

BEHAVIOUR SUPPORT POLICY

Clovelly Park 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.

Clovelly Park Primary School's policy aligns with the Department for Education [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. 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.

- We ensure effective, consistent, and fair behaviour support for all children. We use an educative approach to help children act safely and participate in learning positively, respecting other students and staff.
- We develop the personal and social capabilities of children, helping them understand themselves and others to successfully self-manage their behaviour.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

- Create predictable structures and routines in the learning environment to support students to positively engage in learning.
- Educate students in the skills of self-awareness, self-management, social awareness, and social management. These skills are developed through education that involves recognising and regulating emotions, developing empathy for others, building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively, and developing leadership skills.

Intervene

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

- Staff use an educative approach to addressing behaviour errors and respond to behaviour errors in the same way they would respond to academic errors, through specific corrective feedback.

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 student perspective. Seek their ideas when developing behaviour supports.
- Engage students 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 respond to behaviour visibly and fairly. Responses will help grow confidence and trust.

- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved. Do this without disclosing personal information of the parties involved.
- 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.

- Students who have acted inappropriately will be supported in recognising the impact of their actions and given the chance to apologise and express remorse.
- Students have the opportunity to repair and restore relationships when it is appropriate, safe, and consented to by all parties.

Create safety and wellbeing

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

- Provide strategies to reduce the risk of harm to students and staff following behavioural incidents.
- Take-home, Suspension, Exclusion, and Expulsion are ways to respond to student behaviour that affects the safety and learning of others. They will not be used as punishment.
- Report student behaviour that might be illegal to the police.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service. Responses might include communicating with 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 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 we respond to behaviours of concern

At Clovelly Park 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.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Environmental factors are reviewed and changed to support positive behaviour.

Leader responses

- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impact relationships at Clovelly Park 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.
- Work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.

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 and 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 any concerning behaviours to a trusted adult at school. This could be a Teacher, Student Support Officer (SSO), Bilingual Student Support Officer (BSSO), Aboriginal Community Education Officer (ACEO), Pastoral Care Worker or a member of the leadership team.

Parent and carer

- Report any child's concerning or unsafe behaviour to their child's class teacher first.
- If an incident happens, work collaboratively 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: their own children; other children and young people; other parents, carers and staff.
- Support their children in developing safe behaviours at home by monitoring and supervising their social interactions, both in person and online.
- Seek support from staff to create consistent responses to behaviours of concern. This includes at home and at school.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report issues to the school to be followed up appropriately.
- Understand that, because of confidentiality, information about other children cannot be shared.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can only come on-site if they have the principal's written approval or for a scheduled reconnection meeting.

Behaviour Support Policy updated: 19/09/2024