

KIDMAN
ASPIRE
+SOAR **PARK**
PRIMARY SCHOOL

**POSITIVE BEHAVIOUR
GUIDELINES**

OUR VALUES

BE RESPECTFUL BE RESPONSIBLE BE GRATEFUL BE A LEARNER

OUR VISION

Our vision is to create a school environment that is inclusive, engaging, and positively challenging. We strive to support learners in cultivating aspirations, taking risks, embracing change, and reaching their fullest potential.

To achieve this vision we will follow our school values to

BE RESPECTFUL

BE RESPONSIBLE

BE GRATEFUL

BE A LEARNER

Kidman Park Primary School's Positive Behaviour Guideline 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.
- Kidman Park Primary School's guidelines aligns with the Department for Education [behaviour support policy](#).

OUR AIM

- Cultivate and build positive relationships
- Resolve conflict
- Proactively support positive behaviour to minimise risk of harm
- Educate, thus creating a safe and inclusive learning environment

By integrating PBIS, Restorative Practices and the Berry Street Education Model we aim to:

- Create an environment in which each students' right to learning, security, personal growth and self-esteem is affirmed
- Develop effective social and emotional skills
- Create respectful and responsible learners
- Support students to become aware of the impact of their behaviour
- Take responsibility for their actions and take steps towards making things right
- Minimise the occurrence around behaviours of concern, including bullying and harassment
- Support students to be intrinsically motivated, developing the competencies to be respectful global citizens

By working collaboratively with parents and carers we aim to create a positive learning environment by:

- Working together in developing students' social and emotional competencies, wellbeing and achievement
- Communicating school expectations related to Restorative Practices and positive behaviour
- Communicating regularly and working with parents to support positive behaviour

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 department's policy

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

Promote

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

- Promote a school wide positive behaviour approach. We will work on this with our Governing Council, staff, children and young people, parents and carers.
- Display behavioural expectations. Share these with children, young people, parents and carers in the newsletter and on the website.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

- Create predictable structures and routines in the learning environment. This guides children and young people's in how to positively participate in learning.
- Teach children and young people 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.

- Staff use proactive strategies to co-regulate children and young people to prevent behaviours of concern.
- Breakout spaces are provided for children and young people to use as needed. These spaces are supervised. The educator supports children and young people to feel safe and calm and return to their learning environment when they are ready.

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 or young person's behaviour. We will draw on these people to support positive behaviour change.

- Value children and young people's perspectives. Seek their ideas when developing behaviour supports.
- Engage children, young people and 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.

- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
- Apply accepted and evidence-based behaviour responses. Tailor to children or young people's circumstances. 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.

- Children and young people who have acted inappropriately recognise the impact of their actions. They have the chance to apologise and express remorse. They have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.
- Implement restorative approaches. This includes the Method of Shared Concern or Support Group Method when appropriate.

Create safety and wellbeing

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

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Use suspension as a last resort strategy if immediate safety is required.
- Refer children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other support.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service. Responses might include telling parents and carers of those involved in or effected by the behaviour.

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.

Responsibilities

At Kidman Park Primary School we expect and value the responsibilities of all members in our school community, and we use specific responses to behaviours of concern.

Department level

- 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.

Leaders

- Provide experiences for staff to develop skills relating to their role as an educator.
- Provide opportunities for student negotiation, decision making, and leadership.
- Model behaviours that reflect our school values.
- 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 Kidman Park 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.
- Work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.
- 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, students, Parents and carers to become familiar with the 5 Tiers of Intervention.
- Ensure all staff receive appropriate training and development to complement the 5 Tiers of Intervention.
- Regularly review and monitor the 5 Tiers of Intervention in line with the DfE School Behaviour Support Policy and the school values.
- Support staff in developing student wellbeing and agency.

Educators

- 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.
- Support students to learn the skills and behaviours to be responsible and respectful learners.
- Explicitly teach and model school values and expected behaviours for students.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Explicitly teach interoception skills. Support students to self regulate using an interoception space, interoception activities, or both.
- Provide time and space for students to self-regulate with appropriate support and supervision. This might include sitting quietly, talking quietly, doing calming activities (for example breathing and yoga) or physical activity (for example running, shooting hoops or bouncing a ball).
- Interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is problematic. Redirect students to the preferred behaviour. Support students to develop and practice the skills required to maintain the preferred behaviour.
- Offer students choices that allow them to stay regulated and participate. For example offering to finish their work now or during recess and to do their work sitting down or standing up.
- Use natural consequences related to the behaviour. Use them if a student is unable to engage in the preferred behaviour with support matched to the student's individual needs. For example cleaning graffiti off the wall at recess instead of going outside to play.
- Maintain confidentiality.

Parents and carers

- Be familiar with, and support, the Kidman Park 5 Tiers of Intervention.
- Support your child to follow our school values and behaviour expectations.
- Report any child or young person's concerning or unsafe behaviour to the class teacher or the leadership team.
- 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.
- 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.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- Be familiar with and support about our Approach to Wellbeing Approach, Bullying Prevention and Attendance Policy. and Positive Behaviour Guidelines.
- Know how to identify and report behaviours that are concerning or unsafe.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond. Use the same messages that Kidman Park Primary School promotes.
- Make sure their children keep coming to our site while a behaviour issue is being resolved. This is in a child or young person's best interest. If you feel that your children coming to our site is not in their best interest, talk to us.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come on-site if they have the leader's written approval.

