

# **Murray Bridge South Primary School**

## **Behaviour Support Policy**

**Be Safe. Be Kind. Be Ready to Learn.**

Approved: May 2026



**Government of South Australia**

Department for Education

# Murray Bridge South Primary School

## Behaviour Support Policy



*(Updated May 2026 to align with Department for Education policies and procedures)*

### 1. Introduction

At Murray Bridge South Primary School, we are committed to providing a safe, inclusive, and supportive learning environment where every student can thrive. This policy outlines clear behavioural expectations, response systems, and the roles and responsibilities of staff, students, and families, in accordance with current Department for Education (DfE) policies.

### 2. Purpose

- Define and reinforce positive behavioural expectations.
- Promote a school culture based on respect, responsibility, safety, and inclusion.
- Support student wellbeing and learning outcomes.
- Align with the DfE Behaviour Support Policy, Bullying Prevention Strategy, Wellbeing for Learning and Life Framework, and related legislation.

### 3. Legislative and Policy Context

This policy is informed by:

- Education and Children's Services Act 2019 (SA)
- Disability Discrimination Act 1992 (Cth) and Disability Standards for Education 2005
- DfE Behaviour Support Policy
- Bullying Prevention Strategy
- Suspension, Exclusion and Expulsion of Students Procedure (June 2024)
- Duty of Care to Children and Young People Guideline (July 2023)
- Responding to Online Safety Incidents in South Australian Schools

### 4. Definitions

For the purposes of this policy:

- **Behaviour Support:** Positive strategies and interventions to encourage safe, respectful, and inclusive conduct.
- **Bullying:** Repeated actions causing harm, including physical, verbal, social, or online behaviours.
- **Inclusion:** Ensuring all students, including those with disabilities, Aboriginal students, and children in care, are supported and have access to learning and wellbeing.

- **Suspension/Exclusion/Expulsion:** Formal procedures for temporarily or permanently removing a student from school to ensure safety and procedural fairness.

## 5. Core Principles

- All members of our school community are entitled to a safe, respectful, and inclusive environment.
- Behaviour expectations are proactively taught, modelled, and reinforced.
- Procedural fairness, restorative approaches, and inclusion are central to all responses.
- Responsibilities are shared across staff, students, parents/carers, and the wider school community.

## 6. Bullying, Harassment and Online Safety

- Bullying prevention and responses are guided by the DfE Bullying Prevention Strategy.
- Incidents are responded to promptly and fairly using restorative conversations and behaviour support plans.
- Reporting to SAPOL in cases of criminal behaviour.
- Support for all students involved and follow-up to monitor wellbeing.

## 7. Roles and Responsibilities

- **Principal:** Oversight of behaviour processes, procedural compliance, support for students and families, monitoring exclusions.
- **Staff:** Consistent application of policy, participation in professional learning, explicit teaching of positive behaviour, use of inclusive strategies.
- **Students:** Understand and follow behaviour expectations, participate in restorative processes, contribute to a positive school environment.
- **Parents/Carers:** Partner with the school, support restorative practices, engage in communication and planning.

## 8. Behaviour Expectations

Behaviour expectations are clearly articulated using school-wide language and routines, incorporating DfE guidelines:

- Respect for self, others, and the environment.
- Responsibility for actions and learning.
- Safe choices in the classroom, playground, and community.
- Inclusion: celebrating diversity and providing equitable access for all.

## 9. Positive Strategies, Rewards and Consequences

- **Positive Strategies:** Whole-school approaches, classroom routines, targeted support, and individual plans.
- **Rewards:** Acknowledgement of positive choices, certificates, public recognition, and class rewards.
- **Consequences:** Restorative responses, behaviour plans, time-out, suspension/exclusion/expulsion (as per DfE procedure), reconnection meetings, weekly monitoring for students at risk.

## 10. Behaviour Management and Support Process

- **Universal intervention:** Clear instruction, routines, and expectations.
- **Targeted intervention:** Social skills groups, support plans.
- **Intensive intervention:** Individualised behaviour support plans, multi-agency support, risk assessments.
- All responses documented using current DfE proformas, EMS and site templates.

## 11. Inclusion and Student Support

- Accommodation and modifications for students with additional needs.
- Personalised learning and behaviour support.
- Support for Aboriginal students, children in care, and students with disabilities.
- Access to Wellbeing Leader and relevant support services.

## 12. Transition and Transfer

- Behaviour records are transferred as per DfE Transfer Procedure.
- Transition planning and support for new students, including behaviour expectations and support structures.

## 13. Training and Professional Learning

- Staff are required to participate in ongoing professional learning aligned to DfE Behaviour Support Policy, Wellbeing for Learning and Life Framework, inclusion strategies, and protective practices.
- Record of attendance and implementation monitored by the principal.

