

Behaviour Support Policy



Pilgrim School

*To challenge and inspire
children in a Christ centred
community*

Policy Title	Behaviour Support Policy
Version	2.0
Current Date of Last Review	May 2020
Proposed Review Date	2023
Related Legislation and Regulatory Requirements	UN Conventions of the Rights of the Child
Cross Sector Guidelines (SA)	Protective Practices for Staff in their Interactions with Children and Young People Child Safe Environments: principles of good practice
Related School Policies and Procedures	<ul style="list-style-type: none"> • Grievance Procedures • Junior Primary Class Sit Out Reflection • Year 3 – 6 Class Sit Out Contract • Behaviour Improvement Plan • Class Re-entry Agreement • Student Review Team Referral • Procedure for students who leave class without permission, leave the school grounds, or who are unable to be located
Responsibility	Principal & Leadership Team
Status	ACTIVE
Approved by	Leadership Team and School Board

Date	Version	Revision Description – Prepared/ Reviewed
July 2017	1.0	Kerry Heil & Julie Wicks
August 2020	2.0	Kerry Heil, Jayne Battersby & Andrew Edmondson

Introduction

We believe that all children are a unique gift from God with their own strengths, capabilities and challenges. As a school we encourage a positive sense of self-worth, engagement and ownership of each person's learning journey, individually and as a community.

The Behaviour Support Policy provides guidance and assistance for managing young people to take ownership of and responsibility for their behaviours. Choices and actions have an impact for each individual and also for others in our school community.

Rationale

This policy aims to:

- provide a safe, caring, orderly learning environment in which the rights of all students to learn and thrive are supported
- highlight positive expectations so that students have the support and opportunities to attain their God-given potential, academically, socially, physically and spiritually
- enable staff to deliver quality teaching programs effectively
- model, acknowledge and encourage positive behaviour
- permit children to learn from choices and decisions as they grow in maturity, independence and responsibility
- encourage students to reflect on their behaviour choices
- develop genuine partnership between young people, their families and staff
- apply consistent and logical consequences for unacceptable behaviour that acknowledges expectations
- provide support to redirect behaviour, which may vary according to:
 - the developmental stages of children
 - their individual circumstances
 - the diversity and complexity of some children and their families.

Early Intervention

Some students may exhibit behaviours that interfere with learning when they first start school; they may still be developing the socialisation skills to work within a classroom environment. The earlier that intervention strategies are applied, the better the prospects of changing behaviour.

Programs such as “Play is the Way” and “Kimochis Early Childhood Curriculum” may be accessed to assist students. These programs help to build the social and personal skills of students in their first years at school so they develop behaviours that are optimal for successful learning.

Behaviour Support Guidelines

We want to see young people thrive, and develop a strong sense of identity and belonging.

We aim to communicate clearly with families and to do so in a supportive, positive and relational manner.

Our intention is to be proactive and restorative in our approach.

We understand that individuals make choices for behaviour which will have an impact on themselves and others in their community. These choices and actions have a direct link to consequences, and our aim is always to ensure a safe and happy environment for all in which to learn.

Pilgrim School supports student behaviour through:

- a relational approach between staff, parents and students
- clear expectations from staff
- staff modelling appropriate behaviours
- valuing student agency
- equipping and supporting staff to recognise and support students with diverse and complex needs
- support from Pilgrim School Leadership
- referring to the Student Review Team (*SRT*)
- utilising the School Learning Management System (*Sentra*) for recording and documentation
- partnerships with external agencies.

Staff will create a positive, safe learning environment through:

- structures and routines that promote safety and learning for all
- developing shared classroom agreements
- implementation of behaviour agreements and consequences
- explicit teaching of Pilgrim Student Attributes
- use of the Pilgrim Wellbeing Toolkit
- encouraging a 'growth mindset'
- a safe, calming area in each classroom
- the use of breaks and rewards for students
- employing a variety of pedagogical practices.

