



## The Ridgely Didge Way Behaviour Education & Support Policy

Approved: November 2025

Minor Review Due: November 2026

Full Review Due: November 2028

### School Vision

To inspire curious, self-aware learners who value our diverse cultural strengths and work together to create a caring, connected and thriving community.

### School Motto

*'A Community Learning Together'*

### School Values

Respect, Persistence, Success (RPS)

#### Respect

Our Golden Rule, *"treating others as we wish to be treated"* — we show respect by being kind and responsible as we care for ourselves, our community, and Country, so everyone feels safe and valued.

#### Persistence

Being brave and persisting when things get hard — we know mistakes are part of learning, and we work together to achieve our goals and grow.

#### Success

Learning with clearly explained intentions and reasons — together, we achieve measurable and meaningful goals with purpose and persistence.

### Our Purpose

We work in partnership with families and caregivers to nurture every student's growth in safe, equitable, accessible, and culturally responsive environments. We cultivate curiosity, critical thinking, and collaboration. We support our learning community to build resilience, agency, and self-awareness. As co-creators of their learning and community, our students are empowered to learn, achieve, and thrive.

***Everyone belongs in the Ridgehaven Rainbow!***



LARRY THE LORIKEET - BANKSIA - GOLDEN RULE

## The Ridgely Didge Way Behaviour Support Policy Purpose:

Positive behaviour is nurtured in environments where students feel safe, respected, and have a sense of belonging. Every learner is included, supported, and empowered to participate meaningfully.

We recognise **behaviours do not occur in isolation**—but stem from the social, emotional, intellectual or environmental contexts of every child. As a learning community, our approaches are proactive, relationship-focused, and supportive of accountability to ensure consistency and shared responsibility.

We commit to:

- **Co-Creating Learning Environments** —building structured, safe, and inclusive spaces with clear, consistent expectations that support positive relationships.
- **Teaching for Growth** — explicitly teaching skills to develop emotional regulation, self-advocacy, teamwork and persistence as pathways to success.
- **Embedding Safety**— delivering equitable, culturally responsive, disability-inclusive and trauma-informed practices.
- **Restoring Relationships** — acknowledging harm, supporting accountability, and focusing on repairing trust.
- **Collaborating and Communicating** — strengthening partnerships with families and professionals and providing transparency in practices.

## Policy Co-Creation

Our policy is:

- **Collaboratively Designed** — created with input from our learning community.
- **Policy and Legislation Aligned** — based on the Department for Education’s Behaviour Support Policy, ensuring consistency with state-wide practices and compliance with relevant frameworks (see Policy Appendix page 7)
- **Evidence-Based** —guided by best-practice research on promoting positive behaviour, developing students' social and emotional skills, to create sustainable and supportive learning environments.
- **Contextually Specific** —tailored to reflect the diverse needs, perspectives and aspirations of our learning community.

## Range of Behaviours

Children and young people's behaviours can be described as existing along a continuum:

- **Positive, inclusive and respectful behaviours** — contribute to a safe and productive learning environment and align with ‘**The Ridgely Didge Way**’ philosophy.
- **Developmentally appropriate behaviours** — briefly interrupt learning, but can be redirected with guidance and support.
- **Behaviours of concern** — persistently disrupt learning due to their severity, frequency, or duration and require consistent intervention and active support.
- **Complex and unsafe behaviours** — pose a risk to the safety of our learning community, and require immediate, structured interventions to protect all involved.

## Our Approach

**The Ridgely Didge Way** ([The Ridgely Didge Way - Ridgehaven Primary School](#)) embeds a consistent, proactive, and whole-school approach to behaviours across the continuum.

Our focus is on educating young people, creating meaningful change, and building a community where safe and inclusive learning conditions, positive relationships, and social, emotional, and academic success are priorities.

While punitive measures may feel like immediate solutions, they do not create opportunities for genuine learning or long-term positive change. Punishment, shame, and humiliation negatively impact relationships, disengage young people from education and care, and often increase the risk of behaviours of concern persisting later in life.

