

# Ingle Farm East Primary School

Respect Responsibility Teamwork  
Communication Safety



## Behaviour Support Policy

Endorsed by Governing Council on August 2020

Review date August 2023

## **Ingle Farm East 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.*

Ingle Farm East 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.*
- *Behaviours that cause concern due to their severity, frequency and duration.*
- *Complex and unsafe behaviour which can place children 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 department's policy?**

We will support the safe inclusion of children 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.*

#### **Teach**

We will explicitly teach positive behaviour and expectations about behaviour.

#### **Our actions**

- *Create predictable structures and routines in the learning environment.*
- *Teach 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's behaviour.

### **Our actions**

- Value children's perspectives.
- Seek their ideas when developing behaviour supports.
- Engage children, 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 respond to behaviour visibly and fairly. Responses will help grow confidence and trust.

### **Our actions**

- Investigate concerns about behavioural incidents.
- 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 who have acted inappropriately recognise the impact of their actions. They have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.
- Implement restorative approaches.

## **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 and staff following behavioural incidents.
- Refer children, staff and others who have been harmed by unsafe behaviours to counselling or other support.
- Engage department supports when responding to serious incidents e.g. the Social Work Incident Support Service.

## **Behaviours of concern**

### **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 of concern

At Ingle Farm East Primary School we use specific responses to behaviours of concern.

### Educator responses

- Provide quality differentiated teaching practice.
- Create plans that support positive behaviour change.
- Provide time and space for students to self-regulate with appropriate support and supervision.
- Use logical consequences related to the behaviour, e.g. make up for any lost learning time.

### 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 Ingle Farm East Primary School.
- Consider the use of suspension and exclusion from school to support safety.
- Report criminal offences to the police.
- Provide leadership and / or external assistance to facilitate restorative processes (including re-entry meetings) where staff and children 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.
- 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.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern to any teacher at Ingle Farm East primary school

### Parent and carer

- Report any child or young person's concerning or unsafe behaviour to your child's class teacher
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents and carers and staff.
- Support their children to develop safe behaviours at home.
- Check on and supervise their children's social interactions, including online.
- Talk to their children about safety issues, including unsafe behaviours. Use the same messages that Ingle Farm East Primary School promotes.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern.
- Understand that, because of confidentiality, we cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion.