



Behaviour Support Policy

Hawthorndene 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

Hawthorndene Primary School's policy aligns with the Department for Education behaviour support policy.

ABOUT BEHAVIOURS

Children and young people's behaviour 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, 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 with these actions.

PROMOTE

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

OUR ACTIONS

- Promote a school wide positive behaviour approach and provide opportunities and support children and young people to experience success. WE will work with Governing Council, staff, children and young people, parents and carers.
- Display behavioural expectations. Share these with children and young people, parents and carers in the newsletter and on the website.

TEACH

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

OUR ACTIONS

- Create predictable structures and routines in the learning environment. This guides children and young people how to positively participate in learning. Provide positive reinforcement for appropriate behaviours.
- Teach children and young people self-awareness, self-management, social awareness and social management, focusing on respect and care for self, others and property.

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.

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

- Value student perspectives. Seek their ideas when development behaviour supports.
- Engage children, young people and families to understand possible reasons for behaviour.
- Work collaboratively to coordinate, assess, plan, monitor and review behaviour interventions.

RESPOND

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

OUR ACTIONS

- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
- Apply accepted and evidence-based behaviour response. Tailor to child or young people's circumstances. Take special measures for children with disability or additional needs, children in care and Aboriginal children,
- Document planned behaviour support response in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans if necessary.

REPAIR AND RESTORE RELATIONSHIPS

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

OUR ACTIONS

- Implement restorative approaches

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.

BEHAVIOURS ON 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 Hawthorndene Primary School we use specific responses to behaviour 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, breathing and yoga) or physical activity (for example, running, shooting hoops or bouncing 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 practice the skills required to maintain the preferred behaviour.

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 Hawthorndene 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.
- Work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.

DEPARTMENT LEVEL RESPONSES

- Negotiate other learning options away from school to make sure the school community is safe. This is a after we consider r 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 teacher, support worker and/or Principal/Deputy Principal.
- Support their friends to behave in safe, respectful and inclusive ways.

PARENT AND CARER

- Report any child or young person's concerning or unsafe behaviour to the teacher and/or Principal/Deputy 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 relations 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 on line.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- Seek support from our staff to create consistent responses to behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.

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