

BANKSIA PARK SCHOOL R-6 STUDENT BEHAVIOUR SUPPORT POLICY

- We cannot make students learn or behave
- We can create environments to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by core curriculum and implemented with consistency and fidelity.

Dr Tim Lewis

The purpose of the behaviour support policy is to:

- ensure effective, consistent and fair behaviour support for children and young people across education, early childhood and care services in the department
- help children and young people to be safely included and participate in learning in a positive way that respects other students and staff
- develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments, and to their wider community

Banksia Park School utilises the principles of the [Zones of Regulation](#) and the Department for Education [Behaviour support policy](#) and [Behaviour support in schools including suspension and exclusion](#) and Positive Behaviour for Learning Principles to support student behaviour and wellbeing. – Banksia Park School R-6 has been a Positive Behaviour for Learning (PBL) [pilot school](#) within the Department for the past 3 years.

Our Expectations:

Students at our school are guided by five key expectations:

- **Be Brave**
- **Be Kind**
- **Aim High**
- **Work Hard**
- **No Excuses**



These expectations are taught explicitly through whole-school approaches (PBL Tier 1) and reinforced with targeted interventions for identified students (PBL Tier 2 and 3). Staff also utilise the Positive Behaviour for Learning Classroom Practices document to support student behaviour and engagement.





We believe that self-regulation is crucial for students as it helps them manage their emotions, behaviours, and thoughts in a way that enhances learning and personal development. It enables students to set goals, stay focused, and handle stress effectively, contributing to academic success and overall well-being.

The Zones of Regulation support this by providing a framework that empowers learners to understand their feelings and explore tools and strategies to regulate their emotions. This approach helps students identify their emotional states and apply appropriate techniques to maintain balance, thereby fostering a supportive environment for growth and learning.

Students use Zones of Regulation strategies proactively to manage their emotions and responses. Staff support students in identifying their zone and implementing strategies to help them be calm and ready to learn.

The Zones of Regulation are used at a *Tier 1* whole-school approach level and embedded in the Nest program for students at the *Tier 2/3* intervention level.



Some feelings in the BLUE ZONE	Some feelings in the GREEN ZONE	Some feelings in the YELLOW ZONE	Some feelings in the RED ZONE
 Bored Hurt	 Calm Happy	 Frustrated Worried	 Overjoyed Wild
 Sick Tired	 Okay Focused	 Energetic Silly	 Angry Out of Control
 Exhausted Sad	 Proud Relaxed	 Excited Annoyed	 Terrified Furious
Low levels of energy and down feelings	Calm energy and a sense of control	Higher energy and stronger feelings	Extremely high energy and strongest feelings



Positive Behaviour for Learning (PBL)

PBL is an evidence-based, multi-tiered framework for supporting students' behavioural, academic, social, emotional, and mental health.

When implemented with fidelity, the PBL whole-school approach creates positive, predictable, equitable, and safe learning environments that support everyone's success.

The aim of PBL is to:

To improve student engagement and reduce exclusionary responses in our schools, the Positive Behaviour for Learning (PBL) framework will be trialled in 40 schools.

The school-wide Positive Behaviour for Learning (PBL) framework supports equity and improved learning and behaviour outcomes for students by using:

- responsive systems
- data
- practices support.

PBL focuses on teaching behavioural skills through explicit instruction. Through this approach, PBL is both preventative and responsive to the needs of children and young people. Some of the reported outcomes of PBL include increased teacher wellbeing, greater student engagement and attendance, improved inclusive practices and reductions in behaviour responses so that teaching and learning time is maximised.

If a child doesn't know how to read we teach.

If a child doesn't know how to spell we teach.

If a child doesn't know how to count we teach.

If a child doesn't know how to behave, we..... teach?punish?

WHY CAN'T WE FINISH THE LAST SENTENCE AS AUTOMATICALLY AS THE OTHERS?

Tom Herner, 1998

Positive behaviour is acknowledged through specific positive feedback to students by adults and our **Star Jar Whole School Reward System**. This feedback is linked to our Behaviour Expectation Matrix (see page 4).

The behaviour expectations within the matrix were devised with the input of staff, students and parents and are explicitly taught to all students through planned lessons which are delivered by teaching staff at a Tier 1 level.

