



Melrose Primary School

RESPECT ~ HONESTY ~ RESPONSIBILITY ~ EXCELLENCE

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Behaviour Support Policy

Context

At Melrose Primary School we create and uphold a nurturing environment for our students, families, staff, volunteers, and the wider community. We are a small rural community based school of families, educators and students, who strive for excellence in education. Our purpose is to maintain a sense of belonging for all our students, encouraging them to reach their full potential.

Melrose Primary School therefore recognises and celebrates the good in each individual. Therefore, our school has a responsibility to its students, families and staff to ensure that the behaviour of students is appropriate and leads to the building of an environment where all members of the school community feel safe, cared for and respected.

Melrose 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.

Melrose Primary 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.

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Government of South Australia
Department for Education

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.

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.
- Display behavioural expectations. Share these with children, young people, parents and carers in the newsletter, in the school environment and on the school website.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

Our actions

- Create predictable structures and routines in the learning environment. This guides students in how to positively participate in learning.
- Teach children and young people self-awareness, self-management, social awareness and social management.

Intervene

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

Our actions

- Staff use proactive strategies to co-regulate children and young people to prevent behaviours of concern.

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. Seek 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.

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Respond

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

Our actions

- Tell those who raise behaviour concerns about the process to respond to the concern. Do this without disclosing personal information of the parties involved.
- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
- Apply accepted and evidence-based behaviour responses. Take special measures for children with disability or additional needs, children in care and Aboriginal children.
- Document planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans.

Repair and restore relationships

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

Our actions

- Children and young people who have acted inappropriately recognise the impact of their actions. They are supported to apologise and express remorse. They have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.

Create safety and wellbeing

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

Our actions

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Use suspension as a last resort strategy, if immediate safety is required.
- Refer children, young people, staff and others who have been harmed 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 telling parents and carers of those involved in or effected by the behaviour.

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

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- other people's rights to learning and safety.

How we respond to behaviours of concern

At Melrose Primary 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.
- Provide time and space for students to self-regulate with appropriate support and supervision. This might include sitting quietly, talking quietly, doing calming activities (for example breathing) or physical activity (for example running, shooting hoops or bouncing a ball).
- 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.
- Offer students choices that allow them to stay regulated and participate. For example offering to finish their work now or during recess and to do their work sitting down or standing up.
- Use natural 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 Melrose Primary 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-entry meetings) 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

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Department for Education

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 staff member. If not feeling supported speak with the school Principal.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour to the school Principal.
- 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.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents and carers and staff.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- 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 Melrose Primary School promotes.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- 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.

Behaviour Support Procedure

This procedure supports the school's Behaviour Support Policy by outlining specific steps and actions that are taken to ensure all in our school community are responsible for promoting adherence to the policy.

Programming lessons from the Play is the Way Program

This program focuses on the following skills

- Being reflective
- Having good relationships
- Being resilient
- Being resourceful
- Taking risks

Appendix 2 - School Rules

Treat others as you would like others to treat you

Be brave and participate to progress

Pursue your personal best no matter who you work or play with

Have reasons for the things you say and do

Show great strength to be sensible

Look after our school property

Play safely and stay within the school yard

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Sit down to eat your recess and lunch before you play

See flowchart - Appendix 2 - **Melrose Primary School Behaviour Steps**

At the time-out stage, students will be required to undertake a reflection process. During time-out a written reflection is completed. At the appropriate time (best option is at re-entry) a restorative based discussion should ensue.

At any time in the process it may be felt appropriate for the student to be involved in:

- Peer mediation
- Writing a letter or reflection to articulate the problem and work towards a solution
- Community service
- Negotiated class and or school rules to support the student
- Individual action plan
- Peer mentoring in the classroom
- Parent contact
- Support agency assistance
- Counselling
- Routines and structures established to support the student
- Service to others

Parent/Principal Action Plan

As a result of repeat pattern or extreme behaviours, a more detailed re-entry plan will be developed. Consultation with the child's parents, school staff and appropriate Department for Education support personnel will be convened. The purpose of this action is to:

- gather home /school information
- identify areas of discord in student behaviour
- provide support networks to assist the student, school and family
- establish support networks which may include external support agencies
- communicate with all stakeholders

Programming lessons using the 16 Growth Mindset Dispositions

See Appendix 3

Excursions and Incursions

When a student is on an excursion/incursion or school camp, school rules will apply and it will be the responsibility of the supervising teacher to use their professional judgement in dealing with inappropriate behaviour. In extreme cases the supervising teacher will contact the Principal and a discussion will be held to provide direction on the necessary requirements to keep all involved safe. Parents will be notified at an appropriate time.

Supervising Parents/Caregivers

If a parent/caregiver is supervising students and is finding a student's behaviour difficult, they are to inform the supervising teacher immediately and appropriate action will be taken.

