



Modbury School Preschool to Year 7 Behaviour Support Policy

Modbury School P-7'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.

Modbury School Preschool to Year 7's policy aligns with the Department for Education [behaviour support policy](https://www.education.sa.gov.au/doc/behaviour-support-policy) (<https://www.education.sa.gov.au/doc/behaviour-support-policy>).

About Behaviour

Children and young people's behaviours 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.

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.

For all behaviours at Modbury School P-7 the policy and practice approach is proactive, consistent, responsive and tailored to the child or young person's needs.

How we implement the Behaviour Support policy

We support the safe inclusion of children and young people in learning with these actions.

Promote

We promote, model and support productive and positive behaviour.

Our actions

- Promote a school wide positive behaviour approach, in collaboration with our Governing Council, support services, staff, children and young people, parents and carers.
- Develop and discuss behavioural expectations with children, incorporating student voice. Display behavioural expectations in Learning Communities and share these with parents, caregivers and the school community.

Teach

We explicitly teach positive behaviour and expectations about behaviour. We continually refer to behavioural expectations as part of learning and embed them into our classroom practices.

Our actions

- Create predictable structures and routines in the learning environment. This guides children and young people's in how to positively participate in learning.
- Teach children and young people self-awareness, self-management, social awareness and social management, through various strategies including Positive Play, Interoception, Neurosciences and The Berry Street Education Model.

Intervene

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

Our actions

- Staff use proactive strategies to co-regulate children and young people to prevent behaviours of concern.
- Withdrawal spaces are provided for children and young people to use as needed. Educators support children and young people to feel safe and calm and return to their learning environment, working towards independent regulation.

Work with others

We 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

- Value children and young people's perspectives. Develop behaviour supports in collaboration with the child and families where practical.
- Engage children, young people 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 appropriately and fairly to build relational confidence and trust.

Our actions

- Investigate concerns about behavioural incidents through a restorative approach.
- Appropriate and fair behaviour support responses are detailed in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans.
- When behaviour concerns arise, relevant parties will be informed of complex or unsafe behaviours. This will be done without disclosing personal information of the parties involved.

Repair and restore relationships

We repair and restore relationships impacted by behaviours of concern.

Our actions

- Children and young people who have acted inappropriately recognise and discuss the impact of their actions. They have the opportunity to apologise and express remorse. They have the opportunity to repair and restore relationships when appropriate, safe and consented to by all parties.
- Implement restorative approaches working collaboratively with all parties involved to re-establish relationships and develop meaningful connections.

Create safety and wellbeing

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

Our actions

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Refer children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other support where possible.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service. Responses might include informing parents and carers of those involved in or effected by the behaviour.

How we support and respond to behaviour

At Modbury School Preschool to Year 7 we use specific responses to behaviours of concern.

Educator responses

- As a supportive process Modbury School P-7 provides 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.
- Explicitly teach interoception skills. Support students to self regulate using an interoception space, interoception activities, or both.
- Provide time and space for students to self-regulate with appropriate support and supervision.
- 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 practice the skills required to maintain the preferred behaviour.
- Offer students options that encourage them to stay regulated and participate.
- Use logical consequences related to the behaviour and matched to the student's individual needs.
- Collect and monitor relevant behavior data related to children's behaviour.

Leader responses

- Monitor behaviour. Act on any reports about behaviour of concern. This may include incidents that happen out of hours or off-site that impact relationships at Modbury School Preschool to Year 7.
- 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.
- Provide leadership and / or external assistance to facilitate restorative processes (including re-entry meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.
- Provide support and advice to staff in managing and reporting behaviour incidents to families.
- Ensure staff are trained in areas that support positive behavior practise.

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.
- All children and young people are encouraged and expected to report behaviours of concern to a trusted educator at the time / day of the incident or problem occurring.
- Support their friends and peers to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends and peers to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.
- Follow reasonable instructions.
- Be proactive in implementing positive change strategies.
- Be responsible for and take ownership of their behaviour and actions and the impact it has on others.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour to your child's classroom teacher and/ or school leadership.
- 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.
- Seek support from our staff to create consistent responses to behaviours of concern.

- Take part in learning opportunities about safe and inclusive behaviour. Find out how our school works with parents, carers, children and young people.
- Be informed 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 appropriately. Use consistent messages that Modbury School Preschool to Year 7 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 parents/caregivers feel that their children coming to our site is not in their best interest this needs to be discussed with site leadership.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report to site staff 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.