

Behaviour Support Policy

Ardtornish Primary School's behaviour support policy guides:

- the behaviour we expect of children and young people
- how staff, parents and carers will support positive behaviour
- the safe inclusion of children and young people.

Ardtornish Primary's policy aligns with the Department for Education [behaviour support policy](#).

About behaviours

Children and young people's behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

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 the safe inclusion of children and young people in learning with these actions.

Promote

We will promote, model and support productive and positive behaviour.

Our actions

- Promote a school wide positive behaviour approach. We will work on this with our Governing Council, staff, children and young people, parents and carers.
- Display behavioural expectations. Share these with children, young people, parents and carers in the newsletter and on the website.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

Our actions

- 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.



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Intervene

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

Our actions

- Staff use proactive strategies to co-regulate children and young people to prevent behaviours of concern.
- Withdrawal spaces are provided for students to use as needed. These spaces are supervised by an educator. The educator supports children and young people to feel safe and calm and return to their learning environment when they are ready.

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 draw on these people to support positive behaviour change.

Our actions

- Value children and young people's perspectives. Seek their ideas when developing behaviour supports.
- Engage children, young people and families to understand possible reasons for behaviour.
- Use case management and Team Around the Child approaches to coordinate, assess, plan, monitor and review behaviour interventions.

Respond

We will respond to behaviour visibly and fairly. Responses will help grow confidence and trust.

Our actions

- Tell those who raise behaviour concerns about the process to respond to the concern.
- 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 to children or young people's circumstances. Take special measures 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.

Repair and restore relationships

We will repair and restore relationships harmed by behaviours of concern.

Our actions

- Children and young people who have acted inappropriately recognise the impact of their actions. They have the chance to apologise and express remorse. They have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.
- Implement restorative approaches. This includes the Method of Shared Concern or Support Group Method when appropriate.



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Create safety and wellbeing

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

Our actions

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Use suspension as a last resort strategy if immediate safety is required.
- Refer children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other support.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service. Responses might include telling parents and carers of those involved in or effected by the behaviour.

Behaviours of concern

Behaviours of concern:

- are challenging, complex or unsafe behaviours
- are more serious, happen more often or last a long time
- significantly interrupt learning for the child or others
- could put the child or others in danger
- need consistent guidance and support.

Behaviours that disrupt learning or safety will always 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

At Ardtornish Primary School we use specific responses to behaviours of concern.

Educator responses

- Provide quality differentiated teaching practice. This is a way to meet each child and young person's learning styles and needs. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Explicitly teach interoception skills. Support students to self-regulate using an interoception space, interoception activities, or both.
- Provide time and space for students to self-regulate with appropriate support and supervision. This might include sitting quietly, talking quietly, doing calming activities (for example breathing and yoga) or physical activity (for example running, shooting hoops or bouncing a ball).



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- Interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is problematic. Redirect students to the preferred behaviour. Support students to develop and practice the skills required to maintain the preferred behaviour.
- Offer students choices that allow them to stay regulated and participate. For example offering to finish their work now or during recess and to do their work sitting down or standing up.
- Use natural consequences related to the behaviour. Use them if a student is unable to engage in the preferred behaviour with support matched to the student's individual needs. For example cleaning graffiti off the wall at recess instead of going outside to play.

Leader responses

- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impact relationships at Ardtornish Primary School.
- Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.
- Report criminal offences to the police.
- Provide leadership and / or external assistance to facilitate restorative processes (including re-entry meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.

Department level responses

- Negotiate other learning options away from school to make sure the school community is safe. This is after we consider other options to reduce danger.
- Support staff and local leadership in how they respond to a child or young person.

Responsibilities

Children and young people

- Treat others with kindness, respect and inclusiveness.
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern to your teacher, co-educators or teacher on supervision duty. Behaviours can also be reported directly to the Principal or Deputy at anytime.
- Support their friends and peers to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.



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Parent and carer

- In the first instance report any child or young person's concerning or unsafe behaviour to their child's classroom teacher if the issue directly involves their child or to the school's leadership if the issue does not.
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website or in our front office.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents and carers and staff.
- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- Know about our behaviour support policy and procedure. Know how to identify and report behaviours that are concerning or unsafe.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond. Use the same messages that Ardtornish Primary School promotes.
- Make sure their children keep coming to our site while a behaviour issue is being resolved. This is in a child or young person's best interest. If you feel that your children coming to our site is not in their best interest, talk to us.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come on-site if they have the leader's written approval.



