



Mount Gambier North R-7 School

Positive Behaviour Development Policy

Review date July 2020



Mt Gambier North R-7 School Developing Positive Behaviour Policy

The team of educational professionals at Mount Gambier North R-7 School examine all situations individually

and make the required decisions necessary, using professional integrity and judgement.

All students are provided with a fair process and outcome that ensures all individual receive the support that best promotes wellbeing for all and educational success.

Mt Gambier North R-7 School Trauma Aware Commitment

The team of educational professionals at Mount Gambier North R-7 School share an understanding of the impact of trauma.

As a team of educational professionals, we support students to feel safe, physically, socially, emotionally and academically.

Our whole staff embraces teamwork as a learning community and care for all students.

We recognise the importance of inclusion and foster students and families to feel connected to our learning community.

~ All behaviour is a form of communication~



Mt Gambier North R-7 School: Behaviour Communication Tiers & Responses

Rupture and Repair with Classroom Teacher, Student and Caregiver	Rupture and Repair with Class Teacher, Student, Caregiver and Support Staff if needed (Wellbeing Team, Leadership,)	Rupture and Repair with Student, Caregiver, Wellbeing Team and Leadership
Tier 1 Behaviour Communication <ul style="list-style-type: none"> • Non-compliance with reasonable instruction • Not listening / calling out • Distracting others • Off task • Leaving class but can be sighted 	Tier 2 Behaviour Communication <ul style="list-style-type: none"> • Interfering with the rights of others to learn • Leaving the area, out of sight • Swearing • Intentional damage of property • Persistent non-compliance • Inappropriate use of devices • Bullying and harassment 	Tier 3 Behaviour Communication <ul style="list-style-type: none"> • Leaving the site • Verbal abuse • Physical violence • Cybercrime • Illegal behaviour • Repeated patterns of behaviour • Ongoing Bullying and harassment • Aggressive behaviour towards student or staff
Tier 1 Behaviour Communication follow up options with Staff, Student and caregiver: <ul style="list-style-type: none"> • Restorative Conversation Script • Explicitly teach class/yard procedures • Side by side conversation • Redirection • Walk and talk • Make up lost learning time • Set Behaviour Development Goals • System in place to support positive development and consistent between home-school • Review Ready to Learn Plan • Review Ready to Learn Scale • Care Team meeting initiated 	Tier 2 Behaviour Communication follow up options with Staff, Student and Caregiver: <ul style="list-style-type: none"> • Restorative conversation Script • Explicit class / Yard support timetable in place • Take Home / Restorative conversation with adults (Staff and caregivers) • Make up lost learning time • Implement Behaviour Plan • Review Ready to Learn Plan • Review Ready to Learn Scale • Escalation profile completed • Care Team meeting • Referral to Support Services / Key Partners 	Tier 3 Behaviour Communication follow up options with Staff, Student and Caregiver: <ul style="list-style-type: none"> • Suspension / Restorative conversation Script • Exclusion Police involvement • CARL notification / Wellbeing practitioner informed • Care Team conversation with lead agencies and caregivers • Make up lost learning time • Off Site Program • Home Education Options pursued • Review Behaviour Plan • Review Ready to Learn Plan • Review Ready to Learn Scale

Factors to consider in determining an appropriate level of response:

Severity of behaviour – The impact of behaviour on the safety and wellbeing of others, learning program and wider community is considered.

Frequency of the behaviour and similar behaviour – Classroom and Whole school processes are implemented prior to suspension options.

Age, Disability, Trauma and Mental Health - Chronological age, development and circumstance considered when determining the student's level of understanding of the behaviour.

Repeated behaviour patterns – possible triggers or trends in a young person's behaviour examined and relevant accommodations or interventions put in place.

Consistency of approach – consequences should be consistent with the School's Positive Behaviour Developmental Policy

RUPTURE AND REPAIR SUPPORT FRAMEWORK: MT GAMBIER NORTH R-7 SCHOOL

DEVELOPING POSITIVE BEHAVIOUR: IF YOU ARE PART OF THE DISREPAIR, YOU ARE AN IMPORTANT PART OF THE REPAIR

CRETED DEC 2019

TIERED INTERVENTION RESPONSES

Tier 1	Tier 2	Tier 3	<u>Key Care Team External Supports:</u>
<p>Set and review classroom expectations and responses, reinforcing skills through classroom SEL</p> <p>Implement class sensory box</p> <p>Facilitate access to a safe class Nest space</p> <p>Support individual classroom expectations and responses with necessary resources</p> <p>Implement Whole School Wellbeing Agreement principles:</p> <ul style="list-style-type: none"> • Ready to Learn Plan • Ready to Learn class plan • Wellbeing Passport • Circle time to set up for success daily and when needed • Build in regular brain breaks <p>Communicate with caregivers and schedule regular meetings</p> <p>Utilise classroom observations by Leadership</p> <p>Implement OCOP and review SMARTAR goals as required</p> <p>Review data and link student to whole school programs:</p> <ul style="list-style-type: none"> • Positive Play • Nest Programs • Positive Play Plan 	<p>Implement Care Team Meetings and review regularly, make necessary referral suggestions</p> <p>Follow up concerning behaviours with Leadership support and caregivers</p> <p>Implement necessary plans:</p> <ul style="list-style-type: none"> • Safety and Risk Management • Escalation Profile • Behaviour Support Plan • Sensory Profile / Overview • Interoception Plan • Functional Behaviour Assessment • OCOP • Boxall Profile <p>DFE Behaviour referral</p> <p>Wellbeing practitioner referral discussion</p> <p>Initiate family referral to local service for counselling support</p> <p>Weekly Case Management Review and allocation using Behaviour Data</p> <p>Individuals strengths and interests reflected in daily program</p>	<p>Review current plans and complete IESP Funding Application in consultation with Leadership.</p> <p>Meet regularly with caregivers to communicate positive growth and ongoing concerns</p> <p>Meet and converse with key Care Team supports</p> <p>Referral to Complex Needs Team at WCH</p>	<ul style="list-style-type: none"> • Finding Solutions • MIND • Centacare SE • Ac care Family Support • CAMHS • CDU • General Practitioner • Paediatric Referral • Limestone Coast DV • Wellbeing Practitioner • DCP • Headspace