Suspension or exclusion is considered as a last resort, in line with the [\\*Suspension, exclusion and expulsion of students procedure](#).

Department policy requires that behavioural support uses the least exclusionary methods available to prevent, reduce or redirect behaviours of concern. We want every member of our community to know that each day can be a fresh start and is an opportunity to be supported in making positive choices.

## How do we implement the Department for Education's Policy?

We support the safe inclusion of all in our learning community through the following actions:

### Promoting Positive Behaviour

Supporting positive behaviours for learning with a whole school approach through our **Ridgey Didge Way** ([The Ridgey Didge Way - Ridgehaven Primary School](#))

We commit to:

- **Designing** — co-creating predictable, safe, and inclusive learning environments that nurture positive behaviours by setting clear expectations and removing barriers to engagement.
- **Communicating** — sharing and reinforcing our **Ridgey Didge Way** philosophy with clear, reliable classroom practices.
- **Supporting** — providing consistent guidance, through trauma-informed practices, which are supportive of diverse needs.
- **Partnering** — building strong relationships to create safety and success so all learners can thrive.

### Creating Positive Environments for Learning

Universally designed environments proactively address diverse physical, sensory, and environmental needs of all learners.

We commit to:

- **Designing Accessible Spaces** — creating classrooms which physically prioritise calm and structure (eg. visual schedules and low stimulus environments).
- **Providing Sensory Supports** — equipping classrooms with practical tools and strategies to address diverse sensory needs, such as quiet zones, sensory tools (eg. headphones, flexible seating)
- **Co-Creating Inclusion** — working with students, caregivers and allied health supports to identify barriers to learning and address environmental factors that impact both behaviour and well-being.

By embedding accessibility and inclusivity, these environments prevent the need for reactive interventions.

### Teaching Positive Behaviour

Positive behaviours are **skills** that enable every learner to contribute to a safe, respectful, and inclusive community and need to be explicitly taught.

We commit to:

- **Designing** — creating predictable structures and routines that remove barriers to participation and co-create inclusive environments where all young people can thrive.
- **Developing** — classroom 'norms' with young people that are aligned with the **Ridgey Didge Way**, and displaying them in class.
- **Teaching** — explicitly instructing specific skills, including self-awareness, co-regulation and collaboration that value diverse ways of knowing, being and doing.
- **Responding** — modelling positive behaviours through consistent 'unconditional positive regard' respecting and valuing every student as a person who is deserving of care, belonging, and a place within our community.
- **Reflecting** — engaging in reflective practices together to explore reasons behind behaviours of concern, and identify how our learning environment contributes to this, and what we, and students need to change.

When we intentionally teach our young people, we empower them to navigate challenges, make positive choices, and thrive at school and beyond.

## Creating Safety and Wellbeing

Students who feel safety and belonging are less likely to engage in behaviours of concern.

We commit to:

- **Supporting Regulation** — using structured brain breaks, co-regulation practices, and supported time in Poet's Place and other quiet learning zones to improve readiness for learning.
- **Reducing Risk** — negotiating 'Ready to Learn' plans that incorporate strategies and tools (eg. 'Break' cards), to enable students to independently regulate their bodies when needed.
- **Ongoing Education** — creating structured, supported opportunities for students to develop skills in interoception (recognising signals from their body about how they feel) which increases capacity to use calming strategies for regulation.
- **Restoring Relationships** — facilitating restorative conversations with individuals impacted by unsafe behaviours.

These strategies create safer, more inclusive classrooms where all learners can develop the skills they need to succeed.

## Responding

Our priority is to maintain a safe and inclusive learning environment while creating a school community that learns and grows together.

