



Behaviour Support Policy



Pilgrim School

Title	Behaviour Support Policy
Version	2.2
Current Date of Last Review	2024
Proposed Review Date	2027
Related Legislation and Regulatory Requirements	UN Conventions of the Rights of the Child
Cross Sector Guidelines (SA)	<ul style="list-style-type: none"> • Protective Practices for Staff in their Interactions with Children and Young People • Child Safe Environments: principles of good practice • Campus Yard Duty Policy
Related School Policies and Procedures	<ul style="list-style-type: none"> • Childsafe Policy • Grievance Policy • Student Reflection Sheets • Student Letters of Apology • Behaviour Flowchart for staff • Behaviour Support Plan • Procedure for students who leave class without permission, leave the school grounds, or who are unable to be located
Responsibility	Leadership Team
Status	ACTIVE
Approved by	Leadership Team and School Board

Date	Version	Revision Description – Prepared/ Reviewed
2017	1.0	Kerry Heil & Julie Wicks
2020	2.0	Kerry Heil, Jayne Battersby & Andrew Edmondson
2022	2.1	Andrew Edmondson
2024	2.2	Andrew Edmondson

Introduction

We believe that all children are a unique gift from God with their own strengths, capabilities and challenges. As a school we encourage a positive sense of self-worth, engagement and ownership of each person's learning journey, individually and as a community.

The Behaviour Support Policy provides guidance and assistance for guiding young people to take ownership of and responsibility for their behaviours. Choices and actions have an impact for each individual and also for others in our school community.

When behaviour matters involve students across different schools on the Campus, wellbeing and leadership staff will support and assist to resolve issues utilising a Restorative Practice model (see Campus Yard Duty Policy).

Rationale

This policy aims to:

- develop genuine partnership between young people, their families and staff
- provide a safe, caring, orderly learning environment in which the rights and responsibilities of all students to learn and thrive are supported
- highlight positive expectations supporting students to develop their God-given potential, academically, socially, emotionally, physically and spiritually
- encourage children to reflect on and learn from their behaviour choices as they grow in maturity, independence and responsibility
- model, acknowledge and encourage positive behaviour
- enable staff to deliver quality teaching programs effectively
- provide support to redirect behaviour, which may vary according to:
 - the developmental stages of children
 - their individual circumstances
 - the diversity and complexity of some children and their families
- apply consistent and logical consequences to support change of unacceptable behaviours.

Early Intervention

Some students may exhibit behaviours that interfere with learning when starting school; they may still be developing the socialisation skills to work within a classroom environment. The earlier support strategies are applied, the better the opportunity to develop positive behaviour is improved.

Programs such as "*Play is the Way*", "*Friendology*" and "*Kimochis Early Childhood Curriculum*" may assist students. These programs help to build the social and personal skills of students in their first years at school supporting the positive behaviours that are optimal for successful learning.

Behaviour Support Guidelines

Our intention is to be proactive and restorative in our approach. We want to see young people thrive and develop a strong sense of identity and belonging. We will communicate clearly with families in a supportive, positive and relational manner.

We understand that individuals make choices for behaviour which will have an impact on themselves and others in their community. These choices and actions have a direct link to consequences, and our aim is to ensure a safe and happy school environment.

Pilgrim School supports student behaviour through:

- a relational child centred approach
- valuing student agency
- clear expectations from staff
- equipping and supporting staff to recognise and support students with diverse and complex needs
- support from the Wellbeing team and the Pilgrim School Leadership Team
- utilising the School Learning Management System (*Sentral*) for central record keeping
- partnerships and assistance from external agencies.

Staff will create a positive, safe learning environment through:

- staff modelling appropriate behaviours
- structures and routines that promote safety and learning for all
- a focus on positive classroom management
- developing shared classroom agreements
- explicit teaching of the Pilgrim Student Attributes
- encouraging a 'growth mindset'
- a safe, calming area in each classroom
- the use of breaks for students
- employing a variety of pedagogical practices.
- encouragement and redirection of behaviour
- implementation of behaviour support plans and consequences

Supporting Student Behavioural Growth

Student behaviour support has three response levels – Low, medium and high.

Low level incidents may include:

- not accepting re-direction
- arguing
- disrupting learning (minor)
- moving around the classroom at inappropriate times
- leaving room without asking
- being late to class
- being off task
- demonstrating unsafe behaviour.

Response - Low Level Incident (Yellow)

- Students are supported to reflect on behaviour through restorative conversations.
- Natural or appropriate consequences will be directed by staff.
- Staff will contact parents/caregivers as appropriate.
- Staff document the incident and all follow-up and communication (Sentral).

Medium level incidents may include:

- non-compliance with instructions
- inappropriate or explicit language
- inappropriate or disrespectful behaviour
- threatening, aggressive or violent behaviour
- damage to school property
- dangerous behaviour
- harassment and bullying
- sexualised behaviour
- sexual harassment.

Response - Medium Level Incident (Orange)

- Students are supported to reflect on behaviour through restorative conversations.
- Natural or appropriate consequences will be directed by staff.
- May include visit to a buddy class.
- Staff will contact parents/caregivers as appropriate.
- Staff document the incident and all follow-up and communication (Sentral).

High level incidents may include:

- refusal to follow instructions
- highly threatening, aggressive or violent behaviour
- significant damage to school property
- intentional dangerous behaviour
- persistent harassment and bullying
- high-level sexualised behaviour
- persistent sexual harassment
- placing others in danger
- illegal behaviour.

