

Victor Harbor Primary School

Behaviour Support Policy



Victor Harbor 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.

Victor Harbor Primary School's policy aligns with:

- The Department for Education [behaviour support policy](#).
- Our School values: Respect, Responsibility, Safety, Honest & Trust
- Whole school agreements & approaches

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. This behaviour can interrupt learning but can be redirected.
- Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts 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 in learning with these actions.

Promote

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

Our Actions:

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

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

Our Actions:

- Create predictable, consistent routines in the learning environment. This guides children and young people's in how to positively participate in learning. (Appendix 1)
- We teach children and promote Our School Values & Expectations Matrix (Appendix 2)
- We teach and promote Our Wellbeing Wave Scope & Sequence, which includes, The Child Protection Curriculum, Berry St Educational Model, The Zones of Regulation, the Australian Curriculum Personal and Social Capabilities, and Health Curriculum.

Intervene

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

Our Actions:

- Staff use proactive strategies to **co-regulate** students to prevent behaviours of concern.
- Use of low-level intervention strategies (e.g. tactical ignoring, positioning, voice tone, intonation, choice of words, given choice, humour etc)
- Implement & use the Responding to Behaviour Flow Chart for Classroom & Yard expectations. (Appendix 3)
- The Tidal Room is provided for children and young people to access at the teachers' discretion. This self-regulation space is supervised by an educator. The educator supports students to feel safe and calm and return to their learning environment when they are ready to learn.
- Student Services is available to support students in negotiation with the teacher and family, with Wellbeing and Social Emotional needs.

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.

Our Actions:

- Use of Class Dojo as a communication tool between school and parents/carers. Please refer to the Dojo Policy.
- Notify parents/carers of positive student behaviours
- Engage students and families to understand possible reasons for behaviour.
- Value student perspectives. Seek their ideas when developing behaviour supports and to complete One Plans to support engagement and personalised learning.
- Facilitate case management and Team Around the Child approaches to coordinate, assess, plan, monitor and review behaviour interventions for students in need.

Respond

We will respond to behaviour visibly and fairly. Responses will help grow confidence and trust.

Our Actions:

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

Victor Harbor Primary School

Behaviour Support Policy



- 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 or young people's circumstances. Take special measures for children with disability or additional needs, children in care and Aboriginal and Torres Strait Islander children
- Document planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans.

Classroom Behaviour Process

1. Values & Expectations Reminder (Receptions/teacher discretion – clean slate after recess/lunch)

- Reminder of Values & Expectations
- 'Check in' – "Are you ok? What do you need? How can I help?" Open Ended Questions
- 'Choice language' – "You can choose to _____ or _____."

2. Think & Reset (Exit Class- in class or in a class close by negotiated by teachers)

- Provide the student with time to calm down, think, write/talk/draw about their issue, then return successfully back to the learning.
- Student reflects on their 'Zone of Regulation' and does a 'check in' What strategy do they need to use/be supported with to be 'ready to learn/green zone'
- Student and staff will use Restorative Practices processes to work through and problem solve.

Think & Reset time could be used more than once to support a child with self-regulation. Teacher's discretion as to whether the student is genuinely struggling with an underlying concern or if it is a choice behaviour.

3. Reflection Time

Minor – Teacher managed unless escalated to Leadership with ongoing minor incidents that are unable to be resolved with teacher/student preventative strategies. **(Appendix 4)**

Major – Leadership managed. Referred straight to Leadership and do not go through previous steps.

High level behaviour/non-negotiables – physical violence, verbal violence (swearing directly at a person), serious or actual threats of physical and self-harm, property destruction, racial/sexual comments directed at another person

- The teacher fills out a 'Reflection Time'
- If the child refuses to go to the Office, the teacher will use another adult or make the call to the Front Office for Leadership Intervention. Leadership will attend as soon as is practicable.
- For high level behaviours (violence/unsafe) call the Front Office for immediate leadership support.