AT BANKSIA PARK SCHOOL: WE...

	All the Time	Learning Time	Break Time
are BRAVE 	<ul style="list-style-type: none"> Actively participate in all aspects of school Accept that challenges and mistakes help us grow 	<ul style="list-style-type: none"> Accept and action teacher feedback to improve ourselves as learners 	<ul style="list-style-type: none"> Step away from conflict and seek adult support immediately Are good winners and losers
are KIND 	<ul style="list-style-type: none"> Treat others as we would like them to treat us Are inclusive of others Are kind to ourselves 	<ul style="list-style-type: none"> Listen to the contributions of others Allow teachers to teach and students to learn Notice when others may need help and offer support/strategies where we can 	<ul style="list-style-type: none"> Share equipment and play spaces with others Help others if they are hurt or upset
AIM HIGH 	<ul style="list-style-type: none"> Pursue our personal best no matter what Make choices that keep ourselves and others safe 	<ul style="list-style-type: none"> Actively participate in, attempt and complete all learning tasks 	<ul style="list-style-type: none"> Put all rubbish in designated bins Agree on the rules before starting a game and stick to these
WORK HARD 	<ul style="list-style-type: none"> Do the right thing even when no one is watching Listen to and follow instructions Arrive at school on time and ready to learn Use self-regulation tools to assist us in managing our emotions 	<ul style="list-style-type: none"> Manage our distractions to stay on task Code switch Celebrate each other's learning achievements 	<ul style="list-style-type: none"> Pack up and return all equipment at the end of play time
Have NO EXCUSES 	<ul style="list-style-type: none"> Have reasons for the things we say and do Tell the truth, even when it is hard Own our words, actions and choices Solve conflict in a non-violent manner Use technology safely and responsibly 	<ul style="list-style-type: none"> Are prepared for learning Leave our learning area tidy at the end of each day Persevere and work our way through the Learning Pit when presented with a challenge. 	<ul style="list-style-type: none"> Start moving to line up on the first bell Sit and eat food under the COLA Wear our hats We look for the teacher on duty when needed Play safely

Behaviour Processes at Banksia Park School R-6 (refer to flowchart on page 6)

Minor and Major Behaviours have been operationally defined (see pages 7&8) and communicated to staff, students and families via our website/ ClassDojo and EdSmart.

When responding to minor behaviours teachers will employ a variety of strategies to support students including but not limited to tactical ignoring, proximity praise, take up time, prompts, pre-corrections, behaviour corrections, use of Zones/ Nest Tool/ Wheel of Calm, circuit breakers. Wherever possible the aim is to redirect students to the expected behaviour and provide specific positive feedback to reinforce behaviour expectations.

Where behaviour is ongoing, and strategies have been utilised or the behaviour is deemed major then an Office Discipline Referral (example below) is completed by staff and sent to the office. Office staff will employ a response they feel is suitable to the situation as outlined in the document below and in the behaviour process on page 6.

 Office Discipline Referral		Individual Student Requiring Intervention	
Student Name:		Referring Teacher:	
Date:	Day Mon Tues Wed Thurs Fri	Before School L1 L2 L3 Big Lunch L4 L5 Little Lunch L6 After School	
Location	<input type="checkbox"/> Class <input type="checkbox"/> Line up area <input type="checkbox"/> Toilets <input type="checkbox"/> Hallway <input type="checkbox"/> Library <input type="checkbox"/> Gym <input type="checkbox"/> Other _____		
STRATEGIES EMPLOYED:	<input type="checkbox"/> Tactical Ignoring <input type="checkbox"/> Take up Time <input type="checkbox"/> Proximity Praise <input type="checkbox"/> Wheel of Calm <input type="checkbox"/> Zones /Nest Tool <input type="checkbox"/> Other		To support our students in working on their behaviour errors please ensure you have used reminders, take up time and other strategies before referring to the Office.
	<input type="checkbox"/> Behaviour Expectation Reminder <input type="checkbox"/> Nest Referral—Circuit Breaker/Code Switch <input type="checkbox"/> FAST TRACKED—Major		
MINOR	MAJOR	Further Information	
Answering back	Repeated minors disruptive and non compliance	<div style="border: 2px solid red; border-radius: 50%; padding: 10px;"> Office Response: <input type="checkbox"/> Behaviour Reminders <input type="checkbox"/> Conversation with Leadership <input type="checkbox"/> Development of strategies <input type="checkbox"/> Time spent in Admin - Note completed by student <input type="checkbox"/> Work in Admin <input type="checkbox"/> Yard Play minimised <input type="checkbox"/> Completing work in own time Leadership Signature: _____ <input type="checkbox"/> EDSAS Recorded <input type="checkbox"/> Parent Contacted Phone/Note Home/In Person <input type="checkbox"/> Teacher to contact parent <input type="checkbox"/> Other Comments: Further Follow Up Required? </div>	
Disrupting Learning	Repeated minors not active listening		
Inappropriate or unsafe behaviour	Defiance/refusal		
Lateness	Dishonesty		
Non Compliance with reasonable instructions	Intimidation		
Not active listening or whole body listening	Leaving classroom without permission		
Out of Bounds	Leaving school grounds		
Work refusal	Physical contact		
Technology misuse	Property misuse/damage		
Minor property misuse	Bullying		
	Serious breach of acceptable use agreement		
	Stealing		
	Substance misuse		
	Verbal abuse		

