



## Student's Behaviour Policy based on DfE Policy

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### **Student'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.*

The school'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 promote, model and support productive and positive behaviour.**

**Our actions**

- Promote a school wide positive behaviour approach. We will work on this with our community, 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.

**We will explicitly teach positive behaviour and expectations about behaviour.**

**Our actions**

- Create structures and routines to support a positive and safe learning environment for all. Guiding and encouraging children and young people in how to positively participate in learning.
- Teach children and young people self-awareness, self-management, social awareness and social management.

**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.
- Coaching as needed is provided for children and young people to identify strategies to encourage positive behaviours. Coaching may occur in spaces located in Student Central. The Advisory teacher along with a member of the Student Wellbeing and Engagement Team will support children and young people to feel safe and calm and return to their learning environment when they are ready.

**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 involvement when developing behaviour plans and supports.
- Engage children, young people and families to understand possible reasons for behaviour and identify intervention strategies.
- Use case management and Team Around the Child approaches to coordinate, assess, plan, monitor and review behaviour interventions.

**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. Do this without disclosing personal information of the parties involved.
- Review 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.

**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.

**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 support services.
- Engage department supports when responding to serious incidents. Keep parents informed through the process.

**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**

**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.
- 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 techniques) or physical activity (for example running, shooting hoops or bouncing a ball)

- 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 with the support of an educator.
- 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, community service or working one- to -one with a teacher. This may include quiet study.

#### **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 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.
- Work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.
- Provide leadership and / or external assistance to facilitate restorative processes (including re-connection 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 the Advisory Teacher, Year Level Sub School Leader or any member of the Wellbeing and Engagement Team.
- 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.

#### **Parent and carer**

- Report any child or young person's concerning or unsafe behaviour to the Advisory Teacher, Year Level Sub School Leader, a member of the Student Engagement and Wellbeing Team / Leadership Team.
- 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.
- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online.
- 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 promotes.
- 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.