

Behaviour Support Policy

PURPOSE

Behaviour arises within the context of a young person's development, their environment, their family experiences, and social settings. Behaviour interventions seek to positively influence the social, family, and environmental factors around the young person.

The behaviour support policy at Findon High School is reflective of the school's values of ignite, inspire and empower and is underpinned behaviours in action: respect, responsibility and resilience. We believe there is no success without respect, responsibility and resilience. This includes the ways in which all members of the school community engage with and relate to the school environment to support the best outcomes for students, staff and families.

Parents, caregivers, family members, community members, peers and professionals influence the behavioural development of young people. They are key partners in supporting positive behavioural change.

The following document outlines the responsibilities of students, staff and parents to work in partnership in providing a respectful and caring environment where all students feel safe and are given a fair opportunity to achieve their best.

Findon High 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.

Findon High School's policy aligns with the Department for Education behaviour support policy.

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:

- Promote a school wide positive behaviour approach. We will work on this with our Governing Council, staff, children and young people, parents and carers.
- Display behavioural expectations. Share these with children, young people, parents and carers through our school promotions, documents and on the website.
- Adopt and implement a Restorative Practices approach to behaviours.

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 in how to positively participate in learning.
- Teach children and young people self-awareness, self-management, social awareness and social management.
- Restorative Practices approach to our students.

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 children and young people's perspectives. Seek their ideas when developing behaviour supports.
- Engage children, young people and families to understand possible reasons for behaviour.
- Use case management approaches to coordinate, assess, plan, monitor and review behaviour interventions.

Respond

We will respond to behaviour visibly and fairly aligned to the Restorative Practices approach. Responses will help grow confidence, trust and accountability.

Our actions:

- Apply accepted and evidence-based behaviour responses. Tailor to children or young people's circumstances. Take special measures for children with disability or additional needs, children in care and First Nations students.
- Document planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans.

Repair and restore relationships

We will repair and restore relationships harmed by behaviours of concern using the Restorative Behaviours approach.

Our actions:

- Children and young people who have acted inappropriately recognise the impact of their actions. They have the chance to apologise and express remorse. They have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.
- Implement Restorative Practices framework.

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.
- Use suspension as a last resort strategy.
- 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 (SWISS). Responses might include telling parents and carers of those involved in or affected 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 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 Findon High 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.
- 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).
- 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 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.
- Use natural consequences related to the behaviour. Use them if a student is unable to engage in the preferred behaviour with support matched to the student's individual needs. For example, cleaning graffiti off the wall at recess instead of going outside to play.

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 Findon High 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.
- Provide leadership and / or external assistance to facilitate restorative processes (including reconnection meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.

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 interactions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern by completing a student incident form located on the student portal.
- 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.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour to the students Mentor Group teacher.
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint process management policy, available on our website, to deal with concerns.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents, 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 staff to create consistent responses to behaviours of concern both at home and on site.
- Take part in learning opportunities we may provide about safe and inclusive behaviour.
- Know about our behaviour support policy and procedure, including 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.
- Make sure their children keep attending our site while a behaviour issue is being resolved. This is in a child or young person's best interest. If you feel that your children coming to our site is not in their best interest, talk to us.
- 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.

RELATED PROCEDURE

Behaviour Support Procedure
Suspension, Exclusion & Expulsion Process

REFERENCES & ASSOCIATED DOCUMENTS

Bullying and harassment resources

Version Control

Version 1.1

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