Supporting Student Behavioural Growth

We will support student behavioural growth through informal connections, featuring:

- a focus on positive classroom management
- students supported in their behaviour through encouragement and redirection
- management of behaviour within the learning environment by the supervising teacher
- no significant consequences
- no significant follow up or communication required.

These informal connections will be initiated for incidents such as:

- disrupting learning (minor)
- moving around the classroom at inappropriate times
- being off task.

Low level incidents may include:

- not accepting re-direction
- arguing
- disrupting learning
- leaving room without asking
- being late to class
- being off task
- demonstrating unsafe behaviour.

Response - Low Level Incident (Yellow)

- Staff document the incident and all follow-up and communication (Sentral).
- Students are supported with behaviour through restorative conversations.
- Natural or appropriate consequences will be directed by staff.
- Staff will contact parents/caregivers as appropriate.

Medium level incidents may include:

- non-compliance with instructions
- inappropriate or explicit language
- inappropriate or disrespectful behaviour
- threatening, aggressive or violent behaviour
- damage to school property
- dangerous behaviour
- harassment and bullying
- sexualised behaviour
- sexual harassment.

Response - Medium Level Incident (Orange)

- Staff document the incident and all follow-up and communication (Sentral).
- Students are supported with behaviour through restorative conversations or restorative circle.
- Natural or appropriate consequences will be directed by staff.
- May include visit to a buddy class.
- Staff will contact parents/caregivers as appropriate.

High level incidents may include:

- refusal to follow instructions
- highly threatening, aggressive or violent behaviour
- significant damage to school property
- intentional dangerous behaviour
- persistent harassment and bullying
- high-level sexualised behaviour
- persistent sexual harassment
- placing others in danger
- illegal behaviour.

Response - High Level Incident (Red)

- Staff document the incident and all follow-up and communication (Sentral).
- Students are supported with behaviour through restorative conversations or restorative circle.
- Intervention strategies will be implemented.
- Staff to inform senior leadership.
- Staff and leadership will determine and direct natural or appropriate consequences.
- Staff will contact parents/caregivers.

Behaviour Improvement Plans and Procedures

At times it is necessary to address individual students' conduct through the implementation of a Behaviour Improvement Plan. This is an agreement between the student, their parents/caregivers and the school to support an opportunity for change regarding future behaviour.

The **Behaviour Improvement Plan** includes:

- purpose of the plan
- duration of the plan
- expectations regarding future behaviour
- setting goals
- monitoring and supporting
- conclusion of the plan or specific arrangements to apply if behaviour has not been appropriately modified.

Behaviour Improvement Plans may include the following strategies:

In-school withdrawal

Withdrawal of the student from some aspect(s) of the school program to assist in the behavioural change. Student will be encouraged to reflect upon their behaviours, attitudes and the impact of these on themselves and others.

Out-of-school suspension

In circumstances of a serious or significant nature, and at the discretion of the Principal, the parent or caregiver may be required to immediately collect their child.

The school will notify the student's parents/caregivers, if possible, by verbal communication initially and also in writing. The communication will provide the reason, purpose and duration of the suspension.

On most occasions a re-entry interview with the student and their parents/caregivers and Leadership is part of the process.

Enlisting external support

There are times when it is challenging to manage difficult and complex cases as a school alone and the knowledge and expertise of other professional services such as psychologists, occupational therapists etc. may assist. These strategies may be more effective if they are part of a broader intervention plan.

Responding to significant behaviours

This may include incidents such as:

- undermining the ethos of the school
- consistently and deliberately refusing to follow instructions or directions
- offensive or dangerous behaviour
- consistently and deliberately jeopardising teaching and learning opportunities for others.

Some behaviours of a serious nature are by definition criminal offences and such incidents will be reported to the police. These may include:

- damage to property
- possession of a weapon
- theft
- assault
- use, possession or distribution of drugs
- sexual assault.