BANKSIA PARK SCHOOL R-6 STUDENT BEHAVIOUR PROCESS

OBSERVE AND IDENTIFY BEHAVIOUR - IS THE BEHAVIOUR.....

Minor behaviour incidents defined: Discipline incidents that can be handled by the classroom teacher and usually do not warrant a referral to the office/management by someone outside of the classroom.

- *Answering Back
- *Disrupting Learning
- *Inappropriate or unsafe behaviour
- *Lateness (after yard play)
- *Minor property misuse
- *Not active listening or whole body listening
- *Non-compliance with reasonable instructions
- *Not wearing a hat
- *Out of Bounds
- *Technology misuse
- *Work refusal



Talk with student/s

Remind student/s of
**EXPECTED
BEHAVIOUR**
in this situation & of
potential
consequences

Re-state / Re - teach
**EXPECTED
BEHAVIOUR**

Notice and
acknowledge the
**EXPECTED
BEHAVIOUR**
when shown

Is this ongoing/
repeated/ frequent
behaviour?



Follow MAJOR
Procedures



Ensure safety

Referring teacher
completes ODR and
sends to office with
student

Leadership determine
course of action e.g.
privilege loss, note
home, phone call,
catch up learning
time, take home,
suspension etc

Enact consequence.
Parents informed.
Class teacher
informed via
COMMS /
conversation.

Major behaviour incidents defined: need more adults than the classroom teacher, unsafe, admin asked to help, took longer than 2 minutes to resolve

- ***Repeated Minors**
- *Bullying
- *Defiance/Refusal
- *Dishonesty
- *Intimidation
- *Leaving classroom without permission
- *Leaving school grounds
- *Physical contact
- *Property misuse/damage
- *Serious breach of ICT acceptable use agreement
- *Stealing
- *Substance misuse
- *Verbal abuse

Parents informed via phone call for
suspensions and take homes.
By SMS and note sent home for Office
Reconnections

