



LAKE WINDEMERE
B-7 SCHOOL
The nature of learning.

Behaviour Support Policy



Government of South Australia
Department for Education

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Lake Windemere Vision

Lake Windemere B-7 School strives to provide a safe and inclusive environment for all members of our community, promoting a strong sense of belonging. We also endeavour to protect; *the student's right to learn and the teacher's right to teach.*

Rationale

The purpose of this policy is to ensure an effective, clear and consistent approach is adopted to best support student behaviour and consequently, optimise student engagement. We understand that behaviour is a form of communication and has a function. We endeavour to meet the needs of all students and through this policy, strategies and responses are outlined to effectively support positive and safe behaviour development for all students.

Types of behaviours

All students are taught to display positive, inclusive and respectful behaviours. However, due to different circumstances some children may display:

- **Low Level Behaviours:** Developmentally appropriate and easily managed through redirection.
- **Challenging Behaviours:** Increasing in severity, frequency and duration. The responses to these types of behaviours require targeted interventions, using a more persistent and supportive approach.
- **Complex Behaviours:** Severe, high frequency extended duration, and unsafe behaviours for themselves or others around them. Complex behaviours require intensive and individualised intervention, in addition to positive behaviour support strategies.

Roles and Responsibilities

Students who attend Lake Windemere B-7 School, have the right to access an education in a safe environment. All people in the learning community play a pivotal role ensuring the fundamental need of *safety* is being met.

The roles of all members of the learning community are as follows:

Leadership

- All members of the leadership team have a duty of care to keep students and staff members safe. The leadership team, teachers and student support officers (SSOs) work in collaboration to create a safe environment that allows students to work through challenges and take risks in their learning.
- It is the responsibility of the leadership team to ensure that the Behaviour Support Policy is implemented and adhered to.
- The leadership team will collaboratively reflect on behaviour data with teachers, Student Support Services and other relevant agencies, planning interventions to minimise incidents and inappropriate behaviour.

- Leadership will plan for training and development opportunities to build staff capacity in supporting positive behaviour development.
- With Leadership support, teachers and SSOs will develop their ability to effectively teach students about regulating emotions, managing behaviours and understanding their own sense of wellbeing to increase their capacity to engage. This aligns with The Learning and Wellbeing Framework, Department Policies and Related Legislation.
- When students are referred to leadership for frequent or severe behaviour, they will make decisions about responses to behaviours on an individual basis, taking into account the type of behaviour, the context of the behaviour, the age and stage of development of the student, the frequency of behaviour and the history of the student. Leaders will contact parents to inform them of the incident and response.
- Leaders take responsibility for formal responses to behaviour i.e. home contact, take homes, suspensions and exclusions. They also lead the re-entry of students and support them through the Positive Behaviour Framework, developing behaviour support plans and review student progress through case management meetings.

Teachers

- Teachers have a duty of care for all students and must ensure a safe learning environment is provided that aligns with the school values; Teamwork, Fun, Respect and Learning.
- Teachers play a fundamental role in providing visible, planned and consistent responses to behaviours of concern to foster trust and confidence.
- All teachers are mandated to design and deliver educational programs using the Keeping Safe: Child Protection Curriculum that maximises student wellbeing, engagement, intellectual challenge, achievement and supports positive behaviour.
- Teachers will reflect on and develop their behaviour management strategies, they will endeavour to implement strategies that support each child's ability to display positive behaviours and engage in their learning.
- Teachers are responsible for implementing the Behaviour Support Policy.
- Teachers are responsible for informing parents about persistent behaviour patterns.
- Ensure that clear and appropriate documentation is kept detailing behaviour and responses.

Parents/Families

- It is the responsibility of the parent or carer to support the school's expectation that safe behaviours will be demonstrated at all times.
- Parents/Carers must work in collaboration with school staff to ensure the Behaviour Support Policy is followed by modelling and promoting safe, respectful and inclusive relationships with their own children and all members of the school community.

Students

- Students are expected to:
- Respect themselves, others and property
- Engage in learning
- Follow instructions provided by staff
- Students are supported to learn within a safe and secure environment.

Other School Staff

- Consistently support teachers and students to successfully engage in the Behaviour Support Policy by ensuring they follow the policy, procedures and guidelines.
- Ensure that clear and appropriate documentation is kept detailing behaviour and responses.

Non-departmental staff

- Non departmental staff who provide a service at Lake Windemere B-7 School need to be informed of the developed Behaviour Support Policy and comply with the policy as necessary.

Student Support Services and Specialised Programs

Lake Windemere B-7 School can access Student Support Services within the Department for Education. Teachers must follow the internal referral process which includes completing a 'Pre-Referral Form'. Students can also access a range of specialised Department for Education programs to support positive behaviour.

Classroom Behaviour Code

Classroom expectations are negotiated and displayed in every classroom based on the school values of: Teamwork, Fun, Respect and Learning.

Responses to inappropriate behaviour in the classroom:

Behaviour responses for students who display behaviour that negatively impacts their learning, the learning of others and/or the teachers' right to teach could range from making up missed learning time, to a suspension. Responses and interventions are based on the type of behaviour, taking into account the severity and frequency of behaviour as well as the history of the student. Teachers request the support of leadership to assist in the management of classroom behaviour by filling out a white *Behaviour Support for Student* form. Staff will communicate with parents/caregivers via phone conversation, letter/email or meeting. A formal letter will be sent from leadership for serious behaviours.

Safe Yard Behaviour Code

All students are aware that yard behaviour expectations are made in the interest of safety and respect for all members of the community. These expectations are continually reinforced throughout the year

- Follow instructions provided by staff
- Move safely around the school (i.e. walk on concrete surfaces, walk around corners)
- Remain in the school grounds and within set boundaries at all times
- Comply with the Sun Smart Policy
- Use respectful and appropriate language
- Play safely without demonstrating violence or harassment towards others
- Keep the school clean and tidy (i.e. litter to be placed in the designated bins)

Responses to inappropriate behaviour during Yard Play:

Low Level Behaviours

- Low level behaviours include not following instructions, not wearing a hat when required to and not playing in designated areas
- Reminders and logical consequences (i.e. walking with a teacher, sit out for a short period of time)
- Yard duty teachers can fill out an orange *Play Support Referral* form, which results in students having to report the Play Support Room for their next Big Lunch play time. During this time, students are provided with the opportunity to reflect on their behaviour and discuss alternative strategies using restorative practices.
- Teachers need to keep track of Play Support referral forms and refer students to leadership if they have received three or more Play Support Referral Forms in one term.

Challenging Behaviours:

- Threatened or deliberate perpetrated violence towards others is referred to leadership by filling out a yellow *Yard Violence Form* which can result in responses that range from

a time out to a suspension depending on the severity and frequency of the violence. This is followed up with parent communication by the member of leadership.

- Frequent issues with yard behaviour, i.e. verbal or physical aggression, bullying, targeting of other students, inability to play without adult support will result in interventions by the leadership team.

Complex Behaviours:

- Severe and frequent behaviours in the yard can result in interventions including:
- Three way meetings with the student, parents/carers and a member of the leadership team
- Exploring the function of the behaviour and possible interventions including; referral to district support personnel.
- Take homes
- Internal or External suspensions