



## Behaviour Support Policy

### Rationale

Research indicates that most children are able to behave in safe, respectful and inclusive ways, while a small number engage in challenging behaviours. Complex and unsafe behaviours involve a very small proportion of children and young people in education settings. It is important to note that children and young people's engagement in behaviours of concern can change over time. The relationship between a child or young person and a caring adult is the fundamental basis of all behaviour support. Children and young people are most likely to behave in a positive, inclusive and respectful manner when they are supported by a caring adult who models this behaviour, and who teaches, guides and supports the child or young person to do the same. Inclusion in public education, early childhood and care services is a protective factor for children and young people.

At Kilkenny Primary School we want students to develop and embed skills and dispositions - to be kind, to be brave, and to be their personal best. It is our role, as a community, to ensure we are supporting every student to develop these skills and dispositions, and demonstrate these beyond the school gate, and into their future lives, so they are successful learners and future citizens.

### Children and young people's behaviours span a continuum including;

- Positive, inclusive and respectful behaviours
- Low-level, developmentally appropriate behaviours that test the boundaries of established rules, standards, and norms. These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level
- Challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies
- Complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

-Extract from Dept for Education Behaviour Support Policy – 2022

Find the full policy here <https://www.education.sa.gov.au/policies/shared/behaviour-support-policy.pdf>

### Behaviour Support Toolkit

The Behaviour support toolkit is also a useful resource that will support us as students, staff, and families to:

- identify behaviours of concern
- assess the likely function of behaviour
- determine if behaviours are developmentally appropriate, concerning or serious
- understand the factors that may contribute to behaviour
- work collaboratively with others to develop behaviour support plans
- provide positive behaviour support
- review and monitor interventions

A link to the toolkit can be found here

<https://edi.sa.edu.au/library/document-library/early-years/engagement-and-wellbeing/behaviour-support-toolkit/behaviour-support-toolkit-2-behaviour-categories.pdf>



## Procedures for dealing with positive, inclusive and respectful behaviours

All classes will have co-designed/co-constructed classroom agreements in place aligned to our values of Be Kind, Be Brave, Be Your Best, to provide extrinsic and intrinsic feedback/rewards for positive behaviours. Dojo points, behaviour charts, stickers, and other strategies within each classroom. In 2025, we aim to work with our student leaders to introduce a house points system aligned to our values that contribute to our House team trophy.

## Procedures for dealing with low-level behaviours

- All classes will have actions and routines negotiated in collaboration with their students, aligned to our 3 core values, Be Kind, Be brave, Be your Best. Three key actions under each value, starting with We will..., providing expected learning behaviours all students can use to stay safe and be effective in their learning. These will form the basis of redirection strategies in skilling positive behaviours. Classroom teachers will also use processes such as quiet classroom time away from the class, buddy class time, access to the sensory room, and regulation processes after break times to calm students after active play.
- During yard play this may involve the student walking with yard duty teachers for an allocated time, spending quiet time in a yard space allocated by the teacher, or redirected to another play area, or a quiet area such as the library, or sensory room.
- Teachers may choose to enter low level classroom incidents into Educational Management System (EMS) as a way of providing evidence of behaviours for referral to the school's Student Review Team, and IESP funding support.

## Procedures for dealing with challenging, complex and unsafe behaviours

### As outlined in EMS, these may include:

- Violence – threatened or actual
- Threatening the good order of the classroom or yard
- Interfering with the rights of others
- Persistent and willful inattention
- Threatening the safety or wellbeing
- Acted illegally

### Steps to take in dealing with challenging, complex and unsafe behaviours

1. Teacher has used classroom-based behaviour support without success to diffuse the situation. Teacher decides that intervention is required by leadership, based on their knowledge of, and relationship with, the student.
2. Teacher will call the front office (internal line 11) asking for leadership support. (Both classroom and yard support) Front office team to make a record of the request to enable whole school collection and analysis of behaviours. Eg specific days of the week/ time of day behaviour occur.
3. Front office team will notify leader on duty to attend to the situation immediately.
4. Leader on duty will deal with the situation, support student through counselling approach, allocate a balanced consequence to the behaviour incident, and action restorative processes where relevant, and when appropriate.
  - a. Consequences may involve:
    - i. Time out admin (from classroom or yard)
    - ii. Internal suspension
    - iii. Take home
    - iv. External suspension
    - v. Suspension pending Directions Conference (Possibility of exclusion)
5. Teacher to complete green slip providing further information for EMS recording and place in pigeon hole of leader dealing with situation

6. Leader on duty to record incident on EMS, and contact parents where relevant.
7. Leader on duty to debrief classroom teach on action taken.
8. Further information
9. Students will only return to class when leadership feel they are ready to engage back into the learning program, and restorative processes have been actioned to deal with the situation.

Students who consistently or continually exhibit these types of behaviours will be referred to the school's Student Review Team for further decision making on Internal/External supports needed to support the student.

