

# BEHAVIOUR SUPPORT

## Purpose

This Behaviour Support Policy establishes a framework to create a safe, respectful, and inclusive learning environment at North Haven School. It aligns with the South Australian Department for Education guidelines and emphasises positive relationships, student well-being, and consistent, fair responses to behavioural challenges.

## Policy Objectives

- Foster a positive, respectful, and inclusive school culture
- Promote personal responsibility and self-regulation among students
- Minimise disruptions to teaching and learning
- Ensure fair and consistent consequences for inappropriate behaviour
- Engage families and the wider community in supporting positive behaviour.

## Scope

This policy applies to all students, staff, parents/carers and visitors within the school grounds, during school-related activities, and when representing the school in the community.

## Guiding Principles

- Respect: Treat everyone with dignity and value their contributions
- Resilience: Embrace challenges with a positive mindset and persevere through difficulties
- Responsibility: Take ownership of actions and their consequences
- Safety: Maintain a secure environment for all
- Collaboration: Work together to resolve issues and build relationships
- Equity: Ensure all students receive fair and appropriate support.

## Positive Behaviour Strategies

- Implementation of social and emotional learning programs, such as The Resilience Project and What's the Buzz?
- Explicit teaching of school values and expectations
- Regulation spaces and calming spaces within classrooms
- Teaching of the Department's Keeping Safe: Child Protection Curriculum
- Annual SAPOL student information sessions
- Use of restorative practices to repair relationships and resolve conflicts
- Recognition of positive behaviours through certificates, verbal praise, and class-based incentives
- Individual class and yard plans to promote positive behaviour
- Engagement with Department Behaviour Coaches
- Referral to Department services such as Positive Pathways and Cowandilla Learning Centre
- Engagement with families to reinforce positive behaviour.

## **Behaviour Expectations**

Students are expected to:

- Respect themselves, others, and property
- Follow teacher instructions promptly
- Act in a way that ensures the safety and well-being of all
- Participate actively in learning opportunities.

## **Responding to Inappropriate Behaviour – Classroom**

Inappropriate behaviour will be supported/managed by staff using a staged response. For serious inappropriate student behaviours, such as physical violence or ongoing disregard for behaviour expectations, students will be referred directly to the leadership team.

### **Reminder and Redirection**

- Calmly remind the student of expectations
- Redirect the student to the appropriate behaviour

### **Warning and Reflection**

- Issue a clear warning
- Provide an opportunity for the student to reflect on their behaviour

### **Classroom-Based Consequences**

- Use natural consequences, such as time out within the classroom or moving students to another seat

### **Buddy Class**

- Student spends time in their buddy class completing an age appropriate reflection sheet/task provided by the class teacher. Teacher to specify return time.

### **Referral to Leadership**

- Involve the Principal or Assistant Principal/Wellbeing Leader for repeated or serious incidents
- Develop a behaviour plan in consultation with the student, teacher and family
- Behaviour incident recorded in EMS

### **Suspension or Exclusion**

- For severe or ongoing behaviours, suspension or exclusion may be considered, following Department for Education procedures.

## **Responding to Inappropriate Behaviour – Yard**

Low level inappropriate yard behaviour will be responded to using restorative practices and/or natural consequences such as community service or following a yard duty teacher. For higher levels of inappropriate behaviour, such as bullying, students will be issued a lunchtime timeout (green slip) to be completed in the front office the following lunchtime.

During this time, leadership will support students to reflect on and learn from their choices, and the incident will be recorded in EMS, with families notified via email. For serious behaviour incidents students will be directly referred to the leadership team and parent/carers will be contacted.

Off-site school experiences, such as excursions, camps, sporting carnivals, and music festivals, are student privileges. Students who consistently display inappropriate behaviour at school may be excluded from these activities.

## Considerations when responding to Inappropriate Behaviours

When determining an appropriate response to inappropriate classroom and yard behaviours, staff will consider the following factors:

**Severity of the Behaviour** – Assess whether the behaviour is minor, moderate, or serious (e.g., disruption vs. physical violence).

**Frequency and Patterns** – Consider if the behaviour is a one-time incident or part of a repeated pattern.

**Intent and Circumstances** – Evaluate whether the behaviour was intentional, accidental, or influenced by external factors.

**Impact on Others** – Determine how the behaviour affected peers, staff, and the school community.

**Age and Developmental Stage** – Take into account the student's age, maturity, and understanding of the behaviour's consequences.

**Past Behaviour and Response History** – Review the student's previous behaviours and how they responded to prior interventions.

**Restorative Opportunities** – Consider whether the behaviour can be addressed through restorative practices and reconciliation.

**Student Wellbeing and Support Needs** – Assess any underlying social, emotional, or psychological factors contributing to the behaviour.

**Equity and Fairness** – Ensure responses are consistent but also take individual circumstances into account.

**School Policies and Legal Obligations** – Align responses with school rules, department policies, and relevant legislation.

This approach ensures that responses are fair, consistent, and supportive of student growth.

## Roles and Responsibilities

### Staff

- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students, and promotes a positive school climate
- explicitly teach students about safe and inclusive behaviours, and the core values of the school
- participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents
- work with parents, caregivers, families, service providers and the community to support students affected by behaviours of concern
- provide timely intervention in response to behaviours of concern, including incidents that have occurred out of school hours or off school premises when this is connected to the care and management of the school and impacts on school relationships
- provide fair and consistent responses to behaviours of concern to foster trust and confidence.

### Students

- treat others in a way that demonstrates respect and inclusiveness
- ensure their verbal, physical and online interactions are safe, respectful and inclusive, at school and at home
- take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene
- support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults

### **Families**

- model and promote safe, respectful and inclusive relationships with their own children, other children, other parents/caregivers, and school staff
- support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond
- work collaboratively with the school to resolve concerns about behaviour when incidents occur, discussing issues as soon as possible, including incidents that have occurred out of school hours or off school premises when this is connected to the care and management of the school and impacts on school relationships
- do not engage directly with students about behaviour concerns
- consider recommendations and engage in specialist support through Student Support Services and external organisations
- support their child's best interests to continue to attend school while a behaviour issue is being resolved.

### **Communication**

The policy will be shared with the school community via:

- The school website
- Parent information sessions
- Staff professional development.

### **Related Policies and Guidelines**

- South Australian Department for Education's Behaviour Support Policy
- South Australian Department for Education's Behaviour Support Toolkit
- South Australian Department for Education's Suspension, Exclusion and Expulsion of Students Procedure
- North Haven School's Student Use of Mobile Phones and Personal Devices Policy
- North Haven School's Sun Protection Policy