

Updated: August 2025

BEHAVIOUR SUPPORT POLICY

PURPOSE

The purpose of the Salisbury East High School Behaviour Support Policy is to ensure that behaviour is supported in an effective, consistent, and fair manner and aims to:

- Safely include all children and young people so they can participate in learning in a positive way that respects the rights of other students and staff.
- Develop students' personal and social capabilities, enabling them to understand and exercise their rights and responsibilities.
- Support students to contribute positively to their learning environments and to the wider community.

RATIONALE

The Behaviour Support Policy aims to foster a positive and inclusive learning environment by promoting respectful and responsible behaviour among students. It outlines clear expectations and responsibilities for students, staff, and families, ensuring a consistent approach to behaviour management. By focusing on proactive strategies and support, the policy seeks to enhance student wellbeing and academic success. Together, we strive to create a safe and supportive school community for all.

At Salisbury East High School, we acknowledge that families, society, peers, staff and other significant adults influence the behavioural development of young people. As such we aim to work together with students and their families to create a learning community that is:

- Safe.
- Inclusive.
- Conducive to learning.
- Free from harassment and bullying.

This policy is consistent with and should be read in conjunction with the DfE Suspension, Exclusion and Expulsion (SEE) Procedures and the Salisbury East High School Bullying Prevention, Mobile Phone, Attendance and Uniform policies. The spirit of all these policies is to provide a safe environment for all students and, in doing so, to establish clear behavioural expectations along with appropriate and timely follow up.

SUPPORT FOR STUDENTS

Salisbury East High School has a vision of success for all students. This means that:

- Our curriculum is inclusive and accessible to all students.

- Assessment and reporting procedures focus on student progress.
- Successful achievement is recognised and celebrated.
- Positive, social responsibilities are taught across the curriculum (and specifically through the Mentoring curriculum) and modelled in all aspects of school life.
- School staff will manage aspects of the school environment so that students learn to respect rights and fulfil responsibilities.
- School staff and interagency services will support students with social, emotional and behavioural difficulties.
- Appropriate interventions will be used to support a change in behaviour of students who demonstrate irresponsible behaviours.

SCHOOL EXPECTATIONS

Salisbury East High School's values of Respect, Responsibility, and Resilience, form the basis for expected behaviour for all in our school community. These include, but are not limited to:

SEHS Value	Expected Behaviours
Respect	<ul style="list-style-type: none"> • Be on time to school and for all lessons. • Speak in a polite manner to other students and staff. • Treat other people with empathy and compassion, particularly in regard to their culture, beliefs, family circumstances, sexuality and gender. • Wear correct school uniform. • Resolve conflicts in a positive way, using Restorative Practices. • Treat other people's property with respect.
Responsibility	<ul style="list-style-type: none"> • Come prepared for lessons, with books and equipment. • Remain on school grounds throughout the day. • Keep mobile phones turned off and in bags during school hours. • Follow instructions of staff members. • Behave in a safe manner, in all work environments within the school and in the school yard. • Keep the school grounds free of litter, graffiti and vandalism. • Act as an ambassador for our school, within both the school and the wider community. • Keep the school free from illicit substances.
Resilience	<ul style="list-style-type: none"> • Attend all scheduled lessons. • Engage with learning and attempt all work set to the best standard possible. • Demonstrate strength of character in line with values.