## 14. Related Policies and References

This policy references and supports:

- DfE Behaviour Support Policy

- Bullying Prevention Strategy
- Suspension, Exclusion and Expulsion of Students Procedure (June 2024)
- Duty of Care to Children and Young People Guideline (July 2023)
- Student Use of Mobile Phones and Personal Devices Policy
- Protective Practices for Staff in their Interactions with Children and Young People
- Critical Incident Policy

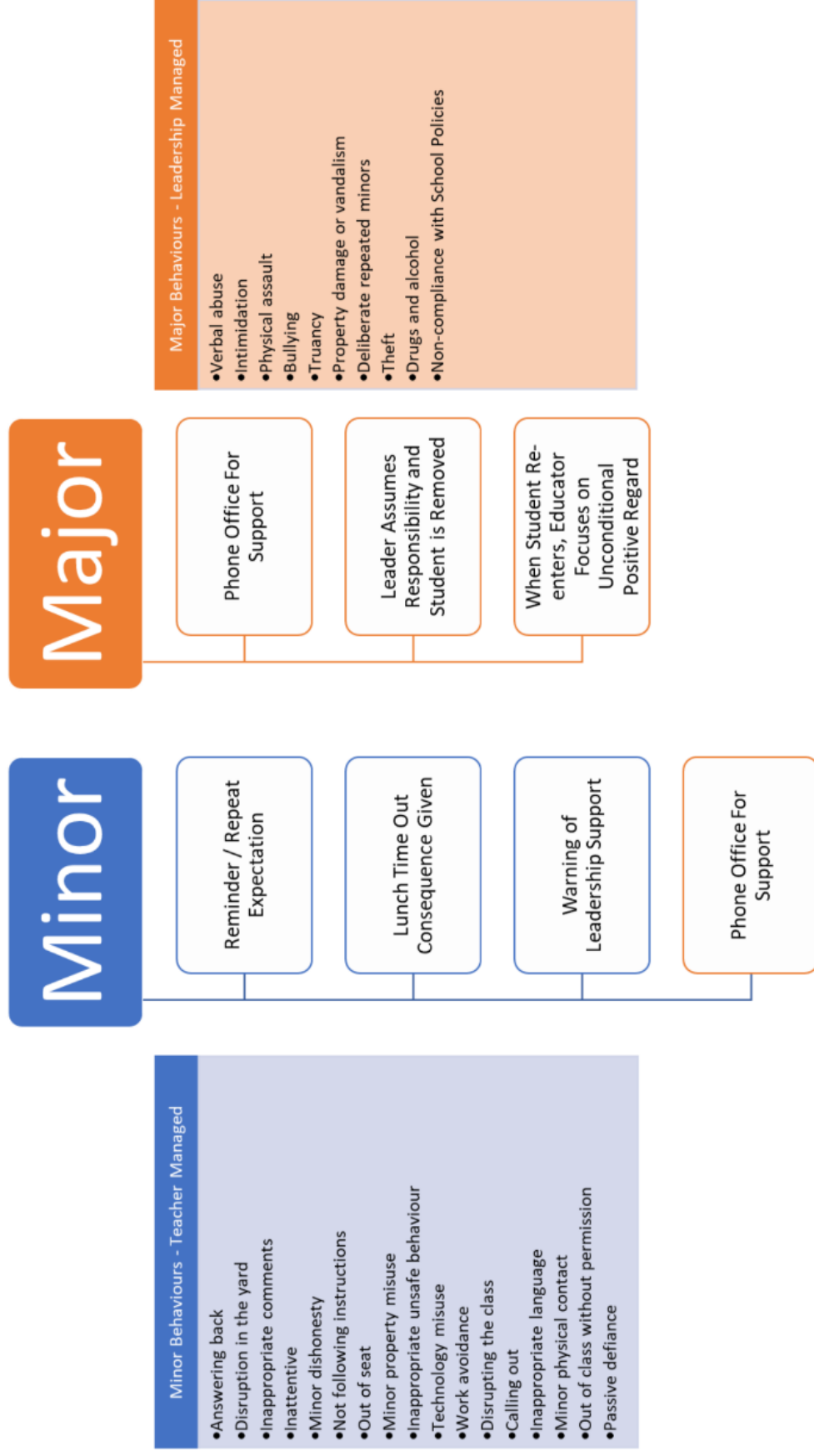
## **15. Monitoring and Review**

- The policy will be reviewed annually to ensure alignment with updated DfE policies and procedures.
- Input from students, staff, parents/carers, and the wider community will be considered.

## **Appendices**

1. Flowchart of behaviour responses
2. Proforma for reconnection meetings

# Murray Bridge South Primary School Student Behaviour Management Process





## Reconnection Plan

My name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

	My actions	School Support
<p>My suspension was for not:</p> <p>Classroom &amp; yard:</p> <ul style="list-style-type: none"> <li>• We respect others and all property</li> <li>• We follow instructions immediately</li> <li>• We move safely at all times</li> <li>• We track the speaker</li> <li>• We focus on our own learning</li> </ul>	<p>I agree to:</p> <p>If I need to I can:</p>	<p>Adults will:</p>

**I understand that if I do not follow this agreement, I am making choices about the consequences that may include in-school time out, suspension, or a directions meeting with possible exclusion.**

Students have the right to work, play and learn in a friendly, safe and supportive school environment. Students know they have the right to ask an adult if they are unsure of the rules and routines in our school.

A right to learn means that we all have responsibility to support learning for everyone here. The responsibility to learn means working hard and following adult instructions. All staff have the right to work in a pleasant and safe environment with appropriate support and co-operation from students and families.

Parents have the right to know that their child is safe and supported at school and that the treatment they receive is fair and appropriate. They have the right to feel welcome at school. They have the responsibility to support the school's teaching and learning and behaviour management policy.

Signed: \_\_\_\_\_

Student \_\_\_\_\_

Parent/Carer \_\_\_\_\_

School Leader \_\_\_\_\_