



Behaviour Support Process

Mallala 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.

Mallala 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.

How we implement the policy

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

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

- We consistently support our young people through a clear and shared understanding of our response model and expectations.

We will explicitly teach positive behaviour and expectations about behaviour.

- Our classroom learning program includes the explicit teaching of safe and appropriate behaviours, self-awareness, self-management, social awareness and social management.

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

- Staff foster connectedness through inclusion, accountability, support and cooperation and explicitly teach pro-social skills.

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.

- We partner with families, community and organisations as one team, in support of our young people.

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

- We consider each young person's culture, capacity and surrounding circumstances and balance consistent expectations with adaptability in response to their needs.

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

- We explicitly teach how students can communicate with students, teachers and leaders about their concerns and collaborate on solutions.

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

- We model our teaching and learning around our Mallala School Community Wellbeing Approach and explicitly teach the framework components via curriculum.

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

At Mallala 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.
- Ensure diversity (cultural / gender / sexuality) is represented in curriculum and promoted as a positive aspect of the human experience.
- Explicitly teach the skill of 'code-switching' (moving back and forth between casual and formal language depending on social context or conversational setting) and provide opportunity to practise.

- Support each child and young person to repair relationships that have been harmed by their behaviour and give them agency as to how.

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 Mallala 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.
- 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.
- Support staff to enact the Mallala School Community Wellbeing Approach.

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 your classroom teacher or yard duty teacher.
- Engage in Mallala School Community Wellbeing Approach learning.

Parent and carer:

- Report any child or young person's concerning or unsafe behaviour to their classroom teacher or a school leader.
- 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.
- To help our school enact our Mallala School Community Wellbeing Approach.

Ratified by Governing Council	8 th August 2023	Review Date	8 th August 2024
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