

Salisbury North Primary School

Behaviour Policy

Year reviewed: **2026**

Salisbury North Primary 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

Salisbury North Primary School is a Positive Behaviour for Learning (PB4L) school. Our approach to behaviour support is aligned with the Department for Education (DfE) Behaviour Support Policy [DfE Behaviour Policy](#) and promotes safe, inclusive, and supportive learning environments for all children and young people.

About Behaviours

Children and young people's behaviours exist along a continuum, meaning behaviours can range from safe to unsafe.

The range of behaviours may include:

- Positive, inclusive and respectful behaviours
- Developmentally appropriate behaviours, which may interrupt learning but can often be redirected
- Behaviours of concern due to their severity, frequency or duration, which significantly interrupt learning and require consistent guidance and support
- Complex and unsafe behaviours that may place the child, their peers or others at risk

Across the entire continuum, our policy and practice approach is always proactive, consistent, responsive and tailored to meet the individual needs of the child or young person. We use the DfE Behaviour Toolkit alongside Salisbury North Primary School Behaviour Flowchart and Positive Behaviour for Learning framework to ensure behavioural errors are followed up appropriately.

We understand that repeated behaviour is a form of communication. Some students learn that certain behaviours are the most effective and efficient way to communicate their needs. When a student repeatedly engages in a particular behaviour, it is often because that behaviour is functional for them and serves a specific purpose or need.

How we implement the department's behaviour support policy

We will support the safe inclusion of children and young people in learning with the following:

Promote

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

Our actions

- Promote a school wide positive behaviour approach. We will work on this with our Governing Council, staff, children and young people, parents and carers.
- Promote safe and inclusive messages across the whole school community.

Teach

We will explicitly teach positive behaviours and behavioural expectations through a Tier 1 approach across our site, supporting all children and young people.

Our actions

- Create predictable structures and routines within the learning environment to support children and young people to positively engage in learning.
- Explicitly teach self-awareness, self-management, social awareness, and relationship management skills.
- Design learning opportunities that recognise behaviour as a set of skills that can be taught, practised, and developed over time.

Intervene

We will intervene to prevent, reduce, and redirect behaviours of concern. Our responses will focus on restoring relationships, building skills, and supporting students to successfully re-engage in the learning environment so they can participate positively in learning and school life.

Our actions

- Staff use proactive strategies to co-regulate with children and young people to prevent behaviours of concern.
- Within each classroom, children and young people have access to a calm corner to use as needed. These spaces support children and young people to de-escalate until they feel safe, calm and ready to return to their learning environment.

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.

Our actions

- Value children and young people's perspectives, by seeking their ideas when developing behaviour supports.
- Engage children, young people and families to understand possible reasons for behaviour.

- Use case management and Team Around the Child approaches to coordinate, assess, plan, monitor and review behaviour interventions.

Respond

We will provide visible, fair and equitable behaviour responses that foster confidence and trust.

Our actions

- Inform those who raise behaviour concerns about the process for responding to the behaviour, without disclosing personal information of all involved.
- Collect information about behaviour incidents to assess the behaviour and the response required.
- Understand the experience of the incident for those involved.
- Communication made to parents and carers of those involved in or affected by the behaviour, unless there are significant reasons not to, for example, safety concerns.
- Apply evidence-based PB4L behaviour responses tailored to the individual needs of children and young people.
- Take special measures to support the inclusion of children with disability, children in care and ATSI students who are at higher risk of exclusionary responses to their behaviours.
- Document planned behaviour support responses in personalised plans, for example, One Plan, Behaviour Support Plan, Safety and Risk management plan, and support and safety plan.

Repair and restore relationships

We will repair and restore relationships harmed by behaviours of concern when we have assessed that it is emotionally and physically safe and in the best interests of everyone involved.

Our actions

- Children and young people who have taken part in behaviour errors are supported to recognise the impact of their actions, make amends for the harm caused and restore relationships when appropriate, safe and consented to by all parties.
- Implement [restorative approaches](#) to prevent, reduce and respond to behaviours of concern. This includes the [method of shared concern](#) or [support group method](#) when appropriate.

