BEHAVIOUR SUPPORT POLICY

OVERVIEW:

McLaren Vale Primary School's Behaviour Support Policy prescribes how we provide:
- effective, consistent and fair behaviour support processes for all children at our school
- supports for children to learn safe and positive behaviour at school
- support for children to understand school expectations and values
- develop the personal and social capability of children to understand and exercise their rights and responsibilities so that they can fully engage with their learning environments
- the safe inclusion of all children at school.

McLaren Vale Primary School's policy aligns with the Department for Education Behaviour Support Policy (https://www.education.sa.gov.au/doc/behaviou-support-policy).

RANGE OF BEHAVIOURS:

We recognise that children's behaviour develops in the context of their environment and life experiences. Behaviour has a purpose, and in the school setting children are supported to learn safe and respectful ways to meet that purpose. Behaviour interventions focus on children's strengths, and are implemented in partnership with parents/caregivers.

Children's behaviours span a continuum, ranging from safe to unsafe, and include:
- Positive, inclusive and respectful behaviours
- Developmentally appropriate boundary testing. These behaviours can interrupt learning but can be redirected through classroom and school behavior support strategies
- Behaviours that cause greater concern due to their severity, frequency and duration. These behaviours significantly interrupt learning and require individual guidance and support
- Complex behaviours that can be unsafe for the child and others around them. These behaviours require intensive individualised interventions.

Whilst most children are able to behave in safe and respectful ways, a small number may demonstrate behaviours of concern, indicating that the child needs support to be included in the school setting.

Throughout the continuum, the approach is proactive, consistent, responsive and tailored to the child's needs. Children are most likely to behave in positive and respectful ways when they are supported by a caring adult who teaches, guides and supports the child with this. The relationship between the child and an adult who models inclusive and respectful behavior is the basis of all behaviour support.

SHARED RESPONSIBILITIES:

Staff, students and parents/caregivers all play an important role in creating safe, positive and inclusive environments at school.

Parents and caregivers contribute when they:
- Model and teach safe and respectful behaviours at home, and talk with their children about appropriate responses to unsafe behaviours
- Supervise their children's social interactions, including online
- Report concerning or unsafe behaviour to the school's leadership team or their child's classroom teacher, rather than addressing it themselves
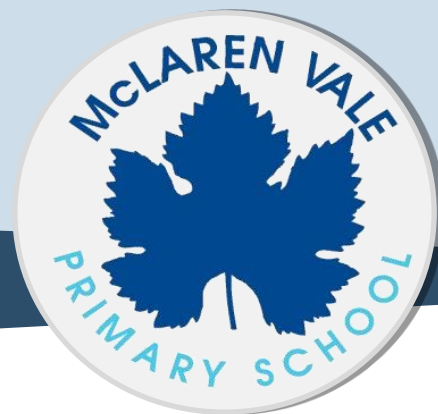
- Work collaboratively with school staff to discuss and resolve any incidents that occur
- Continue sending their children to school when a behaviour issue is being addressed, and discuss any concerns about this with school staff
- Seek external professional support for their children when needed
- Understand that due to confidentiality, we cannot share information about other children
- Support their children to be off-site during suspension, exclusion or expulsion. A child can be on-site only with the leader's written approval
- Be familiar with the school's Behaviour Support Policy and processes
- Follow the school Grievance Procedure to address concerns.

Children contribute when they:
- Behave consistently with school values, treating others with kindness, respect and inclusiveness, both in person and online
- Intervene to help when they see behaviours of concern in person or online, when it is safe to do so. When it is not safe to intervene, report the behaviours of concern to a school staff member or trusted adult
- Support friends to behave in safe, respectful and inclusive ways, and to seek help from adults if they experience behaviours of concern.