Mount Gambier North R-7 School Positive Behaviour Matrix

School values	Classroom	Corridors	Playground/Ovals	Toilets and Water Fountains	Stairs	Entering/Exiting	Assemblies
<p>Respect:</p> <p>Care and concern for others. (Feelings, wishes, rights)</p>	<ul style="list-style-type: none"> Listen to the teacher and other students Raise my hand Ask to borrow equipment Take care of classroom and school property I clean up after myself Follow agreed positive behaviour codes Work hard, choose kind, be safe 	<ul style="list-style-type: none"> Be responsible for your own actions Accept place in line Keep my hands and feet off walls & furniture Keep my hands off items on walls in STEM space Choose kind, be safe 	<ul style="list-style-type: none"> Be responsible for my own actions Put rubbish in the bin Eat on the asphalt not on the ovals Keep language appropriate to school Eat my food in class Use bins Choose kind, be safe 	<ul style="list-style-type: none"> Take turns Use quiet voices Return to class quickly and quietly Keep my hands, body, feet and objects to myself Let others have privacy Wash my hands I use kind words Work hard, 	<ul style="list-style-type: none"> Line up and wait for teacher instructions Walk on the left of the stairs when going up and down Walk don't run Use a quiet, inside voice Choose kind, be safe 	<ul style="list-style-type: none"> Use the entrances and exits as agreed by staff Enter and exit quietly Have written permission or your wellbeing passport to exit a learning space Choose kind, Be safe 	<ul style="list-style-type: none"> Sit down quietly Follow teacher directions Listen for teacher directions Listen to and Track the speaker Work hard, choose kind, be safe

				choose kind, be safe			
<p>Doing your Best:</p> <p>Trying your hardest and not giving in</p>	<ul style="list-style-type: none"> • Always do my best work • Be organised with materials • Actively participate in class • Be in class to learn • I listen and follow all directions • Work hard 	<ul style="list-style-type: none"> • Be in the classroom during learning time • Wear clothing that meets the school dress code 	<ul style="list-style-type: none"> • Follow playground and game rules • Be a good sport: Be a good winner or a good loser • Follow set play plan 	<ul style="list-style-type: none"> • I keep my hands, body, feet and objects to myself • I keep the toilets clean • Water stays in the sinks 	<ul style="list-style-type: none"> • Hold in to bannister railing for balance only (Not sliding down) 	<ul style="list-style-type: none"> • Line up and walk through doorways • Let others go first • Accept that you might have to wait to enter 	<ul style="list-style-type: none"> • Keep my hands, body, feet and objects to myself • Listen when others are speaking or presenting • Give eye contact
<p>Generosity:</p> <p>willingly giving your time and help.</p>	<ul style="list-style-type: none"> • Work together to keep the classroom clean and organised • Work well with other students 	<ul style="list-style-type: none"> • Walk quietly in the corridors other classes are learning • Work quietly in the STEM areas as other classes are nearby learning 	<ul style="list-style-type: none"> • Share the grass area, equipment and playground with students in other grade levels • Mentor others when needed • Ask are you OK? Do you 	<ul style="list-style-type: none"> • Take turns • Use quiet voices • Return to class quickly and quietly 		<ul style="list-style-type: none"> • Be courteous hold the door • Be courteous say please, thank you, excuse me etc. • I allow other people to go first 	<ul style="list-style-type: none"> • Clap at appropriate times • Listen and track the speaker

			want to play?				
<p>Fairness:</p> <p>Treating others without favouritism and discrimination</p>	<ul style="list-style-type: none"> Follow teacher directions Always let the teacher know where you are Be polite and use manners 	<ul style="list-style-type: none"> Walk to the left of the hallway Have permission to be in corridor Keep your voice regulated while classes are in learning time. 	<ul style="list-style-type: none"> Wear a bucket hat during Term 1 and Term 4 Stay within school boundaries Return any play equipment to classrooms or sheds 	<ul style="list-style-type: none"> I give privacy to others I take care of school property I wee and poop in the toilet and then flush it away 	<ul style="list-style-type: none"> Stay in my own space in line Think about others safety while using the stairs I don't push past or run past other students or adults while using the stairs 	<ul style="list-style-type: none"> Wait until it's your turn to enter the door by lining up Talk quietly while waiting to enter areas 	<ul style="list-style-type: none"> Stand for the National Anthem Sing during the National Anthem Keep my hands to myself Be seated when asked by speaker

Positive Behaviour Development Policy Supporting Documents on J Drive:

• Staff Whole School Wellbeing Agreement	• Care Team Meeting Planner
• Student Grievance Procedure	• Blank Timetable
• Setting Up for Success Expectations 2020	• Safety and Risk Management
• BSEM stress and relaxation response	• Escalation Profile
• Ready to Learn Plan	• Behaviour Support Plan
• Student Wellbeing Survey years 2-7	• Sensory Profile / Overview
• Escalation Map	• Functional Behaviour Assessment
• Wellbeing Passport	• OCOP
• Urine / Faeces Chart	• IESP Online Funding Application
• Interoception Support Plan	