RESPONSIBILITIES

The SEHS Principal, teachers and staff will:

- Develop and foster positive relationships with students and families and communicate with them regarding the SEHS:
 - Teaching and learning program.
 - Behaviour Policy.
 - Decision-making procedures open to them if they wish to influence school practice.
 - Grievance procedures.
- Participate in developing, implementing and reviewing the school's procedures for managing student behaviour.
- Establish, maintain, make explicit and model the school's expectations relating to student behaviour.
- Respond positively to responsible student behaviour and apply appropriate interventions if students interfere with teaching and learning and the safe school environment.
- Create meaningful and relevant learning experiences that build on the student's prior knowledge to support the transfer of learning.
- Cater for the developmental, social and emotional need of individual students and use a range of teaching methods.
- Provide descriptive feedback that enables students to improve the quality of their work.
- Ensure access to the curriculum for every learner using effective differentiation strategies.
- Develop classroom management strategies which:
 - involve restorative practices
 - support the participation of all students
 - value differences in gender and the cultural and linguistic backgrounds of students
 - acknowledge positive learning and social behaviours
 - deal effectively with sexual harassment, racism and bullying
 - consider the impact of physical and intellectual disability, trauma and disadvantage on the learning process
 - establish and maintain safe and supportive learning environments, which allow all students the opportunity to learn and participate
 - take into consideration disabilities and developmental age of students.

Parents and caregivers, upon enrolment of students at SEHS, accept responsibility to:

- Ensure that the student attends school and that school staff are notified of absences.
- Keep staff informed of health issues, concerns about behaviour or other matters of relevance.
- Comply with DfE and school policies, including this Behaviour Support Policy.
- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff.
- Support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online).
- Work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures).
- Consider recommendations and engage in specialist support through student support services and external organisations.

INTERVENTIONS

At Salisbury East High School, we explicitly teach social responsibilities across the curriculum and model these to students in all aspects of school life. The aim of this is to help students understand that behaviour is an action made by an individual within a social context and, as such, the school community will place appropriate limits on students' behaviour choices.

Students will be taught the skills to make wise choices about their behaviour and to accept responsibility for the outcomes of these choices. Students' responsibility for their own behaviour will be reinforced consistently in a manner which enhances their understanding of responsible social behaviour, in line with SEHS school values.

We have developed appropriate interventions for both responsible and irresponsible behaviours. Where necessary, we will use system level procedures (such as suspension and exclusion) to support a change in the behaviour of students who do not respond to school level interventions of irresponsible behaviour.

Salisbury East High School endorses a positive behaviour support approach to student behaviour. All behaviours of concern by children and young people will receive an appropriate response. The nature of the response will be equitable and reflect the student's needs and what's required to support positive and respectful behaviour in future. Exclusionary responses are used as a last resort.

We believe it is important to recognise positive student outcomes and acknowledge responsible behaviour. We do this through:

- Giving positive feedback to individuals and their families.
- Providing access to the full range of learning opportunities (e.g: excursions, camps, etc).
- Offering opportunities for leadership and school representation.
- Showing public recognition through internal and social media platforms.
- Holding awards ceremonies and celebrations.

RESPONDING TO INAPPROPRIATE BEHAVIOURS

Salisbury East High School practices safe inclusion in accordance with the DfE SEE procedures. Safe inclusion means engaging students to the fullest extent possible while maintaining the physical and psychological safety of others. Staff use their professional judgement to determine the response strategies for specific situations based on frequency, severity and individual circumstances. The purpose of this approach is to support students to change or redirect their behaviours.

As a guide for determining the severity of an incident, the following factors are considered:

- SEE Procedures.
- Disability.
- Year level/Developmental Stage.
- Compliance.
- Remorse.
- Impact on victim.
- Behaviour Matrix (Behaviour Toolkit).
- Wellbeing complexities.
- Visibility of the incident to the school and wider community.

This policy is in effect during the school day, when students are on the way to and from school, during all school events, camps and activities. Students who engage in harassment and bullying outside of school hours, which affects the victim's ability to engage effectively and safely in school life, are also subject to school intervention and interventions.

SEHS GOVERNING COUNCIL ENDORSEMENT

At Salisbury East High School, we aim for staff, parents or caregivers, and students to work together to create a safe, caring, orderly and productive learning community which supports the rights of all students to learn and all teachers to teach. The Governing Council of Salisbury East High School supports this aim, through the endorsement of this School Behaviour Support Policy.