

Behaviour Support Policy

Echunga 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.

Echunga Primary School's policy aligns with the Department for Education Behaviour Support Policy and is supported by the Berry Street Education Model (BSEM).

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

- Positive, inclusive, and respectful behaviours.
- Low-level, developmentally appropriate boundary testing of established rules, standards and norms. This behaviour can interrupt learning but can be redirected.
- Challenging behaviours that raise concern due to their severity, frequency and/or duration. This behaviour significantly interrupts learning and needs consistent guidance and support.
- Complex and unsafe behaviours that are severe, of high frequency or extended duration or unsafe 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.

At Echunga Primary School, we are committed to using BSEM as an approach to collaboratively unify our language, modelling, and relationships to meet the needs of all children and young people.

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.

School Commitments

Promote a school wide positive behaviour approach using positive psychology interventions, reflected in the Echunga Primary School Code of Behaviour.

Use the BSEM curriculum to build students' physical, psychological, social and emotional capabilities.

Create predictable structures and routines in the learning environment, such as Morning Circle routine.

Include regulating movement to support the mind and body through interoception and brain breaks/activities and positive primers.

Maintain a class culture and expectations that we take responsibility for ourselves and work together.

Establish a system with language that students feel ownership of and an intrinsic drive to follow.

Embed self-regulation in all aspects of teaching and engaging in class.

Enhance and build on positive feelings and emotions and express gratitude.

Reflect regularly on what is working and what is not.

Teach

We will explicitly teach positive behaviour and expectations about behaviour, and support students in developing their self-regulation.

Teach children and young people self-awareness, self-management, social awareness, and social management.

Reduce and Redirect

We will support students to self-regulate and co-regulate in order to intervene to reduce and redirect behaviour by using the most inclusive methods to prevent, reduce or redirect behaviours of concern.

School Commitments

Use proactive strategies to co-regulate children and young people to prevent behaviours of concern.

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.

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.

Establish and practice the '5 steps in the self-regulation process' to help build capacity for positive behaviour in our students.

1. Emotion and feeling identification
2. Preferred feeling state or emotion (goal/intention)
3. Identification of required input to feel better (unmet need)
4. Initiate healthy action to meet need
5. Evaluate if this worked

Teach

Teach children and young people about self-regulation, stress, de-escalation and mindfulness.

Teach and model Growth Mindset, Resilience, Emotional Intelligence.

Responding to Behaviour

We will provide visible, fair and equitable behaviour responses that foster confidence and trust

School Commitments

Promote and consistently recognise our school wide values: Care, Challenge, Respect and Creativity.

Develop and consistently use school wide language when responding to and acknowledging behaviour.

Tell those who raise behaviour concerns about the process to respond to concern. Doing so 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.

Document planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans and Safety and Support Plans.

Educator Actions

Create, safe, predictable environment through structure, routine and boundaries.

Work to build strong relationships with students.

Use regular tools for building stamina and engagement.

Know and talk into students' strengths and values.

Encourage, promote, and recognise classroom and school values.

Teach

We will explicitly teach and support students in setting and achieving goals relevant to their learning and growth.

Recognise and promote different values and character strengths, supporting students to see their own strengths.

Promote expressing gratitude and growth mindset.

Repair and Restore Relationships

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

School Commitments

Students who have acted inappropriately will be supported to recognise the impact of their actions.

All parties involved have the chance to repair and restore relationships when appropriate, safe and consented to.

Educator Actions

When all parties are de-escalated, educators will use the BSEM triage conversation as a formula to repair and restore relationships following behaviours of concern.

- You have the strengths of ...
- I know you have the values of ...
- This was not your moment/day
- Let's talk about what is needed to repair ...
- How do you think they felt...
- What can we do to make the relationship right?
- One more thing... (may need to catch up on work etc)
- What went well (in this conversation) ...

Before educators can have the triage conversation, they must:

- Create a safe, predictable environment
- Build strong relationships
- Use regular tools for building stamina and engagement
- Know and talk into student's strengths and values
- Encourage classroom and school values

Create Safety and Wellbeing

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

School Commitments

Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.

Use suspension as a 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 with department supports when responding to serious incidents. 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.

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- The need of the child or young person with behaviours of concern.
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How we respond to behaviours of concern

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

Educator Responses:

- Provide quality differentiated teaching practice.
- Create Personalised Learning Plans that support positive behaviour change. Partner with parents and team around the child to do this.
- Offer students choice that allow them to stay regulated and able to participate.
- At class level, Educators may look to
redirect give verbal reminder
sideline/reposition student is asked to move to another space in classroom (e.g. Regulation Space)
give **time out of class** student to spend time in buddy class
involve leadership to support behaviour
- A reflection page JP/P is completed if time out of class is required and may also result in a parent letter home.

Leader Responses:

- Monitor behaviour. Act on any reports about behaviour concerns. This includes incidents that happen out of hours or off-site that impact relationships at Echunga 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.
- Facilitate restorative processes (including re-entry meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.

Children and Young People Responsibilities: (supported by School Code of Behaviour)

- 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 a school adult or parent.
- Support their friends and peers to seek help from trusted adults. Especially if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful, and inclusive ways.

Parents and Carers Responsibilities

- Report any child or young person's concerning or unsafe behaviour to school leadership.
- If an incident happens, work collaboratively with us to resolve conflicts.
- 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.**
- Model and encourage safe, respectful, and inclusive relationships with their own children: other children and young people: other parents and carers and staff.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to leadership for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.

Additional Links/ Resources

Echunga Primary School Code of Behaviour (to be reviewed and updated)

Department for Education – Behaviour Support Policy

<https://www.education.sa.gov.au/policies/pdf/behaviour-support-policy.pdf>

Berry Street Education Model

<https://www.berrystreet.org.au/>