positive behaviour of children and young people that reflects our core values.
- How staff, parents and carers are able to support positive behaviour.
- Inclusion of children and young people within all contexts of our school environment.

Suttontown Primary School's policy aligns with the Department for Education behaviour support policy.

Children and young people's behaviour's fall along a continuum meaning behaviour can range from safe to unsafe. At Suttontown Primary School we use consistent and common language within the classroom and the playground that enables all students to respond to and reflect on their behaviour.

Student voice is present at the beginning of each year when we create class values reflecting positive behaviour and how we make them visible within the individual learning spaces reflective of the age and level of understanding.



Range of behaviours

- Positive, inclusive and respectful behaviours.
 - Developmentally appropriate boundary testing. This behaviour can interrupt learning but can be redirected.
 - Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts learning and needs consistent guidance and support.
 - Complex and unsafe behaviour which can place children, their peers and others in danger.
- All along the continuum, the policy and practice approach is proactive, consistent, responsive and tailored to the child or young person's needs.

How we implement the department's policy.

We will support and implement the Departments policy demonstrating the safe inclusion of children and young people in learning with these actions.

Promote

We will promote, model and support productive and positive behaviour.
Regularly discuss and display behavioural expectations within classrooms and our website.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

- Create predictable structures and routines in the learning environment. This guides children and young people's in how to positively participate in learning.
- Teach children and young people self-awareness, self-management, social awareness and social management.

Intervene

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.
Staff will use proactive strategies to assist children to self-regulate or co-regulate to prevent behaviours of concern.





Work with others

We will work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviour. We will use these interactions and our knowledge with these people to support positive behaviour change.

- Value and incorporate children and young people's perspectives when developing behaviour supports.
- Engage children, young people and families to understand possible reasons for behaviour.
- Use a team approach to assist the management, coordination of adjustments, assessment, planning, monitoring and review of site and individual behaviour interventions.

Respond, Repair and Restore Relationships

We will respond to behaviour visibly and fairly. Responses will assist the development of confidence and trust.

- Use a restorative practice conversation.

This enables us to:

- Investigate concerns about behavioural incidents.
- Understand the nature of the incident and the experience of the incident by those involved.
- Apply accepted and evidence-based behaviour responses.
- Tailor a strategy or plan that reflects children or young people's circumstances.
- Use appropriate adjustments for children with disability or additional needs, children in care and Aboriginal children.
- Document planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans.
- When required children and young people will have the opportunity to repair and restore relationships with restorative conversations with staff and involved parties when appropriate with consent from all parties in a safe and respectful manner.

Create safety and wellbeing

We will create safety and wellbeing for people involved in behaviour incidents.

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service. Responses might include conversations with parents and carers of those involved in or affected by the immediate behaviour.





Behaviours of concern:

At Suttontown Primary School we consider the following interactions, incidents or behaviours actions of concern:

- Challenging, complex or unsafe behaviours
- Are more serious, happen more often or last a long time
- Significantly interrupt learning for the individual child, peers or staff
- Could put the child, staff or others in danger
- Need consistent guidance and support.

Behaviours that disrupt learning or safety will immediately receive a response that considers:

- The needs of the child or young person with behaviours of concern
- Other people's rights to learning and safety.

How we respond to behaviours of concern:

Educator responses

- Provide quality differentiated teaching practice. This ensures that we meet each child and young person's learning styles and needs. For example, the teacher plans ahead to clearly teach values, safe and inclusive behaviours.
- Create plans across the site and with parents, caregivers and external support services if required.
- Provide time and space for students to self-regulate with appropriate strategies, resources, support and supervision. These strategies might include sitting or talking quietly, using calming regulation activities (for example breathing and yoga) or physical activity (running, playground or heavy break work)
- Redirect behaviours of concern. Discuss name and describe behaviours to demonstrate students understand and develop awareness as to how their behaviour is impacting their learning and the learning or teaching of others.
- Redirect and encourage students to maintain the preferred behaviour.
- Offer students adjusted positive participation opportunities with flexible learning arrangements in class or at break times.
- Implement consequences for unacceptable behaviour – using all steps of the process Rethink, Redirection, Class Time Out, Buddy Class, Admin time out and Restorative Conferences

Leader responses

- Monitor and respond to concerning behaviour both on and off site that impact relationships involving students.
- Consider the use of suspension and exclusion from school to support safety in order to reduce danger.
- Report criminal offences to the police.
- Work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.

Department level responses

- If necessary negotiate other learning options away from school to ensure the school community is safe.
- Support staff and local leadership in how they respond to a child or young person.



Responding to Behaviour

Step 1:

- Verbal Reminder
- Using all steps of the process rethink and redirection.

Step 2:

- Class consequence : students who choose to continue to disregard a school or classroom rule a class consequence will be applied. This could include making up work within work times supervised by the relevant educator.

Step 3:

- Time out of class : Students who continue to behave inappropriately will be sent to buddy time out with work to complete.

Step 4:

- For severe behaviours (violence or threatened violence, bullying, dangerous or unsafe incidents) where steps 1-3 have been surpassed the following consequences determined by Department policies and protocols may be applied.
 - Admin Time Out
 - Take Home
 - Suspension

Rights and Responsibilities

Students have the right to:

- An education
- Learn in an engaging and respectful environment.
- Work and play in a safe, secure and clean environment.
- seek help from adults to intervene.
- Respect, courtesy and honesty.

Students are responsible for::

- Ensuring they are ready to learn.
- Taking ownership of their learning.
- Their behaviour being respectful and safe toward themselves and others.
- Ensuring they are punctual and ready to learn.
- Ensuring their behaviour is not to the learning of others.
- Showing respect and courtesy to others.

Staff have the right to:

- Work in a respectful, courteous and safe environment.
- Cooperative and supportive staff and parent relationships.
- Teach in an inclusive, engaging and purposeful environment.
- Work in a clean and secure environment.

Staff are responsible for:

- Modelling professional, respectful, courteous and honest behaviour.
- Ensuring a safe, tidy and secure environment.
- Establishing and maintaining positive relationships with students, families and colleagues.
- Maintaining confidentiality in discretionary matters.
- Reporting progress to families and carers.

Parents have the right to:

- Respect, courtesy and honesty.
- Be informed of policies, procedures and decisions affecting their child.
- Be informed of academic progress.
- Accessing appropriate education for their child.
- Be informed in an appropriate forum on matters relating to their child's education.

Parents are responsible for::

- Modelling respectful and courteous behaviour on the school site.
- Support the school in providing an appropriate education for all children.
- Attend meetings in regards to their child's learning.
- Provide physical and emotional environments that foster their children's learning and well being.