

Publication Date:	July 2022
Review Date:	June 2024
Chaired by:	Craig Duguid, Deputy Principal
Related policies, procedures, guidelines, standards, frameworks: Department for Education behaviour support policy .	

Overview

Hallett Cove 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.

Hallett Cove School's policy aligns with the Department for Education [behaviour support policy](#).

Detail

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 Behaviours for Learning approach. We will work with our Governing Council, educators, children and young people, parents and carers to develop, implement and review our approaches to Positive Behaviours for Learning, further developing our collective capacity.

-
- Display and promote Positive Behaviours for Learning expectations. Share these with the school community through our communication channels, including the website.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

Our actions

- Create predictable structures and routines that support Positive Behaviours for Learning. This guides our children and young people to actively participate to achieve positive outcomes and personal goals.
- Teach our children and young people to be self-aware and constructively interact with others, so that they are able to positively contribute to our school and wider community now and into the future.

Intervene

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

Our actions

- Educators use proactive strategies to support our children and young people to co-regulate and help prevent behaviours of concern.
- Safe spaces are provided for our children and young people to use as needed. These spaces are supervised by an educator. Our children and young people are supported by an educator until they feel safe and calm and able to return to learning following negotiation.

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

- Listen to and value the voice of our children and young people by seeking their input and perspective when developing support strategies, for example, behaviour support plans.
- Engage with our children and young people and families to understand possible reasons for behaviour.
- Use collaborative approaches to coordinate, assess, plan, monitor and review behaviour interventions in supporting our children and young people .

Respond

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

Our actions

- Follow up behaviour concerns. Explore and seek to understand the nature of the concern and the experiences of those involved.
- Implement accepted and evidence-based Positive Behaviour for Learning responses. Provide personalised strategies, plans and responses for specific children and young people including those with disability or additional needs, children in care and Aboriginal children.
- Inform those who raise behaviour concerns about the response process, ensuring confidentiality, without disclosing personal information of those involved.
- Document planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, Safety and Support Plans and/or One Plans.

Repair and restore relationships

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

Our actions

- Children and young people who have not been able to work within the school's Positive Behaviours for Learning expectations are made aware and understand the impact of their actions. They have the opportunity to apologise, repair and restore relationships when appropriate.
- The Student Wellbeing and Leadership Teams will implement, or support educators to implement, restorative approaches where appropriate.

Create safety and wellbeing

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

Our actions

- Provide Positive Behaviour for Learning strategies to reduce the risk of harm to our children and young people and educators following behavioural concerns.
- Refer our children and young people, educators and others who have been harmed by unsafe behaviours to counselling or other support.
- Inform parents and carers of those involved in or affected by the behaviour.
- Engage department supports when responding to serious 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 Hallett Cove 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.
- Educators use Positive Behaviours for Learning approaches when responding to our children and young people.
- Provide time and space for our children and young people to self-regulate with appropriate support and supervision.

-
- Respond to behaviours of concern as they arise and at an appropriate time and place. Name and describe behaviours to help our children and young people be aware of and understand the impact of their actions. Redirect our children and young people to the expectations of Positive Behaviours for Learning and support them to develop and practice the skills required.
 - Offer our children and young people appropriate options that allow them to stay regulated, engaged and participating in learning.
 - Use appropriate consequences in responding to behaviours of concern, matched to the child and young person's individual needs, using the school's Positive Behaviour for Learning processes.

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 Hallett Cove 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.
- Leaders respond consistently, timely and fairly to behaviours of concern.
- Provide leadership and/or external assistance to facilitate restorative processes (including re-connection meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.
- Work with the Education Director and Department for Education staff as required.

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 a trusted adult (teacher, SSO, counsellor, Leader).
- Support others to behave in safe, positive, respectful and inclusive ways.
- Support others to seek help from trusted adults if they are experiencing behaviours of concern.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour to the 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.

-
- Demonstrate and encourage safe, positive, 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.
 - Seek support from our staff to create consistent responses to behaviours of concern.
 - Take part in learning opportunities about safe, positive and inclusive behaviour. Know how we work with parents, carers, children and young people.
 - Know about our Positive Behaviour for Learning policy and processes. 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 unsafe behaviour is, why it is harmful and how to respond.
 - Maintain a strong connection and open lines of communication with the school while a behaviour concern is being resolved.
 - Seek external professional support for their children as required.
 - Understand that, because of confidentiality, we cannot share information about other children and young people.
 - Support their children to follow the documented expectations during suspension, exclusion or expulsion.