

# Uraidla Primary School – Behaviour support policy

Learn Stand Give Fly

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Uraidla 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.

Uraidla 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.

### **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.

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

**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.

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

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

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

## 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 Uraidla 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.

- 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 slowing their breathing) or physical activity (for example running, shooting hoops or bouncing a ball).
- 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 practise 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 during recess 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.

## 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 Uraidla 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.
- Facilitate restorative conversations between those affected to ensure relationships can move forward in a positive manner.
- Ensure school specific procedures are followed. \* see separate document Uraidla Primary School Student Behaviour Procedures

## 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.
- Students should report behaviours of concern to their class teacher, Margie (Principal), Emily (Pastoral Care Worker) or any adult they trust at 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 Margie (Principal).
- 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 and staff.
- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online.
- 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 Uraidla Primary School promotes.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.