

Behaviour Support Policy

Mawson Lakes School



Reviewed and Ratified by Governing Council: 15 August 2023
(Acting Principal: Tammy Lambden, GC Chairperson: Peter Richings)

'Lifelong learners who positively influence our community in global contexts'

Mawson Lakes School's behaviour support policy guides:

- the behaviour we expect of children and young people
- how staff, parents and carers will support positive behaviour
- the safe inclusion of children and young people.

Mawson Lakes School's policy aligns with the Department for Education [behaviour support policy](#).

About behaviours

Children and young people's behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

Range of behaviours

- Positive, inclusive and respectful behaviours.
- Developmentally appropriate boundary testing. This behaviour can interrupt learning but can be redirected.
- Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts learning and needs consistent guidance and support.
- Complex and unsafe behaviour which can place children, their peers and others in danger.

All along the continuum, the policy and practice approach is proactive, consistent, responsive and tailored to the child or young person's needs.

How we implement the department's policy

We will support the safe inclusion of children and young people in learning with these actions.

Promote

We will promote, model and support productive and positive behaviour.

- Promote a school wide positive behaviour approach. We will work on this with our Governing Council, staff, children and young people, parents and carers.
- Display behavioural expectations. Share these with children, young people, parents and caregivers in the newsletter and on the website.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

- Create predictable structures and routines in the learning environment. This guides children and young people's in how to positively participate in learning.
- Teach children and young people self-awareness, self-management, social awareness and social management. Teach children 'The Zones of Regulation' language and tools to enable their self-awareness.

Intervene

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

- Staff use proactive and consistent strategies to co-regulate with children and young people to prevent behaviours of concern.
- Wellbeing/Regulation spaces are provided for children and young people to use as needed. These spaces are supervised by an educator. The educator supports children and young people to feel safe and calm and return to their learning environment when they are ready.

Work with others

We will work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviour. We will draw on these people to support positive behaviour change.

- Value children and young people's perspectives. Seek their ideas through class dialogic discussions, Kids' Council, Wellbeing and Engagement Surveys, Zones of Regulation Surveys when developing behaviour supports.
- Engage children, young people and families to understand possible reasons for behaviour.
- Use case management and Team Around the Child (TAC) approaches to coordinate, assess, plan, monitor and review behaviour interventions.

Respond

We will respond to behaviour visibly and fairly. Responses will help grow confidence and trust.

- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
- Apply consistent and evidence-based behaviour responses. Tailored to children or young people's circumstances. Take special measures for children with disability or additional needs, children in care and Aboriginal and Torres Strait Islander children.
- Document planned behaviour support responses with specific plans in: Behaviour Support, Safety and Risk Management, and Safety and Support.

Repair and restore relationships

We will repair and restore relationships harmed by behaviours of concern.

- Children and young people who have acted inappropriately recognise the impact of their actions. They have the opportunity to apologise and express remorse. They have access to support so they can repair and restore relationships when appropriate, safe and consented to, by all parties.
- Review the effectiveness of this policy with follow up actions communicated to children, young people, staff and families.

Create safety and wellbeing

We will create safety and wellbeing for people involved in behaviour incidents.

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Refer children, young people, staff and others who have been affected by unsafe behaviours to counselling or other support.

- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service. Responses might include informing parents and carers of those involved in or affected by the behaviour.

Behaviours of concern

Behaviours of concern:

- are challenging, complex or unsafe behaviours
- are more serious, happen more often or last a long time
- significantly interrupt learning for the child or others
- could put the child or others in danger
- need consistent guidance and support.

Behaviours that disrupt learning or safety will always receive a response that considers:

- the needs of the child or young person with behaviours of concern
- other people's rights to learning and safety.

How we respond to behaviours of concern

At Mawson Lakes School we use specific responses to behaviours of concern.

Educator responses

- Provide quality differentiated teaching practice. This is a way to meet each child and young person's learning styles and needs. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Support students to self-regulate using tools and strategies from the Zones of Regulation program and/or interoception activities. Use of restorative practices to support the repair of relationships.
- Provide time and space, within a safe and supportive learning environment, for students to self-regulate with appropriate support and supervision. This might include sitting quietly, talking quietly, doing calming activities or physical activity.
- Interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is problematic. Redirect students to the preferred behaviour. Support students to develop and practise the skills required to maintain the preferred behaviour.
- Explicitly teach students about safe and inclusive behaviours, managing conflict and the Child Protection Curriculum (CPC).
- Use natural/ logical consequences related to the behaviour. Use them if a student is unable to engage in the preferred behaviour with support matched to the student's individual needs.

Leader responses

- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impact relationships at Mawson Lakes School.
- Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.
- Report criminal offences to the police.
- Work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.
- Provide leadership and/or external assistance to facilitate restorative processes (including re-connection meetings for take home, suspension, exclusion) where staff and children or young people directly involved require impartial assistance to resolve the issues.

Department level responses

- Negotiate other learning options away from school to make sure the school community is safe. This is after we consider other options to reduce danger.
- Support staff and local leadership in how they respond to a child or young person.

Responsibilities

Children and young people

- Treat others with kindness, respect and inclusiveness.
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern to a trusted adult. These could include: class teacher, yard duty teacher, leadership team, school support staff and parents/caregivers.
- If their friends are experiencing behaviours of concern, support their friends and peers to seek help from trusted adults, plus support their friends to behave in safe, respectful and inclusive ways.
- Develop resilience by practising a growth mindset and coping skills taught to them through Zones of Regulation program and Child Protection Curriculum.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour to us (teachers, leadership team, front office)
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website or in our front office.
- Model and encourage safe, respectful and inclusive relationships with: their own children, other children and young people, other parents and carers, and staff.
- Support their children to develop safe behaviours at home. Monitor and supervise their children's social interactions, including online.
- Take part in learning opportunities about safe and inclusive behaviour. Find out how we work with parents, carers, children and young people.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond. Use consistent restorative approaches and Zones of Regulation language that Mawson Lakes School promotes.
- Seek external professional support for their children when needed, such as Kids Helpline or a Mental Health Care Plan from a GP.
- Keep an open communication line with classroom teachers and respond in a timely manner.
- Understand that because of confidentiality, we cannot share information about other children. Do not approach other children or parents about behaviours of concern.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come on-site if they have the leader's written approval.