Response - High Level Incident (Red)

- Students are supported to reflect on behaviour through restorative conversations or through a restorative circle.
- Intervention strategies will be implemented.
- Staff to inform senior leadership.
- Staff and leadership will determine and direct natural or appropriate consequences.
- Staff will contact parents/caregivers.
- Staff document the incident and all follow-up and communication (Sentral).

Behaviour Support Plans and Procedures

At times it is necessary to assist individual students' choices and decisions through the implementation of a Behaviour Support Plan. This is an agreement between the student, their family and the school.

The **Behaviour Support Plan** includes:

- purpose
- duration
- expectations regarding conduct and behaviour
- setting goals
- monitoring and supporting
- arrangements to apply if inappropriate behaviours continue.

Behaviour Support Plans may include the following strategies:

In-school withdrawal

Withdrawal of the student from some aspect(s) of the school program to assist in behavioural changes. Student will be encouraged to reflect and develop understanding of the impact of their choices on themselves and others.

Out-of-school withdrawal

In circumstances of a serious or significant nature, and at the discretion of the Principal, the parent or caregiver may be required to immediately collect their child.

The school will notify the student's parents/caregivers as quickly as possible, by verbal communication or in writing. The communication will provide the reason, purpose and duration of the withdrawal.

On most occasions a re-entry interview with the student and their parents/caregivers and leadership is part of the return to class process.

Enlisting external support

There are times when the knowledge and expertise of other professional services such as psychologists, occupational therapists etc. may be sought and assist as part of a broader intervention plan.

Responding to significant behaviours

This may include incidents such as:

- undermining the ethos of the school
- consistently and deliberately refusing to follow instructions or directions
- offensive or dangerous behaviour
- consistently and deliberately jeopardising teaching and learning opportunities for others.

Some behaviours of a serious nature are by definition criminal offences and such incidents will be reported to the police. These may include damage to property; possession of a weapon; theft; assault; use, possession or distribution of drugs; or sexual assault. (This list is indicative only and not all-inclusive.)

The Leadership Team and the Wellbeing Team may undertake the following actions:

- consider unacceptable behaviour and the safety implications for the student and the school community
- consider the personal and social needs of the student to determine what behaviour support is most appropriate
- access any relevant agencies to provide support and advice
- identify strategies to assist the student, following successful behaviour management, to be re-established in the school community
- identify relevant and appropriate communication strategies to inform members of the school community.

Cancellation of enrolment

The cancellation of enrolment of a student may occur as a result of a serious behaviour breach. This may include:

- engaging in wrongful behaviour of a serious nature; and/or
- the school's other processes for addressing such behaviours have been applied and have been unsuccessful; and/or
- the welfare, rights and safety of others in the school community make it necessary that the student no longer be present in the school community.

Should the decision be made to conclude a student's enrolment, the Principal will formally communicate this, in writing, to the student and their family.

Roles and responsibilities

Students will contribute to a safe and supportive learning environment by:

- participating in our "*Pilgrim Positive Community*" to develop their class agreement at the commencement of each school year
- doing their best to be a part of a caring and thoughtful community
- taking responsibility for their choices and actions
- accepting appropriate consequences.

Parents/caregivers accept responsibility to:

- support staff in maintaining a safe and supportive learning environment for all
- maintain open, timely communication with staff
- keep the school informed of health issues, learning needs, concerns about behaviour or other relevant matters
- work in partnership in the implementation of actions related to the Behaviour Support Policy
- seek the support and recommendations of other professionals.

Staff will contribute to a safe and supportive learning environment, by:

- developing and fostering positive relationships with students and families
- affirming positive behaviour
- developing and maintaining inclusive and engaging teaching and learning programs
- supporting students in Restorative Conversations to facilitate problem-solving and understanding of the perspective of others
- advising parents/caregivers regarding significant or ongoing behavioural concerns
- recording behaviour matters and actions (Sentral database)
- critically reflecting on their own practice, and developing the knowledge and skills needed to manage behaviour successfully
- adhering to the practices as outlined in the Protective Practices Guidelines: <https://www.education.sa.gov.au/policies/shared/protective-practices-staff-interactions-children-young-people.pdf>

Support for staff when managing behaviour includes:

- provision of training and resources which includes the Behaviour Support Policy, Behaviour Support Plan and other tools

- the supervising staff member is the first 'point of call' to engage management strategies and redirect inappropriate student behaviour
- assistance from a peer/buddy staff member
- support from the Wellbeing Team
- assistance and consultation with the Leadership Team
- opportunity to debrief with and support each other
- professional development opportunities in behaviour education, learning and wellbeing
- outside agencies/allied health professionals.

The Principal (or delegate) will encourage a safe and supportive learning environment by:

- expecting high levels of behaviour for all community members
- promoting procedures and structures that enable students to be involved in the management of their own behaviour
- ensuring staff are trained in and adhere to Protective Practices Guidelines
- providing opportunities for staff training and development
- encouraging opportunities for parent/caregiver education and information
- providing children and their families with access to this Behaviour Support Policy and other relevant policies supporting advocacy, and grievance guidelines relating to the school's management of student behaviour
- involving external agencies, when appropriate, to support the management of student behaviour
- exercising management over the Behaviour Support Process
- supporting and assisting with managing high-level incidents (including internal and external withdrawal from class and the cancellation of an enrolment).

We want to see every individual within our school demonstrate positive, thoughtful and respectful behaviours in our school community that supports and helps young people to belong, explore, flourish and serve.