

# Risdon Park Primary School Behaviour support policy



Risdon Park 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.

Risdon Park Primary School's policy aligns with:

- the Department for Education [Behaviour Support Policy](#)
- the School values of Respect, Responsibility, Confidence and Persistence.
- Whole school agreements and approaches

## 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/safe play but can be redirected.
- Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts learning/safe play 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, and 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/safe play with these actions.

### Promote

*We will promote, model and support productive and positive behaviour.*

Our actions:

- Promote, quality relationships, Effective pedagogy, Appropriate curriculum and Promote the school values.
- Display behavioural expectations including The 4 Golden Rules, Zones of Regulations and Restorative Practice strategies.

### Teach

*We will explicitly teach positive behaviour and expectations about behaviour.*

Our actions:

- Using Berry Street Education Model strategies, create predictable structures and routines in the learning environment. This guides children and young people's in how to positively participate in learning.
- Teach and promote the school Behaviour Code, Child Protection Curriculum, the Australian Curriculum Personal and Social Capabilities and Health Education.

### Golden Rules

At RPPS we:

- Follow instructions immediately
- Keep our hands, objects and hurtful comments to ourselves
- Be a once voice school
- Have our eyes on the learning



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- Implementation of the RPPS Six Givens and Three Imperatives.

## The 6 Givens

1. Establish an atmosphere of high expectations.
2. Establish Quality Relationships.
3. Set a positive classroom learning tone.
4. Excellent standard of presentation and handwriting
5. Provide Constructive Feedback.
6. Maintain a high standard of classroom display-relevant and educationally stimulating.

## The 3 Imperatives of Engagement

1. Students are safe, have trust, respect and feel valued.
2. Students have work at their level.
3. Students have friends at school.

## Intervene

*We will 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.
- Use of low level intervention strategies (e.g. tactical ignoring, positioning, voice tone, intonation, humour etc, give choices)
- Implement the Formal Step Process for Classroom and Yard expectations

## 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:

- Use of Class Dojo as a communication tool between school and parents/carers
- Notify parents/carers of positive student behaviour
- Engage children, young people and families to understand possible reasons for behaviour and value children and young people's perspectives. Seek their ideas when developing behaviour supports and to complete student plans to support engagement in learning.
- Facilitate case management approaches to coordinate, assess, plan, monitor and review behaviour interventions and to support student engagement in learning.

## Respond

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

Our actions:

- **Classroom Behaviour Process**
  1. **Golden Rule Reminder** (*Receptions/teacher discretion - Clean slate after Recess/lunch*)
    - Reminder of Golden Rules/expectations
    - 'Check In' – "Are you ok?/what do you need/how can I help?" (Open ended questions)
    - 'Choice Language' – "you can choose to engage in the learning or you are choosing to move to the next step"
  2. **Think and reset time (in-class or in a class close by as negotiated by teachers)** - A Restorative Approach.
    - Provide the child with time to think, calm down, write/talk about their issue, then return successfully back to the learning.
    - Student does a 'check in' to the Zones of Regulation -What strategy do they need to use/be supported with to get back to the 'green zone'?
    - Student uses Restorative Practice processes to work through and fix their problem



*Think and Reset time could be used more than once to support a child with self-regulation – teacher gauges whether the child is genuinely struggling or if it is choice behaviour.*

### 3. Student Support

*Unsafe behaviour, no change in previous behaviours after think and reset time, distracting others from learning*

- The teacher completes a purple 'Student Support' form to indicate which Golden Rules the child is not following and what strategies have already been used to re-engage the child.
- The child is sent to the Library to Student Support with their purple slip.
- Child spends some time in this space talking/co-regulating before returning to class to re-engage in learning.

### Office Referral. (Referred straight to the Office and do not go through the previous steps)

*High level behaviour/Non negotiables – physical violence, verbal violence (swearing directed at a person), serious or actual threats of physical and self-harm, property destruction, racial/sexual comments directed at another person.*

- The teacher calls the Office to determine if the child can be sent.
- The teacher fills out an 'Exit to Office' form (green form) which is sent to the Office with the child (or another student). Where a written explanation of behaviour is impractical, details will be provided to the Office via a phone call.
- If the child refuses to go to the Office, the teacher will use another adult or make the call to the Front Office for Leadership intervention. Leadership will attend as soon as is practicable.
- For high level behaviours (violence, unsafe behaviour) call the Front Office or send a red card for immediate leadership support.

***The teacher will inform the caregiver on the day that the child was sent to the Office then sign the 'Exit to Office' note and return to the Office for filing.***

### • Yard Behaviour Process

#### 1. Rule Reminder

- Reminder of Golden Rules/expectations
- 'Check In' – "Are you ok?/what do you need/how can I help?" (Open ended questions)
- 'Choice Language' – "you can choose to engage positive play or you are choosing to move to have time away from play"

#### 2. Think and reset time away from play (walking with the teacher to co-regulate)

- Student to complete a 'check in' to the Zones of Regulation – what strategy do they need to use to get back to the green zone (distraction from the problem).
- With support from teacher student uses Restorative Practice processes to work through and fix their problem

#### 3. Office Referral

*Ongoing unsafe play, violence, refusal – refer to golden rules.*

*Follow up of this behaviour will include loss of playtime, structured play activities, Community Service.*

- Document planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans.

## Repair and restore relationships Create safety and wellbeing

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

Our actions:

- Use of Restorative Practice processes in reference to the 'Zones of Regulation'
  - *What happened?*
  - *How are you affected by your action?*
  - *How are others affected by your action?*
  - *What has been the hardest thing for you?*

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- *What do you think needs to happen to make things right?*
- *What can I do to help you? (Is there anyone else who can help you?)*

## Create safety and wellbeing

*Will create safety and wellbeing for people involved in behavioural incidents.*

Our actions:

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Use suspension as a last resort strategy if immediate safety is required.
- Refer children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other support.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service. Responses might include telling parents and carers of those involved in or effected by the behaviour.

## 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/safe play 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 Risdon Park 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.
- 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 breathing and yoga) or physical activity (for example running, shooting hoops or bouncing a ball).
- Provide structured play areas and options for lunch and recess breaks to support each child and young persons to interact positively and appropriately with their peers.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- 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.
- Follow site 'Formal step process'

### 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 Risdon Park 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.



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- Provide visual cues for classrooms that reinforce and prompt expected behaviours and routines
- Intervention and support for students sent to the Office.
- An assessment of the student and only return the student to the classroom when and if he/she demonstrate learning readiness.

## 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.
- 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.

***Report behaviours of concern to a teacher, SSO, member of our leadership team or trusted adult at home.***

### Parent and carer

- 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 Risdon Park Primary School promotes.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to us 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.

***Report any child or young person's concerning or unsafe behaviour to the class teachers or a member of our leadership team.***