The parent/caregiver will receive a text message alert or phone call (depending on the severity of the incident) on the day that the child was given a 'Reflection Time', the referral form will be sent home with the student for parent/caregiver information and to be signed/returned. If further information is required, please contact the school.

Yard Behaviour Process

1. Rule Reminder

- Reminder of School Values/Expectations
- 'Check in', 'Are you ok?/what do you need/how can I help?' (Open ended questions)
- 'Choice' "you can choose to play in a safe/positive way or you are choosing to move to take a break from play"

2. Think and reset time away from play (walking with the teacher to co-regulate)

- Student to complete a 'check in' to the Zones of Regulation – what strategy do they need to use to get back to the green zone and be ready to join back in.
- With support from teacher student uses Restorative Practice processes to work through and fix their problem
- If yard duty teachers are unable to facilitate this at the time, they can refer onto number 3.

3. Lunchtime Reflection Room:

- With support from the Reflection Room teacher, student uses Restorative Practice processes to work through their problem for the first half of lunch
- 3 Lunchtime Reflection Room referrals in a term will result in an escalation to make a play plan with Leadership
- R-2 students 'walk & talk' with the yard duty teacher or restorative conversation with Leadership or appropriate educator on the same day of incident.

Lunchtime Reflection Room may be used at the teacher's discretion.

4. Leadership Referral:

Ongoing unsafe play, violence, refusal – refer to School Values

Follow up of this behaviour could include supervised play, structured play activities, alternate play, loss of some play time, community service.

✓ **Repair & Restore Relationships**

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

Our Actions:

- Use a Restorative approach with a triage conversation (Appendix 4)
- Students 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.

✓ **Create Safety & Wellbeing**

We will create safety and wellbeing for people involved in behaviour 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.
- Refer students, 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.

Victor Harbor Primary School

Behaviour Support Policy

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 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 do we respond to behaviours of concern

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

✓ Educators 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 to clearly teach values and safe and inclusive behaviours.
- Explicitly teach interoception skills. Support students to self-regulate using an interoception space, interoception activities, or both.
- 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 at negotiated time 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. For example cleaning graffiti off the wall at recess instead of going outside to play.
- 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).
- Provide structured play areas and options for lunch breaks to support students to interact positively and appropriately with their peers.
- Follow sites 'Responding to Behaviour Flow Chart'

Victor Harbor Primary School

Behaviour Support Policy



✓ Leaders responses

- Intervention and support for students sent to the Office.
- An assessment of the student and only return the student to the classroom when and if they demonstrate learning readiness.
- Monitor behaviour. Act on any reports about behaviour of concern. This may include incidents that happen out of hours or off-site that impact relationships at Victor Harbor 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.
- Provide leadership and / or external assistance to facilitate restorative processes (including re-connection meetings) where staff and students directly involved require impartial assistance to resolve the issues.
- Decisions will be made at the discretion of leadership in line with the Suspension/Exclusion policy.

✓ Department 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.
- Support staff and local leadership in how they respond to a child or young person.

Responsibilities

✓ Children & Young People

- 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- list examples.
- Support their friends and peers to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

Report behaviours of concern to a teacher, SSO, member of leadership or trusted adult at home.

✓ Parent & Carer

- If an incident happens, work collaboratively and respectfully with us 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.
- Show and encourage safe, respectful, and inclusive relationships with:

Victor Harbor Primary School

Behaviour Support Policy



- their own Children
 - other Children and Young People
 - other Parents and Carers
 - our Staff
- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online use and messenger apps.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- Take part in learning opportunities about safe and inclusive behaviour. Find out how we work with parents, carers, children and young people.
- Know about our behaviour support policy and procedure. Know how to identify and report behaviours that are concerning or unsafe.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond. Use the same messages that Victor Harbor Primary School promotes.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come on-site if they have the leader's written approval.

