



SEAFORD RISE PRIMARY SCHOOL BEHAVIOUR SUPPORT POLICY

Seaford Rise Primary School provides a safe, inclusive, and supportive learning environment. Our behaviour policy is designed to embrace the recent guidelines from the Department for Education and positive behaviour support (PBS).

Seaford Rise Primary School's Behaviour Support Policy prescribes how we provide:

- effective, consistent and fair behaviour support processes for all children at our school
- supports for children to learn safe and positive behaviour at school
- support for children to understand school expectations and values
- develop the personal and social capability of children to understand and exercise their rights and responsibilities so that they can fully engage with their learning environments
- the safe inclusion of all children at school.

Seaford Rise Primary School's policy aligns with the Department for Education Behaviour Support Policy (<https://www.education.sa.gov.au/doc/behaviour-support-policy>).

RANGE OF BEHAVIOURS

We recognise that children's behaviour develops in the context of their environment and life experiences. Behaviour has a purpose, and in the school setting children are supported to learn safe and respectful ways to meet that purpose. Behaviour interventions focus on children's strengths, and are implemented in partnership with parents/caregivers. Children's behaviours span a continuum including:

- **positive**, inclusive and respectful behaviours
- **low-level**, developmentally-appropriate transgressions that test the boundaries of established rules, standards, and norms. These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level
- **challenging** behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies
- **complex** and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

Throughout the continuum, the approach is proactive, consistent, responsive and tailored to the child's needs. Children are most likely to behave in positive and respectful ways when they are supported by a caring adult who teaches, guides and supports the child with this. The relationship between the child and an adult who models inclusive and respectful behaviour is the basis of all behaviour support.

At Seaford Rise Primary School we focus on a learning environment that is:

- Safe
- Inclusive
- Conducive to learning

Seaford Rise Primary School is a place where:

- violent, dangerous behaviour, harassment and bullying are unacceptable
- people are treated appropriately and with respect
- positive behaviour is acknowledged and rewarded
- property is respected
- a restorative approach and logical consequences are used as best practice
- appropriate role modelling is available to students

SHARED RESPONSIBILITY

Staff, students and parents/caregivers all play an important role in creating safe, positive and inclusive environments at school.

Staff	Students	Parents
- Manage demeanour to be calm, consistent, predictable and non-threatening - Hold high expectations for all students - Co-construct class rules/ expectations. display and refer to them regularly - Help students develop a toolbox of strategies that will help them to be regulated - Participate in professional learning - Reflect on practice and engage in on- going development - Follow site structures and routines - Explicitly teach the General Capabilities from the Australian Curriculum. (Personal and Social Capability, Ethical Understanding and Intercultural understandings) - Provide an engaging learning program - Differentiate curriculum - Communicate effectively with both students and their families - Develop and maintain student support plans to address needs - Maintain records of behaviour and use to identify patterns - Refer students to leadership for 'Team Around the Student' meetings to access further support - Use behaviour referral forms	- Follow our School Values - Take responsibility for own behaviour - Make appropriate choices - Know own learning preferences - Develop a toolbox of strategies that can be used for regulation (through the Zones of Regulation) - Learn to identify what 'zone' they're in and the strategies needed to get back into the green zone - Know the school, class and yard rules - Use manners and appropriate language - Communicate constructively with others - Participate in class discussions, decisions and problem solving - Take care of the learning environment - Remain safe - Use equipment as intended	- Know our school values - Be aware of school expectations and reinforce in the home - Model and teach safe and respectful behaviours at home, and talk with their children about appropriate responses to unsafe behaviours - Communicate constructively with staff and students - Maintain a positive relationship with child's teacher and leadership staff - Work collaboratively with school staff to discuss and resolve any incidents that occur - Communicate in a timely manner re changes/ influences impacting the child - Continue sending their children to school when a behaviour issue is being addressed, and discuss any concerns with school staff - Seek external professional support for their children when needed - Understand that due to confidentiality, we cannot share information about other children - Support their children to be off-site during suspension, exclusion or expulsion. A child can be on-site only with the leader's written approval - Be familiar with the school's 'Behaviour Support Policy' and processes - Follow the school Grievance Procedure to address concerns.

IMPLEMENTATION DEPARTMENT for EDUCATION POLICY

School staff will respond to all concerning behaviours in equitable ways that reflect the child's needs, supporting the development of positive behaviours. Inclusion at school is a protective factor, and exclusion is a last resort. We support the safe inclusion of children at school in the following ways:

PROMOTION

We promote, model and support positive behaviours through the following actions:

- Provide access to school policies on the school website
- Discuss and display behaviour expectations and processes in classrooms and other appropriate spaces for children and families to see. Also promote these in school communication methods to families and the school website
- Communicate with parents/ caregivers regarding behaviour related programs being implemented in class
- Plan and practise strategies to ensure safety and to reduce the risk of harm to children and staff in regard to potential behaviour incidents.

PREVENTION

We explicitly teach positive behaviour through the following actions:

- Facilitate class lessons and programs that teach children self-regulation and social skills, including The Zones of Regulation and the Child Protection Curriculum
- Schedule activities for students to learn self-regulation in class in order to be ready for learning, for example mindful activities, breathing practices, yoga and exercise
- Provide quality differentiated teaching practice in order to meet each child's learning needs in inclusive ways and to develop positive connections
- Staff model and promote positive behaviours in class in ways that engage students' interest and support children to behave consistently with school values and to participate in safe ways
- Teachers provide a planned process that is predictable, fair and inclusive, for responding to behaviours of concern in class
- Develop positive classroom and school culture with a focus on inclusion and voice of the child in order to support regular communication and to identify and intervene early regarding behaviours of concern
- Provide access to expertise from outside of school, for example guest speakers from SAPOL
- School leaders will provide staff with information, training and development so that they are supported to provide positive learning environments for students.

RESPONDING TO BEHAVIOURS OF CONCERN

We use methods that are fair and equitable and are the least exclusionary possible:

- Investigate incidents of concern, gathering and documenting accurate details of the event from those involved and witnesses wherever possible.
- Communicate with parents/caregivers of those involved with or affected by the behaviour, and gather further relevant information.
- Include parents/caregivers, and children in the response and planning process.
- Consider and provide for specific needs such as children with disability, children in care, children who identify as Aboriginal or Torres Strait Islander, and children affected by trauma experiences.
- Refer children, staff and others who have been affected by unsafe behaviours to counselling or other supports.
- Implement restorative justice processes wherever possible.
- Use suspension and exclusion process as a last resort, and when immediate safety is required.
- Following suspensions, implement re-entry processes in a fair and respectful manner, considering the wellbeing of all parties.
- Engage Department for Education Support Services when responding to serious incidents, for example Support Services Social Workers and Behaviour Coaches.
- In partnership with the child and parents/caregivers and relevant others, develop Behaviour Support Plans that detail strategies to support positive behaviours.
- Document risk assessments as appropriate.
- Record behaviour incidents in EDSAS.
- Report to Department for Education, CARL and SAPOL as appropriate.
- Leadership team report wellbeing and bully behaviour data in the annual report, and conduct analysis to guide appropriate interventions.

REPAIR AND RESTORE RELATIONSHIPS

We aim to repair and restore relationships affected by behaviours of concern by:

- Implementing restorative justice processes. With consent, those involved to come together with an adult to discuss the incident. During discussion each person shares how they were affected, and has the opportunity to ask questions and to acknowledge responsibilities. When facilitated in a safe and respectful manner the restorative justice process develops understanding and brings healing.

- Ensuring all staff have an understanding of restorative justice and are skilled in implementing or supporting this process.

Next review: May 2028

