



Student Behaviour Support Policy

The Student Behaviour Support Policy recognises the successful journey from childhood to adulthood is rarely done well without the guidance of adults, and as adults we must rise to the demands of meaningful, consistent and honest guidance.

Our aim is to ensure children have opportunities to:

- ✓ Develop connection and belonging
- ✓ Experience trust and respect
- ✓ Develop a sense of personal competence
- ✓ Learn how to repair relationships and be comfortable to reenter the learning environment

Behaviour Education is about using ‘wisdom’ not force to guide children in the development of positive social behaviour.

Purpose	Staff at BPS support student development through their training in child development and neurobiology of trauma, providing instruction, clear expectations of respectful behaviour and modelling expectations. This is done in a supportive, caring and constructive environment that values connection and relationships. The outcomes sought are to ensure students are ready to learn, to develop and reinforce the value RESPECT and to encourage positive mindsets and behaviors. This will allow students to <u>develop their own capacity to grow into thriving adults with self-regulation skills.</u>
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Action	<p>BPS Student Expectations</p> <ul style="list-style-type: none">• Respect rights of others to be physically and psychologically safe. This includes verbal, physical, and online interactions• Treat others with kindness, respect, and inclusiveness• Use taught strategies to solve peer conflict in classroom and yard• Participate in classroom to highest personal ability• Seek help from adults to intervene when they see behaviours of concern in person or online• Treats property and belongings with care <p>BPS Teacher Expectations</p> <ul style="list-style-type: none">• Build a learning environment that is physically and psychologically safe with consistent routines. Be physically and emotionally available to students and ensure teachers recognise and respond to where they are within their own window of tolerance.• Plan for and explicitly teach positive, inclusive behaviours and expectations around behavior.• Support and guide children to prevent, reduce and redirect behaviours of concern.• Consistently use trauma informed scripts. Introduce and embed in classroom culture.• Consider the needs of the child when implementing strategies to support development.• Understand that developmentally appropriate boundary testing will occur.• Utilise their training and draw upon tools in their Trauma Aware Toolbox, including strategies such as grounding techniques and the PACE model – playfulness, acceptance, curiosity, empathy.• Use their trauma informed lens to unpack some of the social, family and environmental factors leading to challenging and concerning behaviours.• Use a range of strategies and fair logical consequences before using OFFICE RESET- LEVEL 2 <p>It is the primary responsibility of teachers to maintain and repair (when possible, allowing for time if needed) relationships within the context of the classroom. Seek connection before correction.</p>
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BPS Leader Expectations

- Leadership team will support teachers by releasing them from class or yard to allow them to work through maladaptive behaviour in informal conferences.
- Monitor behaviour, act on any reports about maladaptive behaviours. This includes incidents that happen out of hours or off site that impact relationships at Brompton Primary Schools.
- 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.

Department for Education 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.

BPS PARENTS / CAREGIVERS EXPECTATIONS

Parent, caregivers, and family members are key partners in supporting behavioural change.

- It is expected that parents/caregivers will support the standards of behaviour required of children in this school and subsequent negotiated outcomes as outlined in the school policy.
- The school will determine the degree of seriousness of the various behaviours of concern based on its expectations of children. Parents/Caregivers are expected to follow the complaint resolution policy to deal with concerns.
- Parents/Caregivers will be included in discussions that relate to support strategies in place or recommended by external agencies.
- Parents/Caregivers will be provided with information relating to the modifications and strategies being implemented to support their child. They will be informed of progress made towards developmentally appropriate independent, self-regulated behaviour.
- Parents/Caregivers will support children to develop safe behaviours at home, including online. They will have access to learning opportunities about safe and inclusive behaviour.

BPS EXCURSION / TRAVEL EXPECTATIONS

A camp or excursion is an extension of the school. Staff and students must behave appropriately at all times in accordance with the Code of Ethics for the South Australian Public Sector and the Department for Education Behaviour Support Policy. The standards of safety often require higher behaviour expectations while off site.

In extreme behaviour of concern cases excursion staff, following consultation with, and the approval of, the Principal, reserve the right to determine that a student should return to school during an excursion or camp, and resume face to face learning or be sent home.

Related items:

Department for Education Behaviour Support Policy
Department for Education Camps and Excursions Policy & Procedure
BPS Behaviour Education Process Level 1 Strategies chart
BPS Behaviour Education Class slips
BPS Behaviour Education Yard slips
BPS Escalation Scale
BPS Anti-Bullying and Harassment Policy

Review

End 2021 or in line with the Department for Education process.

Governing Council ratified on 06/08/2020

BPS Student Behaviour Support

LEVEL 1

SCHOOL WIDE CLASSROOM PROCEDURE

- Use PACE model and redirect student to appropriate choices in behavior
 - If not successful, give a REMINDER of what is expected using developmentally appropriate scripts
 - Co-regulate with the child if needed.
 - Be curious – I wonder if ... How might we get you back in your body?
 - Be explicit in describing the positive habit that is required. If not successful give time away from class and other students - Are you ready to join the class and make strong choices? Is there anything we need to do to fix what has happened? What is it you need to be ready to join the class?
- If not successful student can be sent to the OFFICE RESET – LEVEL 2

YARD DUTY

Teachers are responsible for managing minor behaviours of concern that require informal intervention. *i.e.*

- excluding unfairly
- ignoring rules
- name calling
- rough play

LEVEL 2

OFFICE RESET

If behaviours of concern occur and the classroom/duty teacher is unable to resolve the situation, then the student/s involved will be required to spend time in office area with the aim to:

- repair the damage to property/people
- repair the relationships affected
- negotiate appropriate agreed consequences **should** the behaviour re-occur

Class teacher to support re-entry process.

LEVEL 3

ACCOUNTABILITY INTERVIEW

An Accountability Interview with leadership, teacher, parent/carer and student will be issued for more serious behavior concerns in the class or yard or after three LEVEL 2 interventions

The following list defines (but is not exclusive of) the areas of behaviour to be monitored and gives examples of behavioural concerns at this level:

Vulgar Language - swearing with a serious degree of vulgarity (student to student, student to teacher)

Physical Behaviour - biting, spitting, pinching

Harassment - creating an attitude of fear in children

Vandalism - destruction of school or personal property

Sexual Misbehaviour - inappropriate kissing, fondling

Insolence - swearing at teachers - defiance of instruction

A decision regarding consequences needs to be made concerning the degree of the ripple effect of each incident, acknowledging the need for logical consequence. The least exclusionary method will always be sought.

LEVEL 4

INTERNAL/EXTERNAL SUSPENSION AND SCHOOL EXCLUSION

- Exclusionary measures will be used as a last resort.
- The school has a responsibility to ensure that all students have the right to learn and are safe. Where this is seriously affected as a result of student/s behaviour, the school may invoke a suspension for a period of time to be determined.
- Parents will be notified immediately. A student returning from a suspension will be required to have a re-focus meeting. A Student Development Plan will be developed with negotiated goals including relationship repair, problems solving with the intention to meet student need, and opportunities for reflection to allow for the student to prepare for class re-entry.