



Behaviour Support Policy

Promote

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

- Working with our Governing Council, staff, students, parents/carers.
- Displaying behavioural expectations and sharing these with students, parents/carers in the newsletter and on the website.

Teach

We will explicitly teach positive behaviour and expectations about behaviour by

- Creating predictable structures and routines in the learning environment to guide student's in how to positively participate in learning.
- Teaching student's 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 as inclusive as possible by

- Using proactive strategies to co-regulate students to prevent behaviours of concern.
- Providing withdrawal spaces for students to use as needed. These spaces are supervised by an educator to support students to feel safe and calm and return to their learning environment when they are ready.

Work with others

We will work with students, their families, professionals and other key adults to understand the environmental, social and family context of a students' behaviour. We will draw on these people to support positive behaviour change by

- Valuing student perspectives by seeking their ideas when developing behaviour supports.
- Engaging students and families to understand possible reasons for behaviour.
- Using 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 by

- Communicating with those who raise behaviour concerns about the process to respond to the concern. We will do this without disclosing personal information of the parties involved.
- Investigating concerns about behavioural incidents by understanding the nature of the incident and the experience of the incident by those involved.
- Applying accepted and evidence-based behaviour responses tailored to students' circumstances, taking special measures for children with disability or additional needs, children in care and Aboriginal children.
- Documenting 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 by

- Supporting students who have acted inappropriately to recognise the impact of their actions and providing them with the chance to apologise and express remorse.
- Implementing restorative approaches to provide the chance to repair and restore relationships when appropriate, safe and consented to by all parties.

Create safety and wellbeing

All students have a right to learn and all teachers have a right to teach. We will create safety and wellbeing for people involved in behavioural incidents by

- Providing strategies to reduce the risk of harm to students and staff following behavioural incidents.
- Using removal of students, class evacuations or lock downs as a strategy if immediate safety is required
- Using suspension as a last resort strategy if immediate safety is required.
- Referring students, staff and others who have been harmed by unsafe behaviours to counselling or other support.
- Engaging 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.

Respect Achievement Integrity Sustainability

*Policy ratified by
Thiele Primary School staff and Governing Council
2024*