Possible conference
with parents,
leadership and
class teacher

Parents refer to Office Connection FAQ's
for further information

MINOR BEHAVIOURS OPERATIONALLY DEFINED

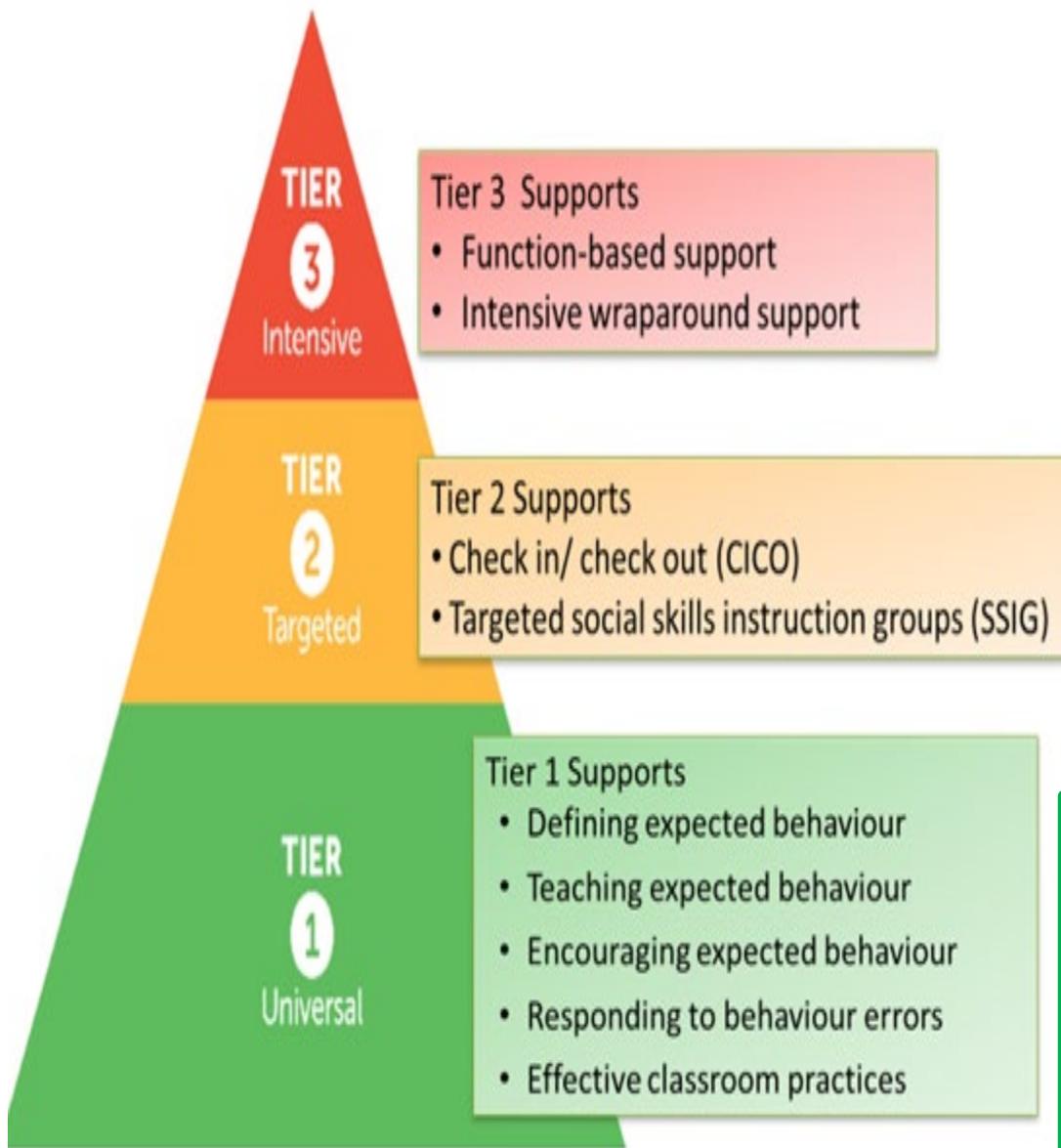
Minor Behaviour	Definition
Answering back	Student engages in brief, inappropriate, low intensity response
Disrupting Learning	Student engages in behaviours that disrupt learning and teaching, eg repeated calling out, repetitive noises, talking during instruction etc
Inappropriate or unsafe behaviour	Student engages in low intensity unsafe behaviour / misuse of property that may cause harm to self or others
Lateness	Student arrives late to class after yard play
Minor property misuse	Student engaged in low intensity misuse of property
Not active listening or whole body listening	Student is not sitting appropriately on the mat/at desk and is failing to actively listen to the person speaking
Non Compliance with reasonable instructions	Student engages in brief or low intensity failure to respond to adult requests – take up time is required
Not wearing a hat	Student does not comply with the expectation to wear a hat at break times
Out of Bounds	Student is out of assigned area in the classroom or playground without permission
Technology misuse	Student engages in non-serious but inappropriate (as defined by school) use of computers, i-Pad, mobile phone, camera, smart watch etc
Work refusal	Refusal to actively participate in all aspects of school, opportunities have been provided to support access

Minor behaviour incidents defined: Discipline incidents that can be handled by the classroom teacher and usually do not warrant a referral to the office/management by someone outside of the classroom.