Report any child or young person's concerning or unsafe behaviour to the class teachers or a member of our leadership team.

Communication and Review:

- Consultation, discussion and sharing amongst teachers, students and parents/carers via various communication channels was undertaken when developing this policy.
- This policy was ratified by the Victor Harbor Primary School Governing Council Nov 2023
- The policy can be accessed via the school office or website.
- The policy will be reviewed biennially, review date Nov 2025

Appendix 1 – Routines Poster

Appendix 2 – Matrix

Appendix 3 – Flow Chart & Triage Conversation

Appendix 4 – Tiers of Intervention

Consistent Predictable Routines



Routines, rhythm and repetition
soothe the nervous system to
support learning.

Victor Harbor Primary School

Behaviour Support Policy



VALUES & EXPECTATIONS

| | All Areas | Learning Spaces | Play Areas | Bathroom |
|-----------------------|---|---|---|--|
| Respect | <ul style="list-style-type: none"> We follow adult requests We use positive language We use our manners, pleases & thank yous We wait until a conversation is finished before speaking We are tolerant, kind & compassionate to others | <ul style="list-style-type: none"> We respect all opinions & perspectives We encourage others We cooperate with others We include others We take help when its offered We actively listen & Track the Speaker | <ul style="list-style-type: none"> We walk on footpaths, not gardens We include others We use respectful language we play We cooperate with others We resolve conflict peacefully | <ul style="list-style-type: none"> We respect everyone's privacy by knocking & locking We flush the toilet |
| Responsibility | <ul style="list-style-type: none"> We accept responsibility for our choices We care for others We follow the school dresscode We respect our environment & living things | <ul style="list-style-type: none"> We aim for our personal best We ask for help when needed We treat our learning space & materials with care We deliver and return notes on time We help each other tidy up | <ul style="list-style-type: none"> We are responsible for, and return, the equipment we borrow We find a yard duty teacher if we need help or see something unsafe | <ul style="list-style-type: none"> We keep the bathroom clean & tidy We turn off the tap |
| Honesty | <ul style="list-style-type: none"> We request a break if we need We use our Zones toolboxes when we need them | <ul style="list-style-type: none"> We request a break if we need We use our Zones toolboxes when we need them | <ul style="list-style-type: none"> We play where teachers can see us We follow the rules in games | <ul style="list-style-type: none"> We report unsafe actions or conditions to our teacher |
| Safety | <ul style="list-style-type: none"> We follow the school rules We stay in our area We are aware of personal space We control our body, words & actions We report unsafe actions to the teacher | <ul style="list-style-type: none"> We follow all adult direction We use our time wisely We ask permission from the teacher if we need a break or to use the bathroom | <ul style="list-style-type: none"> We walk on hard grounds, we can run on the grass & courts We wear our sun safe hats outside in Term 1 & Term 4 | <ul style="list-style-type: none"> We wash our hands with soap & water We use toilets, soap, sink & hand dryers correctly |
| Trust | <ul style="list-style-type: none"> We use our time wisely We wait for permission to leave We care for the equipment that has been provided for us. | <ul style="list-style-type: none"> We stay on task We leave our area tidy We use inside voices | <ul style="list-style-type: none"> We play where teachers can see us We put our litter in the bin | <ul style="list-style-type: none"> We keep our play outside We are water wise We get in & get out We use toilets during breaks We return to class quickly |