We **all** commit to:

- **Communicating Clearly** — ensuring transparent communication across our school community (eg. Co-Regulation Support record) in ways that build trust and shared understanding of positive behaviours.
- **Exploring Influences** — identifying and addressing sensory, environmental, or systemic conditions that may contribute to behaviours of concern with the goal of understanding and improving safety for everyone.
- **Problem-Solving Collaboratively** — Partnering with parents, students, staff, and leadership, we work as a team to build shared learning opportunities and strategies that affirm and value each learner's identity and respond equitably to behavioural challenges.
- **Responding Restoratively**— supporting behaviour in ways that prioritise learning, accountability, and repairing relationships. Students are required to reflect on their actions, understand the impact of their behaviour, and take steps to repair harm

## Whole Community Actions

As a school community, we collectively ensure safe and inclusive environments through the shared responsibilities outlined in this policy. These actions apply to learners, staff, parents, carers, and all members of the Ridgehaven Primary School community, complementing individual responsibilities while supporting positive behaviours and accountability.

Together, we strive to:

- **Build Positive Relationships** —follow the Golden Rule with every interaction, whether face-to-face, in writing, over the phone, or online.
- **Communicate Respectfully** — use consistent, respectful communication that values and is inclusive of the perspectives of everyone in our community and avoids language or actions that harm or escalate conflict.
- **Report Behaviours of Concern Safely** — Share concerns directly with trusted adults (for learners) or with school staff, rather than engaging directly with those involved.
- **Prioritise Restorative Solutions** — actively work together to address harm, hold individuals accountable, and rebuild trust and safety through restorative practices.

## Educator Responsibilities

In addition to the commitments outlined in this policy, educators at Ridgehaven Primary School play a vital role in supporting safe, inclusive, and positive behaviours. Aligned with the AITSL Teacher Standards, educators take proactive and tailored actions to meet the diverse needs of all learners.

Educators commit to:

- **Immersing Learners in TEAM Culture** — using consistent language, key concepts, and restorative practices aligned with the Ridgey Didge Way to build a safe and inclusive classroom community.
- **Teaching and Supporting Interoception Skills** — Guiding students to develop self-awareness and emotional regulation by teaching interoception skills regularly to **the whole class**, particularly at key times such as in the morning or after lunch. Whole-class activities help all learners connect body signals and feelings to responses, building their capacity for emotional regulation over time. Examples may include sitting quietly in a calm space, talking quietly, accessing sensory tools, practising calming strategies (e.g., breathing, mindfulness, listening to music, or yoga), or engaging in physical activity (e.g., running, shooting hoops, or bouncing a ball).
- **Responding Sensitively to Dysregulation** — maintaining safety and calm during dysregulation by de-escalating situations and **only** teaching skills and corrective behaviours when students are regulated. Connection before correction is an essential strategy.
- **Redirecting and Reinforcing Positive Behaviours** — Guiding students to reflect on their actions, interrupting and redirecting behaviours when it will not escalate the situation, and supporting skill-building consistent with the **Ridgey Didge Way**.
- **Using Logical Consequences**— applying meaningful consequences that are directly related to the behaviour helping students understand the impact of their actions and make stronger decisions in the future.
- **Using Restorative Approaches** - using restorative conversations to repair relationships, reflect and rebuild trust (3 R's)
- **Creating Ready to Learn Plans** — collaborating with parents, carers, and external supports to develop personalised plans that encourage behaviour change and create conditions for success.
- **Engaging leadership and department supports** — when responding to serious incidents. For example, the Social Work Incident Support (SWISS) and Employee Assistance Program (EAP)
- **Communicating with Parents**— informing parents and carers of those affected by the behaviour, while ensuring the safety, privacy, and dignity of all involved.
- **Communicating with Leadership** — behaviours of concern requiring additional support
- **Legislative Requirements** — adhering to legislative and mandatory reporting requirements and Department operational policies and Frameworks

Our educators support safe, respectful, and inclusive behaviours by teaching skills, modelling expectations, and creating consistent opportunities for learners to succeed.

## Leadership Responsibilities

Leadership at Ridgehaven Primary School provides direction, guidance, and support to ensure safe, inclusive, and productive learning environments for all learners. They engage with the Governing Council, staff, families, and external supports to create conditions where positive behaviours, accountability, and restorative practices can thrive.