Create safety and wellbeing

We will create a place which encompasses safety and wellbeing for people involved in behaviour incidents.

Our actions

- Use strategies to reduce the risk of harm to children, young people and staff following behaviour incidents.
- Only use suspensions and exclusions as a last resort and where other interventions to create safety have been exhausted or are unavailable.
- Refer children, young people, staff and others who have been harmed by unsafe behaviours to internal or external supports such as counselling.

- Engage department supports when responding to serious incidents. For example, the Social Work Incident Support Service.

Behaviours of concern

Behaviours of concern:

- Are challenging, complex or unsafe
- Are serious, frequent or last a long time
- Can significantly interrupt learning for the child, young person or others
- Could put the child, young person or others in danger
- Need consistent guidance and support

Behaviours that disrupt learning or threaten 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 Salisbury North Primary School, we use specific responses to behaviours of concern.

Educator responses

- Curriculum is differentiated with appropriate pace for each student, using varied approaches to what and how students learn, to meet all students' needs.
- Work with/alongside students, parents, carers and others to create plans to support positive behaviour change.
- Explicitly teach interoception skills. Support students to learn to self-regulate using a range of tools.
- Provide time and space for students to co-regulate and self-regulate with appropriate support and supervision. This may include engaging in calming activities, sitting quietly and drawing, practising breathing exercises, or participating in physical activities such as shooting hoops.
- 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 practice the skills required to promote/maintain the preferred behaviour.
- Offer students choices that allow them to stay regulated and participate. For example, giving them the choice to finish their work now or at another specified time or to do their work sitting down or standing up.
- Use natural consequences related to the behaviour. For example, if the student graffitied, they help to tidy up at break time before going outside to play.

Leader responses

- Monitor behaviour and act on all reports about behaviours of concern. This includes incidents that happen out of hours or off-site where there is a reasonable connection between the behaviour and Salisbury North Primary School.
- Consider suspension and exclusion only as a last resort, and where other interventions to create safety have been exhausted or are unavailable.
- Report criminal offences to the police.
- Communicate with the Education Director about serious behavioural incidents.
- Provide leadership/external assistance to facilitate restorative processes included in reconnection meetings when support is required to repair the harm caused and restore relationships.

Department level responses

- The Education Director will assist the principal if a suitable school placement cannot be arranged for a student who has been excluded as a strategy of last resort to support safety.
- Department staff support schools and Local Education Teams to respond to behaviour incidents.

Responsibilities

Children and young people

- Treat others in a way that demonstrates respect and kindness.
- Ensure that all interactions (verbal, physical and online) are safe, respectful and inclusive.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Support peers to behave in safe, respectful, and inclusive ways. If their peers are engaging in behaviours of concern, seek help from trusted adults.
- Report behaviours of concern to an educator.

Parents and Carers

- Report any child or young person's concerning or unsafe behaviour to the child's teacher. For Tier 3/major behaviours report to the front desk and a member of the leadership team will follow up.
- If an incident happens, work collaboratively with the school to resolve the concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on the school's website, or you may collect a hard copy at the front office.
- Show and encourage safe, respectful and inclusive relationships with:
 - their own children
 - other children and young people
 - other parents and carers
 - staff

- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online.
- Families cultivate, demonstrate, and promote a shared understanding of positive and respectful behaviour, modelling actions that uphold the right of all individuals to feel safe within our community.
- Take part in learning opportunities about safe and inclusive behaviour. Find out how we work with parents, carers, children and young people.
- Understand our behaviour support policy. Know how to identify and report behaviours that are concerning or unsafe.
- 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 the same messages that Salisbury North Primary School promotes.
- Ensure their children continue attending our site while a behaviour issue is being resolved, as consistent attendance is in the best interests of the child or young person. If there are concerns that attendance may not be in their best interests, families are encouraged to discuss this with a member of the school's leadership team.
- Do not approach other children or parents about behaviours of concern. Report this to the school for appropriate follow up and follow the '*Resolving issues respectfully at SNPS*' Policy.
- Understand that, because of confidentiality, we cannot share information about other children.
- 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.
- Seek external professional support for their children when needed.