Responding to Behaviour



Victor Harbor Primary School

Behaviour Support Policy



Tier 3: Intensive, Individualised Interventions & Supports

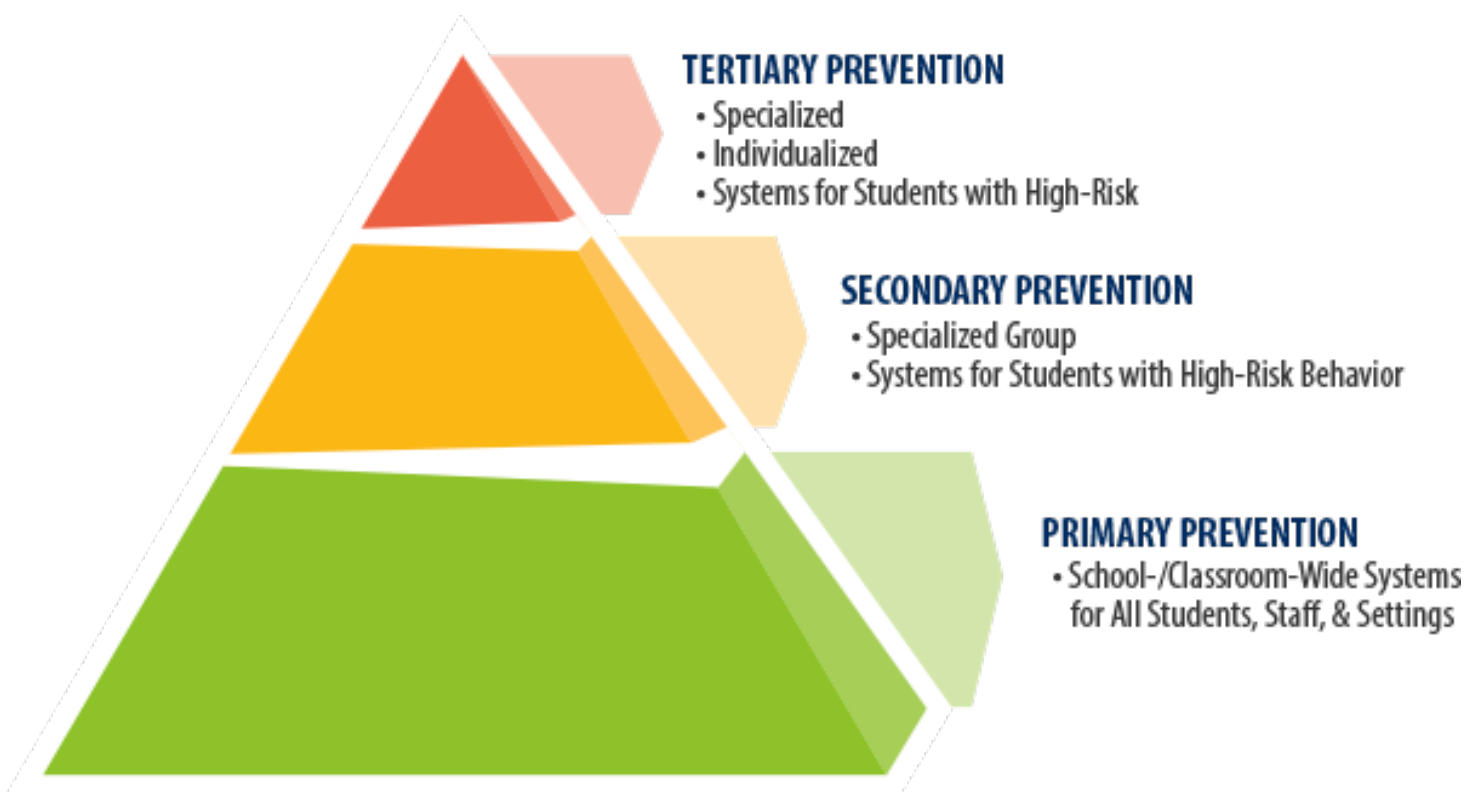
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition and aligned with Tier 1 & 2 academic and behaviour supports.

Tier 2: Targets Interventions & Supports

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academics and behavioural goals.

Tier 1: Core, Universal Instruction & Supports

General academics and behaviour instructions & support provided to all students in all settings



Ratified by: Victor Harbor Primary School Governing Council

Approval date: November 2023

Review date: November 2026