



# East Marden

## PRIMARY SCHOOL

*'Learners today, Leaders tomorrow'*



## Behaviour Support Policy

### Parent Information



Government of South Australia  
Department for Education

CRICOS Provider No. 00018A

*Respect, Kindness, Perseverance, Creativity*

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## Behaviour Support Policy

### Purpose of this Policy

This policy outlines how East Marden Primary supports safe and positive behaviour for its students.

### Scope

The policy applies to all behaviour strategies and responses used by all at East Marden Primary staff for children and young people in our school.

### Detail

The purpose of this behaviour support policy is to:

- Outline the behaviour we expect of children and young people.
- Identify how staff and, parents and carers will support positive behaviour.
- Ensure effective, consistent and fair behaviour support for children and young people across our school.
- Help children and young people to be safely included and participate in learning in a positive way that respects other students and staff.
- Develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments, and to their wider community.

Children and young people's behaviours span a continuum including:

- Positive, inclusive and respectful behaviours.
- Low-level, developmentally-appropriate transgressions that test the boundaries of established rules, standards, and norms. These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level.
- Challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies.
- Complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

## Policy Principles

East Marden Primary endorses a positive behaviour support approach to children's behaviour. All behaviours of concern by children and young people will receive a department response. The nature of the response will be equitable and reflect the child's needs and what's required to support positive and respectful behaviour in future. Exclusionary responses are used as a last resort.

Strategies and interventions to support children and young people's positive behaviour development reflect East Marden Primary's goal of safe inclusion for all children. They also reflect the following principles:

- All behaviour has a purpose. Department behaviour interventions will build on a child or young person's strengths to support them to meet that purpose in a safe and respectful way.
- Behaviour arises within the context of a child or young person's development, their environment, their family experiences and social settings. Behaviour interventions will recognise and seek to influence the social, family and environmental factors around the child or young person.
- Behaviour is learnt over time. Children and young people will be supported to learn and practice new positive behaviours over time.
- Parents, caregivers, family members, community members, peers and professionals influence children's behavioural development. They are key partners in supporting positive behavioural change.

## Policy requirements

East Marden Primary's behaviour support strategies are purposeful and directed at achieving the 7 core functions of behaviour support listed below. In supporting children and young people's behaviour, East Marden Primary staff will:

- Promote, model and support productive and positive behaviour.
- Explicitly teach positive behaviour and expectations about behaviour.
- Intervene by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern.
- 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 behaviours of concern, and to use the capacity of these parties to support positive behaviour change.
- Provide visible, fair and equitable behavioural responses that foster confidence and trust.
- Repair and restore relationships that have been harmed by behaviours of concern.
- Establish safety and wellbeing for people involved in behavioural incidents, and others.

## We will implement the department's policy by:

We will support the safe inclusion of children and young people in learning with the actions below.

## Promote

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

### **We will:**

- 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, parents and carers in the newsletter and on the website.

## Teach

We will explicitly teach positive behaviour and expectations about behaviour.

### **We will:**

- Create predictable structures and routines in the learning environment. This guides children in how to positively participate in learning.
- Teach children 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.

### **We will:**

- Use proactive strategies to co-regulate children to prevent behaviours of concern.
- Provide withdrawal spaces for children to use as needed. These spaces are supervised by a school leader. The leader supports children 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.

### **We will:**

- Value children perspectives. Seek their ideas when developing behaviour supports.
- Engage children 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.

### **We will:**

- Tell those who raise behaviour concerns about the process to respond to the concern. Do this without disclosing personal information of the parties involved.
- 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 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 (wellbeing 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.

### **We will:**

- Help children who have acted inappropriately recognise the impact of their actions. Children will have the chance to apologise, repair and restore relationships when appropriate, safe and consented to by all parties.
- Implement restorative approaches.

## Create safety and wellbeing

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

### **We will:**

- Provide strategies to reduce the risk of harm to children and staff following behavioural incidents.
- Use suspension as a last resort strategy if immediate safety is required.
- Refer children, 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

- 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 will respond to behaviours

At East Marden Primary we use specific responses to behaviours of concern.

### Teacher 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 and yoga) 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 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.

### 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 East Marden 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.
- Work with the Education Director and Department for Education staff to plan whole site communications about serious behavioural incidents.

- Provide leadership and / or external assistance to facilitate restorative processes (including re-connection meetings) where staff and children directly involved require impartial assistance to resolve the issues.

**Departmental 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.

## Roles and responsibilities

The Australian Student Wellbeing Framework identifies the importance of staff, students and families cultivating a shared understanding of positive behaviour and how this supports effective teaching and learning.

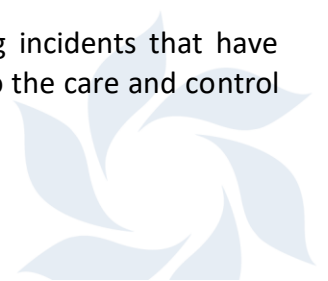
We each have a role to play in making sure our schools, preschools and care settings are safe, positive and inclusive environments. This involves addressing behaviours of concern when they occur, and supporting those involved and affected by these behaviours.

In addition to the mandatory responsibilities of this policy it's important to recognise that supporting positive behaviour requires a partnership between department staff, parents and families, and children and young people.

East Marden Primary staff have a key role in creating and maintaining supportive and safe learning environments.

**Our staff:**

- Model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate.
- Explicitly teach children and young people about safe and inclusive behaviours, and the core values of the school.
- Support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care, and children with disabilities).
- Participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents.
- Work with parents, caregivers, families, service providers and the community to support children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children to develop positive social relationships.
- Report behaviours of a criminal nature to the South Australia Police.
- Provide timely intervention in response to behaviours of concern, including incidents that have occurred out of school hours or off school premises when this is connected to the care and control of the school and impacts on school relationships.





- Provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence.
- Support children and young people to be physically and psychologically safe.

**Parent and Carer:**

- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff.
- Support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online).
- Talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond.
- Work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures).
- Consider recommendations and engage in specialist support through student support services and external organisations.
- Support their child's best interests to continue to attend school while a behaviour issue is being resolved.

**Children and Young people:**

- Treat others in a way that demonstrates respect and inclusiveness.
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive.
- Take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene.
- Support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

**Communication and review**

This policy can be accessed on East Marden's School website.