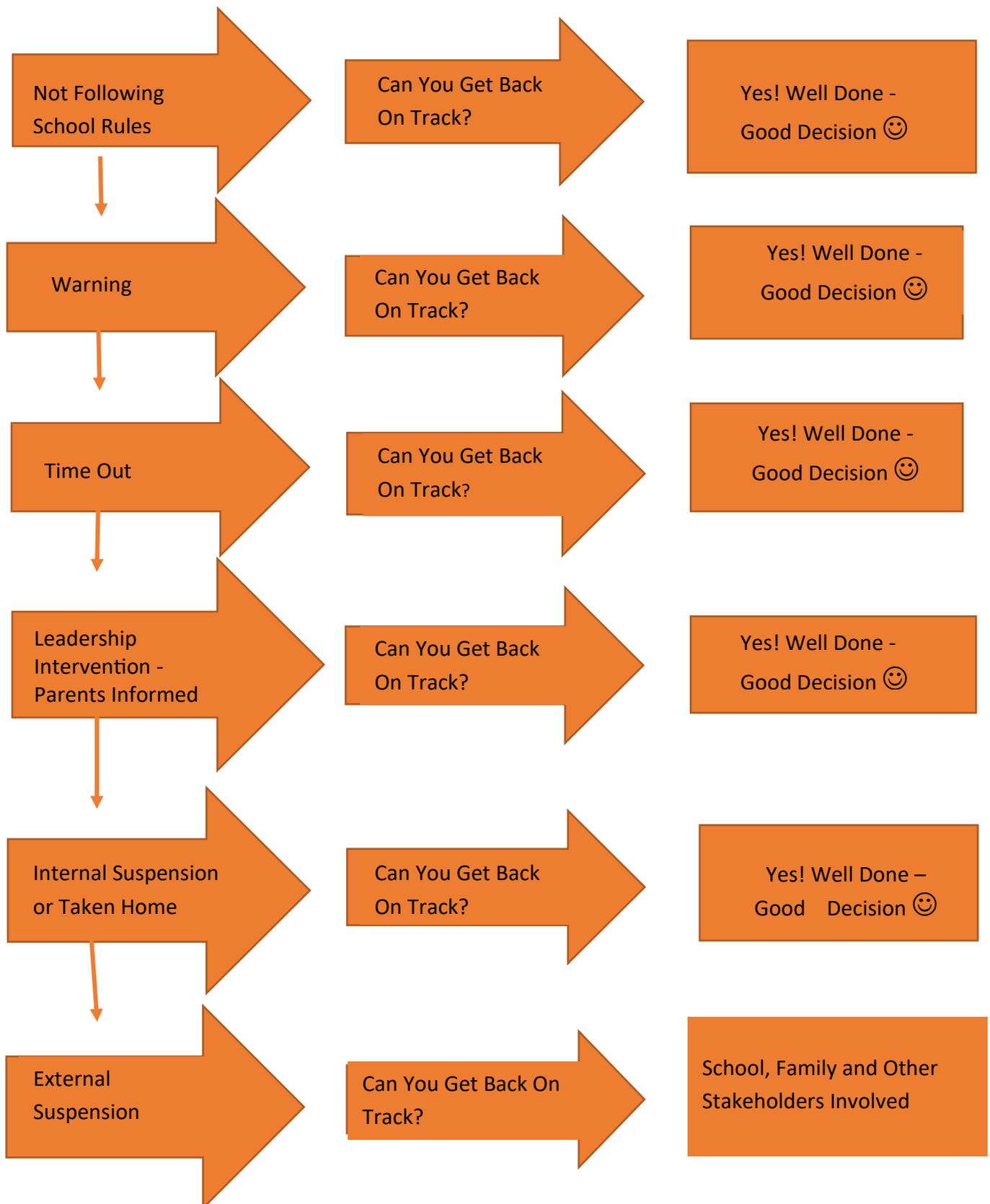
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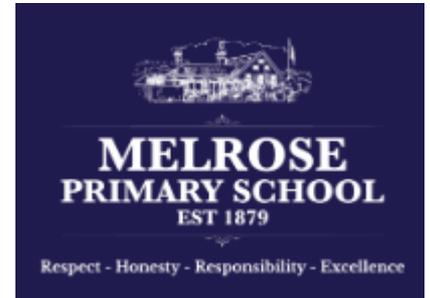
Appendix 1 - CODE OF CONDUCT FLOWCHART - MELROSE PRIMARY SCHOOL BEHAVIOUR STEPS



Appendix 2

SCHOOL RULES

- Treat others as you would like them to treat you
- Be brave - participate to progress
- Pursue your personal best no matter who you work or play with
- Have reasons for the things you say and do
- Show great strength to be sensible
- Look after our school property
- Play safely and stay within the school yard
- Sit down to eat before you play



Appendix 3 - Learner Dispositions

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Making an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generating alternatives, considering options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Striving for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Paying attention to the world around you. Gathering data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>