HOW WE IMPLEMENT THE DEPARTMENT FOR EDUCATION'S POLICY:

School staff will respond to all concerning behaviours in equitable ways that reflect the child's needs, supporting the development of positive behaviours. Inclusion at school is a protective factor, and exclusion is a last resort. We support the safe inclusion of children at school in the following ways:

PROMOTION:

We promote, model and support positive behaviours through the following actions:
- Provide access to school policies on the school website
- Discuss and display behaviour expectations and processes in classrooms and other appropriate spaces for children and families to see. Also promote these in school communication methods to families and the school website
- Communicate with parents/ caregivers regarding behaviour related programs being implemented in class
- Plan and practise strategies to ensure safety and to reduce the risk of harm to children and staff in regard to potential behaviour incidents.

PREVENTION:

We explicitly teach positive behaviour through the following actions:
- Facilitate class lessons and programs that teach children self-regulation and social skills, including Child Protection Curriculum, Circle Time, Interoception and Play is the Way
- Schedule activities for students to learn self-regulation in class in order to be ready for learning, for example mindful activities, breathing practices, yoga and exercise
- Provide quality differentiated teaching practice in order to meet each child's learning needs in inclusive ways and to develop positive connections
- Staff model and promote positive behaviours in class in ways that engage students' interest and support children to behave consistently with school values and to participate in safe ways
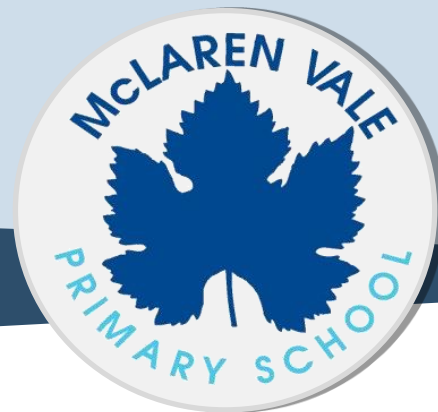
- Teachers provide a planned process that is predictable, fair and inclusive, for responding to behaviours of concern in class
- Develop positive classroom and school culture with a focus on inclusion and voice of the child in order to support regular communication and to identify and intervene early regarding behaviours of concern
- Provide access to expertise from outside of school, for example guest speakers from SAPOL and social media specialists
- School leaders will provide staff with information, training and development so that they are supported to provide positive learning environments for students.

RESPONDING TO BEHAVIOURS OF CONCERN:

We use methods that are fair and equitable and are the least exclusionary possible:

- Investigate incidents of concern, gathering and documenting accurate details of the event from those involved and witnesses wherever possible
- Communicate with parents/caregivers of those involved with or affected by the behavior, and gather further relevant information
- Include parents/caregivers, and children in the response and planning process
- Consider and provide for specific needs such as children with disability, children in care, children who identify as Aboriginal or Torres Strait Islander, and children affected by trauma experiences
- Refer children, staff and others who have been affected by unsafe behaviours to counselling or other supports
- Implement restorative justice processes wherever possible
- Use suspension and exclusion process as a last resort, and when immediate safety is required
- Following suspensions, implement re-entry processes in a fair and respectful manner, considering the wellbeing of all parties
- Engage Department for Education Support Services when responding to serious incidents, for example Support Services Social workers and Behaviour Coaches
- In partnership with the child and parents/caregivers and relevant others, develop Behaviour Support Plans that detail strategies to support positive behaviours
- Document risk assessments as appropriate
- Record behavior incidents in EDSAS
- Report to Department for Education, CARL and SAPOL as appropriate
- Leadership team report wellbeing and bully behaviour data in the annual report, and conduct analysis to guide appropriate interventions.

REPAIR AND RESTORE RELATIONSIPS:

We aim to repair and restore relationships affected by behaviours of concern by:

- Implementing restorative justice processes. With consent, those involved to come together with an adult to discuss the incident. During discussion each person shares how they were affected, and has the opportunity to ask questions and to acknowledge responsibilities. When facilitated in a safe and respectful manner the restorative justice process develops understanding and brings healing
- Ensuring all staff have an understanding of restorative justice and are skilled in implementing or supporting this process.

Reviewed and verified by Governing Council: 2021

RESPECT | INTEGRITY | SUCCESS