Leadership commits to:

- **Monitoring and Responding to Behaviour Concerns** — overseeing behavioural concerns, including incidents that happen out of hours or off-site, where they impact relationships and safety at RPS
- **Supporting Teachers** — offering advice and assistance to teachers in managing and reporting behaviour incidents and communicating with families in alignment with school policy.
- **Provide Training for Staff** —Regular Professional Development opportunities will be provided, and Leadership are responsible for ensuring that staff who are trained in the KS:CPC are delivering this curriculum to children.
- **Partnering with Families** — collaborating with parents and carers to create **Ready to Learn Plans** that support positive behaviour change and student success.
- **Following Departmental Procedures** — Adhering to the Suspension, exclusion and expulsion of students procedure and recording incidents through the Education Management System (EMS).
- **Collecting and Reporting Evidence** — collecting and reporting on an annual basis, ethical and valid data pertaining to behavioural interventions connected to student safety and wellbeing, and use the data to inform interventions, strategies and actions.
- **Reporting Criminal Offences** — Reporting criminal behaviours to the police and serious incidents through the Incident and Response Management System (IRMS)

- **Planning Whole-Site Responses** — Working with the Education Director and other Department for Education staff to coordinate and communicate site-wide responses to serious behavioural incidents.
- **Facilitating Restorative Processes** — Leading or organising impartial restorative processes, including re-connection meetings, to address harm and repair relationships between staff and students, or among young people.
- **Legislative Requirements** — Adhere to legislative and mandatory reporting requirements and Department operational policies and Frameworks

**As part of this commitment, school leadership will conduct regular sensory audits informed by collated teacher referrals and student reflections. This audit will provide a comprehensive understanding of the physical and sensory needs within our learning community. The findings will be presented to the Governing Council to support informed budgetary decisions focused on enhancing student and staff well-being.**

## Department-Level Responses

The Department for Education supports schools in responding to behaviours of concern by:

- **Negotiating Alternative Learning Options** — Assisting schools to plan and implement alternative placements, such as placement at another school or Learning Centres, to ensure the safety of the school community. These measures are considered only after all other options to reduce danger have been explored.
- **Providing Specialist Support** — Offering guidance and coaching through Student Support Services, Behaviour Support Educators, and other departmental resources to assist local leadership in responding to complex behaviours and developing tailored interventions.
- **Engaging in Critical Situations** — When required, collaborating with the Education Director, IRMS personnel and external professionals to manage complex situations, provide culturally responsive and trauma-informed advice, and ensure procedural compliance during suspensions, exclusions, or reconnection processes.

## Responsibilities of Children and Families

### Parents and carers

Play a vital role in building a safe and inclusive community. Through their ongoing support and collaboration with staff, they help reinforce the values of the **Ridgey Didge Way** at school and at home.

Parents and carers commit to:

- **Modelling Respectful Relationships** — demonstrating safe, respectful, and inclusive behaviours in interactions with their children, other students, families, and staff.
- **Supporting Positive Behaviour** — helping children understand the importance of their actions by discussing school values and encouraging positive choices outside of school.
- **Working with the School** — collaborating with staff in situations where behaviour issues arise, ensuring actions are consistent and in the best interests of student safety.
- **Providing Supervision** — monitoring children's interactions, including online, and offering guidance to encourage safe and respectful behaviour.
- **Reporting Concerns through the School** — addressing behavioural concerns by reporting issues to school staff promptly rather than engaging directly with other parents or students
- **Follow Policies** — remember, families are partners, and following our Decision Making Policy and Parent/Caregiver Feedback Policy ([School policies - Ridgehaven Primary School](#))
- **Respecting Confidentiality** — understanding that the school cannot share details about other children and that school responses are aligned with this policy.
- **Finding Help** — seeking external professional support for young people when complex or unsafe behaviours pose a risk to themselves or others, while continuing to work collaboratively with the school.

### Children and young people

At Ridgehaven Primary School, we believe that everyone has a role in helping create a safe and respectful place to learn and grow. You are an important part of our school community, and your actions help make our school a welcoming space for everyone!