(This list is indicative only and not all-inclusive.)

The Leadership Team and the Student Review Team may undertake the following actions:

- consider unacceptable behaviour and the implications for the student and the school community
- consider the personal and social needs of the student to determine what behaviour management action is most appropriate
- identify strategies to assist the student, following successful behaviour management, to be re-established in the school community
- identify relevant and appropriate communication strategies to inform members of the school community
- access any relevant agencies to provide support and act upon the advice given.

Expulsion

The expulsion of a student may occur as a result of a serious behaviour breach. This may include:

- engaging in wrongful behaviour of a serious nature; and/or
- the school's other processes for addressing such behaviours have been applied and have been unsuccessful; and/or
- the welfare, rights and safety of others in the school community make it necessary that the student no longer be present in the school community.

Should the decision to expel a student be confirmed, the Principal will formally communicate this, in writing, to the student and their family.

Roles and responsibilities

Students will contribute to a safe and supportive learning environment by:

- participating in a behaviour discussion and class agreement with their new teacher/s at the commencement of each school year
- supporting the class agreement
- doing their best to be a part of a caring and thoughtful community
- taking responsibility for their choices and actions
- accepting consequences according to the Behaviour Support Policy.

Parents/caregivers accept responsibility to:

- support staff in maintaining a safe and supportive learning environment for all students
- work in partnership in the implementation of actions related to the Behaviour Support Policy
- maintain open, timely communication with staff
- keep the school informed of health issues, learning needs, concerns about behaviour or other relevant matters
- seek the support and recommendations of other professionals, if required or recommended.

Staff will contribute to a safe and supportive learning environment, by:

- developing and fostering positive relationships with students and families
 - affirming positive behaviour
 - developing and maintaining inclusive and engaging teaching and learning programs
- catering for the developmental, social and emotional needs of individual students by using a range of teaching methods
- engaging students in Restorative Conversations to facilitate problem-solving and understanding of the perspective of others
- approaching student behaviour with a prayerful and compassionate attitude, being consistent in their approach and actions relating to Behaviour Support
- advising parents regarding significant or ongoing behavioural concerns
- recording behaviour matters and actions on the School Learning Management System (Sentral)
- participating in professional learning in behaviour education, learning and wellbeing
- critically reflecting on their own practice, and developing the knowledge and skills needed to manage behaviour successfully
- adhering to the practices as outlined in the Protective Practices Guidelines: https://www.education.sa.gov.au/sites/default/files/protective_practices_for_staff_in_their_interactions_with_children_and_young_people.pdf

Support for staff when managing behaviour includes:

- provision of training and resources which includes the Behaviour Support Policy, Behaviour Improvement Plan and other tools

- the supervising staff member is the first 'point of call' to engage management strategies to redirect inappropriate student behaviour
- assistance from a peer/buddy staff member
- support from the pastoral care worker
- additional assistance from the Wellbeing Coordinator
- assistance and consultation with the Leadership Team
- opportunity to debrief with and support each other
- input from the Student Review Team
- professional development opportunities
- outside agencies/allied health professionals.

The Principal (or delegate) will encourage a safe and supportive learning environment by:

- expecting high levels of behaviour for all community members
- managing behaviour through procedures supported by a strong theoretical understanding of young people
- promoting procedures and structures that enable students to be involved in the management of their own behaviour
- providing families access to the school's Student Behaviour Support Policy
- providing children and their families with access to relevant policies detailing their rights to advocacy, and grievance policies relating to the school's management of student behaviour
- encouraging opportunities for parent education and information
- exercising authority over the Behaviour Support Process
- supporting and assisting with managing high-level incidents (including exclusions and expulsions)
- providing opportunities for staff training and development
- ensuring staff are trained in and adhere to Protective Practices Guidelines
- involving external agencies, when appropriate, to support the management of student behaviour.

As a community we want to see every individual within our school demonstrate positive, thoughtful and respectful behaviours in our school community.