# Mount Barker Primary School

# Behaviour support policy

MBPS’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.

MBPS’s policy aligns with:

* The Department for Education Behaviour Support Policy
* The values of Respect, Responsibilities and Resilience

## 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**

* + Display behaviour expectations in all learning areas
	+ Display step chart consequences for low to medium poor behaviour choices
	+ Display school values in all learning areas
	+ Display student rights and responsibilities in all learning areas
	+ Teachers maintain an attitude of unconditional positive regard for students
	+ Teachers will practise Active Constructive Responding (ACR)

### Teach

We will explicitly teach positive behaviour and expectations about behaviour.

#### **Our actions**

* + Teachers facilitate students to contribute to and establish their own class rules and behaviour expectations
	+ Teachers explore with and assist students to define, recognise and emulate the 3 school values
	+ Teachers use the ethos of Dialogic classrooms to nurture and develop respectful and considerate communication between peers
	+ Teachers explicitly talk about self-regulation with the class, teach strategies and support students to try out and practise generic or individual strategies that may assist them to be more successful in the school setting
	+ Teachers may use a range of positive behaviour foci in the classroom such as (but not limited to): Panning for Gold, What Went Well, Community Circle, Bucket filling, Brain breaks, Ready to Learn scale and Growth Mindset
	+ All staff will strive to articulate as often as possible to students, recognition of their positive behaviour

### Intervene

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

#### **Our actions**

* + Refer students to their class agreements
	+ Use restorative practises to repair relationships
	+ Consider peer groupings and provide consideration and support for students who have specific challenges
	+ Encourage reflective conversations and capitalise on teachable moments, specifically building on the school values or respect, responsibility and resilience
	+ Review expectations of student and student capabilities in the classroom (is the work too easy or too difficult -and this may change throughout day or week depending on environmental challenges elsewhere)
	+ Consider environmental challenges effecting student behaviour and explicitly work through individualised strategies with student
	+ Seek understanding of triggers and other antecedent to behaviours of concern in order to focus on empowering the student to be able to make positive choices before their responses become problematic
	+ Explicitly teach and as a class practise Interoception to empower students to more easily understand their body signals and warning signs

### 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**

* + Communicate with parents via seesaw, phone or email as required
	+ Build a positive relationship with families. Communicate kindly, clearly and with purpose in order to support the student with consistent expectations at home and school
	+ Communicate concerns with Leadership
	+ Leadership (and in some cases teachers) to communicate with providers
	+ Leadership to communicate provider recommendations to teachers
	+ Leadership to assist teachers with specific intervention and behaviour strategies

### Respond

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

#### **Our actions**

* + Consistent response to behaviour which are reflective of the classroom agreements and school behaviour expectations that are visible in all learning areas
	+ Adults will exhibit and model unconditional positive regard throughout restorative conversations
	+ Students will have opportunity to reflect on how they could do things differently in the future
	+ Behaviour that is violent or threatens other children’s safety will always have serious consequences (e.g. suspension)
	+ Students will be aware of consequences of poor behaviour choices and referred to the classroom step chart available in all learning areas

### Repair and restore relationships

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

#### **Our actions**

* + Enable students to have opportunity to self-reflect
	+ Re-establish positive relationships
	+ Enable students the opportunity to make amends, right any wrongs and build stronger relationships, take responsibility and build a healthy self-image
	+ Provide the student the opportunity to have a fresh start

### Create safety and wellbeing

We will create safety and wellbeing for people involved in behavioural incidents, and repair and restore relationships harmed by behaviours of concern.

#### Our actions

* + We will support the student/s to recognise safe space/people/peers
	+ Teachers will check in regularly with all parties
	+ We will give respect to the needs of both victim/s and perpetrator/s
	+ We will communicate factually with families with a restorative approach using non inflammatory language

## 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 Mount Barker 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.

### Leader responses

* Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impacts relationships at Mount Barker 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.

### 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 behaviours of concern to teachers at Mount Barker Primary School.
* 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.

### Parent and carer

* Report any child or young person’s concerning or unsafe behaviour to a member of staff at Mount Barker Primary School.
* 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 and carers
	+ Staff
* Support their children to develop safe behaviours at home. Check on and supervise their children’s social interactions, including online.
* 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 Mount Barker Primary School promotes.
* Make sure their children keep coming to our site while a behaviour issue is being resolved. This is in a child or young person’s best interest. If you feel that your children coming to our site is not in their best interest, talk to us.
* Seek external professional support for their children when needed.
* Do not approach other children or parents about behaviours of concern. Report this to leadership 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.