Here's what we ask you to do as a Ridgey Didge student:

- **Be Kind and Respectful** — Treat others the way you want to be treated (Larry's Golden Rule), in person, online, and everywhere else.
- **Make Safe Choices** — Think carefully about what you say and do, making sure your actions are safe, respectful, and inclusive of everyone.
- **Ask for Help When You Need It** — If you see someone being unsafe or unkind, or if you feel unsure about what to do, talk to a trusted adult like your teacher, leadership staff, or Co-Educator as soon as you can.
- **Help Your Friends Make Strong Choices** — Support your friends to be kind, safe, and respectful. If your friend is struggling or not following the Golden Rule, encourage them to speak with a trusted adult.
- **Look After Each Other Online** — Be respectful in your online actions. Tell an adult if you or someone else is being treated unfairly or if someone is behaving in a way that could hurt others.

## Policy Appendix

(Hyperlinks are subject to change. Please advise school if any issues with connection)

South Australian Department for Education Policies and Framework

1. [School policies - Ridgehaven Primary School](#)
2. [Behaviour support policy \(2025\)](#)
3. [Protective Practices for Staff in their Interactions with Children and Young People \(2019\)](#)
4. [Safeguarding children and young people policy \(May 2025\)](#)
5. [Mandatory Notification procedure \(May 2025\)](#)
6. [Culturally Responsive Framework](#)
7. [Children and Students with disability policy \(March 2024\)](#)
8. [Practice guidance for learners with additional needs](#)
9. [Behaviour Support toolkit](#)
10. [Behaviour Support toolkit 4 - behaviour strategies](#)
11. [Restorative practices in education and care settings](#)
12. [Keeping Safe: Child Protection Curriculum information for educators](#)
13. [Suspension, exclusion and expulsion of students procedure](#)
14. [Suspension and exclusion information for parents and carers fact sheet - English](#)
15. [Take home fact sheet SEE procedure](#)
16. [Exclusion fact sheet SEE procedure](#)
17. [Trauma-informed Practice in Education – principles to build your site's approach](#)
18. [Safe and supportive learning environments - plan of action 2024 - 2026](#)
19. [Positive behaviour for learning classroom practices](#)

National Frameworks

1. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(EYLF\) V2.0 2022](#)
2. [My Time Our Place: Framework for School Age Care in Australia V2.0 2022](#)
3. [Australian Professional Standards for Teachers](#)
4. [Australian Student Wellbeing Framework](#)

Professional Development and Learning

1. [Interoception and self-regulation | Student Wellbeing Hub](#)
2. [Get ready to learn | Student Wellbeing Hub](#)
3. [I Am an Educator - Reframing Autism](#)
4. [Get ready to learn: 39 interoception activities to develop self-regulation](#)
5. [AERO Supporting students diverse needs practice guide – Emotional regulation](#)
6. [Inclusive Play - Guidelines for accessible playspaces](#)
7. [Play Is The Way](#)

8. [Real Schools | Transforming and Enhancing your School's Culture](#) The Consistent Conversation Compass
9. [Berry Street Education Model – Learning and Resources | Berry Street](#)
10. [Emotional Regulation, Part Two: Using Co-regulation to Teach Emotional Regulation - Reframing Autism](#)
11. [Emotional Regulation, Part Two: Using Co-regulation to Teach Emotional Regulation - Reframing Autism](#)

#### Legislation

1. [Disability Discrimination Act 1992 \(Commonwealth\)](#)
2. [Disability Standards for Education \(2005\) \(Commonwealth\)](#)
3. [Disability Inclusion Act 2018](#)
4. [Racial Discrimination Act \(1975\) \(Commonwealth\)](#)
5. [Australian Education Act 2013 \(Commonwealth\)](#)
6. [Children and Young People \(Safety\) Act 2017 \(14.7.2025\)](#) (which is set to be replaced by [Children and Young People \(Safety and Support\) Act 2025](#))
7. [United Nations Convention on the Rights of the Child](#)