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Ardtornish Behaviour Support Processes

Update 2020-Draft

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Part 1: Behaviour Policy Overview

The following principles underpin all that we do in regard to student behaviour development:

- Students are expected to accept and acknowledge responsibility for their own behaviour and learning
- consistent expectations related to student behaviour needs to exist between educators, students and parents / caregivers which establishes a partnership of cooperation
- Students need to follow all reasonable directions given by educators.
- **Students have the right to learn, and teachers have the right to teach in an environment free from disruption caused by inappropriate behaviour.**

RESPONSIBILITIES:

Students will:

1. **Act Responsibly** so other children can learn and teachers can teach. Students accept responsibility for their behaviour choices, learn from their mistakes and work towards restoring relationships and situations
2. **Respect Others & Property** and care for themselves, their belongings, people and the school environment
3. **Follow the Instructions of Staff**
4. **Act Safely** so everyone stays emotionally and physically safe
5. **Do Their Best** and not give up in the face of challenges- display a [Growth Mindset](#)

Parents and Caregivers will:

- Know the procedures associated with the school's behaviour code (including the pamphlets 'Kids say "No" to Bullying' and the [Grievance Procedure Policy](#), [Kids Helpline](#))
- Work with and support the school on behaviour issues, including the acknowledgement and acceptance of necessary consequences
- Connect online with their classroom teacher through appropriate applications eg: Seesaw, Class Dojo, emails
- Encourage and support their children in their learning.
- [Access the school Website when necessary](#)

STUDENT BEHAVIOURS

Learning

- Come to lessons prepared
- Meet work requirements, including homework
- Endeavour to do your best
- Participate actively in the learning
- Respect the rights of people to learn & teach

Relationships

- Respect others and their rights
- Be courteous, friendly and cooperative
- Keep our school community free of any kind of violence, bullying, harassment, teasing or discrimination (including cyber bullying)

Communication

- Communicate respectfully
- Communicate in non-threatening ways
- Use positive words, ideas and appropriate language
- Students take responsibility for communication between school and home (e.g. diary, online applications, newsletters etc)

Act Safely

- Follow the yard and class protocols
- Care for own and others' safety
- Follow safety instructions given by adults
- [Stay within school boundaries.](#)
- Keep our school free of [illegal and illicit substances](#)
- Move safely in and around buildings

Respect Property

- Care for our school and keep it free of graffiti, litter and vandalism
- Tidy class and yard areas regularly
- Share school equipment equitably
- Leave personal property and toys at home unless negotiated with class teacher
- [Mobile phones/electronic devices](#) and/or smart watches are not to be used in between 8:35 am and 3:15pm

Attendance

- Be punctual and attend regularly (see [school times](#))
- After 9:00 am students must sign in at the front office
- Students must be signed out by a caregiver at the front office if leaving early.

The Principal and Educators will:

- Implement the Behaviour Policy
- Be positive, consistent (fair and firm) and clear in the application of the Behaviour Policy
- Teach and acknowledge responsible behaviour
- Focus on the behaviour as unacceptable, not the child
- Keep parents informed of student behaviour where possible or required
- Address [bullying](#) and provide students with training in anti-harassment and reporting/grievance procedures including [Wheel of choice](#)
- Engage in professional development in practices and methodologies in teaching students social skills and conflict resolution
- Support each other in maintaining a safe and secure environment
- Use focus programs, such as-What's the Buzz, Program Achieve, Zones of Regulation etc. Refer to appendix



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We Acknowledge Student Responsible Behaviour By:

- Verbal acknowledgement and recognition
- Certificates
- Assembly awards (individual or classes)
- Special leadership positions e.g. class monitors
- Stickers and stamps
- Newsletter acknowledgements
- Negotiated rewards
- Star of the Yard

Classroom Responsibilities and Procedures.

These are based on school values and jointly developed by the class teacher and the students at the beginning of each year. Responsibilities and procedures are best written in a positive way and kept to a minimum number.

Responding To Irresponsible Behaviour:

This will be dependent on the developmental stage of the child and on the frequency and severity of the behaviour.

At classroom level, it may include:

- | | |
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| <ul style="list-style-type: none"> • Redirection and support • A warning - formal reminder • Logical consequences • In-class time out • Restorative chats | <ul style="list-style-type: none"> • Time in a buddy-class (alternative setting) • Communication with parents • Involvement of Leadership |
|--|--|

Office Connection:

- Time away from others in the office area with leadership to support de-escalation, problem solving, re-entry into classroom and to organise communication with parents
- Office Connection time to be negotiated between teacher and leadership.



Dealing with more serious and/or consistent offenders (particularly Office Connection) it will be left to the discretion of the Leadership as to further consequences (eg, suspension, loss of privileges). Consultation with the classroom teacher will occur.

At a school level it may include:

- Communication with parents
- Office time-out/Rethink
- Making up time/work missed
- Apology to student/educator.
- Sit-out (or sit-out in the yard)
- Formulating a behaviour plan, de-escalation plan or diary
- Logical consequences
- Take home
- Suspension
- Internal suspension and undertaking learning tasks
- Exclusion
- Non-representation in extra-curricular activities

WHEN IRRESPONSIBLE STUDENT BEHAVIOUR IS ONGOING OR SEVERE:

A [behaviour plan](#) can be developed in line with DfE guidelines. A referral to relevant Student Support Services, e.g. to the Social Work/Truancy Officer, Behaviour Coach, Special Educator, Complex Needs Team, [SWISS Team](#)

Our discipline processes are consistent with Department for Education "[Behaviour Support Policy](#)".

A serious incident or repeated behaviours can result in immediate suspension by the Principal.



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