Children and young people

- Treat others with kindness, respect and inclusiveness.
- Follow our school values
- 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 a teacher or member of the leadership team.
- Support their friends and peers to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

Positive Behaviour - Interventions

Kidman Park Primary School uses the DfE [Behaviour Support Toolkit](#) to foster and reinforce a positive school culture through the following proactive and preventative measures:

- Collaboratively developed schoolwide and classroom expectations based on the school values: [Be Respectful](#), [Be Responsible](#), [Be Grateful](#) and [Be a Learner](#)
- Explicitly taught social and self-management skills through the Berry Street Education Model
- Explicitly teaches the school values, expected behaviours and social and emotional skills through Circle Time and Health lessons relating to support safe, inclusive and respectful behaviour, and prevent bullying and harassment
- By implementing a restorative approach to repair and rebuild relationships

To support success, positive culture, and positive student behaviour;

Refer to the 5 Tiers of Intervention Model

During class

- Berry Street Education Model Strategies
- Teachable moments and effective statements *(Wave 1)*
- [Restorative Chat](#) *(Wave 2)*
- [Restorative Conferences](#) *(Wave 3)*
- Formal Restorative Conferences *(Wave 4)*
- Alternative approaches to behaviour plans - leadership support ongoing issues *(Wave 5)*

During Break Periods

(Before School 8:25am – 8:40am, Recess, Lunch, After School 3:10 pm– 3:25pm)

- Restorative Chat *(Walk and Talk)*
- [Unsafe Yard Play](#) *(Working with leadership to reflect on behaviour and provide opportunity for skill development)*

Restorative Conference to follow Unsafe Yard Play *(Restorative Unsafe Yard Play conference card)*

Range of responses to behaviours of concern

- Circle Time discussions *(Wave 1)*
- Restorative chat / conference *(Wave 2)*
- Make up time / work missed
- Apology
- Movement restrictions if the behaviour is considered unsafe
- Return / Repair / Replace property
- Buddy Class
- Office Reflection (Detention) to make up for work missed or skill development
- Take Home as a response to behaviour emergency in line with the DfE behaviour support policy
- Suspension
- Exclusion

Range of responses to safe, inclusive and respectful behaviour

- Positive verbal / written feedback from staff
- Sharing work with others
- Opportunities to participate in school activities and events
- Opportunities for all students to receive awards for showing the school values
- Points towards house team
- Class incentives
- Ad hoc events and activities to support safe, inclusive and respectful behaviour

5 Tiers of Intervention Model

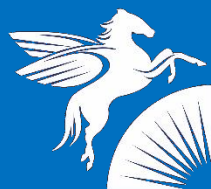
KIDMAN PARK PRIMARY SCHOOL'S 5 TIERS OF INTERVENTION				
1	TIER 1 Teachable moments/ affective statements 2x warnings Classroom reflection	All staff members, All students	In the moment, respond using affective statements - Address the student - Tell them how you feel & how you/others are impacted by their behaviour - State the preferred behaviour (I feel... when... because... Please...)	REPAIR AND REBUILD RELATIONSHIPS
2	TIER 2 Restorative Chat Neighbouring buddy class	All staff members, student(s) involved	Repair relationship using restorative practice script	
3	TIER 3 Restorative Conversation Office Reflection (front office reflection and skill development) – until next break	Staff member(s), Student(s) involved Support from Wellbeing Leader	Repair relationship using restorative practice script - Document summary of the incident - Inform Parent(s) and Carer(s)	
4	TIER 4 Formal restorative conference including development of the Traffic Light and Ready to Learn behaviour JP, PY and MY document Office Reflections (2-4)	Staff member(s) Student(s) involved Support from Leadership and/or Wellbeing Leader Parent(s) and Carer(s)	Repair relationship using restorative practice / unsafe yard play reflection Script - Traffic light and Behaviour Ready to Learn plan created	
5	TIER 5 Alternative approach to breaches of the traffic light and ready to learn plan including unsafe behaviour After 4 th office reflection	Staff member(s), Student(s) involved Support from Leadership and/or Wellbeing leader, Parent(s) and Carer(s)	Further support agreed upon including internal/external support services Consequences may be applied: - Working with leadership - Office reflection - Internal placement - Take Home - External suspension	

A student who receives an office reflection will spend 20 minutes in the office during the next lunch break where they will reflect on their actions, be involved in a restorative conference and complete unfinished work. During this time they will also participate in skill development activities with leadership. Parents and carers will be informed about their child's behaviour. A meeting will be organised after the third office reflection in a term to investigate ongoing behaviour, and to develop a traffic light document and ready to learn behaviour plan. To support all parties, Kidman Park Primary School will connect with support services if a student attends an office reflection for the fourth time in a term.

Refer to [Suspension, exclusion and expulsion of students procedure \(edi.sa.edu.au\)](http://edi.sa.edu.au) which outlines the procedures for suspension and exclusion of students from attendance in Department for Education schools. It guides leaders at Kidman Park Primary School in the targeted use of suspensions and exclusions to support safe and positive behaviour in schools.

The use of suspensions, exclusions and expulsions is guided by the following additional principles:

- Suspensions and exclusions are most effective when they are used as a part of broader intervention strategies to support safe and positive behaviours.
- Suspensions, exclusions and expulsions must be used in a targeted way to meet one of the 7 functions of the [behaviour support policy](#). Suspensions, exclusions and expulsions are not designed to punish.
- Suspensions, exclusions and expulsions should be used as a last resort to meet the behaviour support policy's goal of safe inclusion for all children.
- Suspensions, exclusions and expulsions must be done in a way that is procedurally fair.
- The process of restoring the relationship between a student and the school community starts from the time a behaviour incident occurs. It continues through the process of suspension and exclusion.
- Special measures should be taken to support the inclusion of students who are at higher risk of suspension, exclusion and expulsion (including Aboriginal students, students in care, and students with disability).



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2021

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