



HALLETT COVE EAST PRIMARY SCHOOL

Behaviour Policy

Respect – Responsibility – Excellence – Fairness

Hallett Cove East Primary School's behaviour support policy guides:

- The behaviour we expect of children and young people
- How staff, parents and carers support positive behaviour
- The safe inclusion of children and young people

Hallett Cove East Primary School's policy aligns with the Department for Education's behaviour support policy: <https://www.education.sa.gov.au/doc/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. Behaviours that can interrupt learning but can be redirected.
- Behaviours that cause concern due to severity, frequency and duration. This behaviour significantly disrupts 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 with these actions:

Promote

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

- 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, aligned with the school values in the classroom and around the school. 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.

- Create predictable structures and routines in the learning environment. This guides children and young people in how to positively participate in learning.
- Teach children and young people self-awareness, self-regulation, 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.

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

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.

- 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 give visible and fair behavioural responses that help grow confidence and trust.

- Follow up 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.

- 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.
- Staff will use processes and strategies that invite and support students to repair and restore relationships with respect for all involved.

Create safety and wellbeing

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

- 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.



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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 or 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 safety.

How we respond to behaviours of concern

At Hallett Cove East 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.
- Provide opportunities for all children to practice Gratitude, Empathy and Mindfulness in the classroom and yard.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Explicitly teach self-regulation skills. Support students to self-regulate using zones of regulation, whole class or targeted regulation activities, or through a regulation space.
- 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 break times.
- 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, unfinished work may be completed during the next break or at home.

Leader responses

- Monitor behaviour and act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impacts relationships at Hallett Cove East 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.
- 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.
- Report criminal offences to the police.

Responsibilities of Children and young people

- Treat others with kindness, respect and inclusiveness.
- Make sure 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.
- Support friends to behave in safe, respectful and inclusive ways. Do this if friends are engaging in behaviours of concern.
- Report behaviours of concern to a teacher or SSO. Adults at Hallett Cove East Primary School will support students to address behavioural concerns.
- Participate in conversations with leadership that aim to repair harm and restore relationships with those affected by behaviours of concern

Responsibilities of Parent and carers

- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents, carers and staff.
- If an incident happens, work collaboratively with the school 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.
- Report any child or young person's concerning or unsafe behaviour to a teacher. Serious incidents will be forwarded to leadership for appropriate intervention and resolution.