MAJOR BEHAVIOURS OPERATIONALLY DEFINED

Major Behaviour	Definition
Bullying	Repeated teasing, physical and verbal intimidation of student and staff
Defiance/refusal	Continued refusal to follow instructions, talking back and/or socially rude interactions
Dishonesty	Student is intentionally deceptive or misleading staff and students through lies, the omission of all parts of the truth or twisting of the truth
Intimidation	Threatening or tormenting others. Vicious teasing, using influence to control others. Relentless name calling, gestures, or verbal comments regarding race, religion, gender, ethnicity or disability.
Leaving classroom without permission	Student knowingly exits the classroom environment without permission from the teacher
Leaving school grounds	Student knowingly is in an area that is outside of school boundaries as defined by the school.
Physical contact	student engages in actions involving serious physical contact where injury may occur (e.g., kicking, spitting, punching, hitting with an object, scratching hair pulling etc)
Property misuse/damage	Student deliberately impairs the usefulness of property. Students participate in an activity that results in substantial destruction or disfigurement of property.
Repeated minors	Student has received 3-5 minor behaviour corrections in one week for similar behaviour eg disrupting learning
Serious breach of acceptable use agreement	Student engages in inappropriate (as defined by the school) use of computers, i-Pads, mobile phones, camera, smart watches and other forms of technology as defined by our user agreement.
Stealing	Student takes another person's property without permission or legal right and without intending to return it
Substance misuse	Students have on school grounds substances such as alcohol, vapes, prescription medication, drugs, and cigarettes
Verbal abuse	Repeated verbal messages that include swearing, name calling or use of words in an inappropriate way (verbal comments regarding race, religion, gender, ethnicity, disability or sexualised language and gestures) particularly directed at an adult or student.

Major behaviour incidents defined: need more adults than the classroom teacher, unsafe, admin asked to help, took longer than 2 minutes to resolve.



Multi-tiered framework of support - PBL

Tier 3 (Leadership, PBL Teacher and Class Teacher)

- Intensive individualised team development: complex function-based problem solving person-centered planning

Tier 3 Interventions

- Functional Behaviour Assessment

Tier 2

Manualised group interventions provides explicit instruction, feedback, structure, reinforcing of tier 1 universals

Use function-based thinking to select intervention – data driven

Tier 2 Interventions

- Check in/ check out (CICO)
- Check and connect – Zones Lessons etc, regular scheduled NEST visits
- Social academic skills instruction groups (*Mondays with Matt in The NEST / NEST lessons with Sarah/ Laura*)

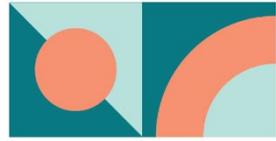
Tier 1

- Universal for social emotional behavioural skills
- School-wide assessment
- School-wide prevention systems

Tier 1 Interventions

- Defining expected behaviour (*major and minor*)
- Teaching expected behaviour (*PBL slides in Teams*)
- Encouraging expected behaviour (*Specific Positive Feedback*)
- Responding to behaviour
- Effective classroom practices (*reteaching and revisiting lessons – PBL is not a one and done*)

Documents that inform this policy

	<p>Zones of Regulation</p>	<p>Behaviour support policy</p> <p>This is a restricted public document under the restricted public information law. Any access to this policy must follow the relevant procedures for the release of restricted public information.</p> <p>Overview</p> <p>This policy outlines how the Department of Education supports safe and positive behaviour for children and young people in schools and other educational settings.</p> <p>Scope</p> <p>This policy applies to all educational settings and resources used by all staff for children and young people in education, including schools and other educational settings, and is a condition of the employment of all staff.</p> 	<p>Behaviour support policy</p>
 	<p>Positive Behaviour for Learning (PBL) pilot school</p>	 <p>Suspension, exclusion and expulsion of students procedure</p>  <p>Government of South Australia Department of Education</p>	<p>Behaviour support in schools including suspension and exclusion</p>
		<ul style="list-style-type: none"> • Take-home fact sheet for parents and carers (PDF 79 KB) • Suspension fact sheet for parents and carers (PDF 86 KB) • Exclusion fact sheet for parents and carers (PDF 94 KB) • Expulsion fact sheet for parents and carers (PDF 94 KB) • Additional resource: brochure about suspension and exclusion (PDF 76 KB) 	



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