

POLICY PRINCIPLES

Strategies & Interventions to support children's positive behaviour development reflects the Department for Education's goal of Safe Inclusion for all children.

- Blyth Primary School promotes a school wide positive behaviour approach with Governing Council, Staff, Students, and Parents/Carers to support this focus.
- At B.P.S we value students' perspectives, voice and seek their ideas when developing behaviour supports.
- We believe in engaging students and families to understand possible reasons for behaviour.
- B.P.S uses case management and Team Around The Child approaches to coordinate, assess, plan, monitor and review behaviour interventions.
- Staff will investigate concerns about behavioural incidents and gain understanding about the nature of the incident and the experience of the incident by those involved.
- Students will experience predictable structures and routines in the learning environment. This will then guide students in how to positively participate in learning.
- Staff will teach students self-awareness, self-management, social awareness, and social management.

PARENT/ CAREGIVER SUPPORT

- If an incident happens, work collaboratively with us to resolve concerns.
- Support your children to develop safe behaviour at home. Check on and supervise children's social interactions, including online.
- Talk to children about safety issues, including unsafe behaviour. Help them understand what it is, why it's harmful and how to respond.
- Use the same messages that Blyth Primary School promotes.
- Do not approach other children or parents about behaviours of concern. Report this to the school staff for follow up.
- Support B.P.S. behaviour strategies
- Encourage and support children with their learning.
- Constructively participate in open two-way communication with the school.
- Respect the need for Confidentiality.

Blyth Primary School

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Government of South Australia
Department for Education



Blyth Primary
School

BEHAVIOUR
DEVELOPMENT

POLICY

2023

School Vision:

GROWING

BELIEVING

And

ACHIEVING

Our purpose is to create a learning environment which reflects the core values of-

COLLABORATION, RESILIENCE, RESPECT.

At Blyth Primary School, we are working together to:

- Create an environment that celebrates effort and achievement so that we develop a sense of belonging and pride in ourselves and our school.
- Ensure that children and adults experience a safe and secure learning environment.
- Empower children and adults to work effectively to make appropriate decisions.
- Create a learning environment that encourages risk taking and the achievement of personal excellence.
- Develop positive links that strengthen the partnership between students, parents/caregivers, and teachers.

STAFF will:

- Negotiate with the students a classroom Code of Cooperation at the beginning of each year, with the expected behaviours conducive to learning and wellbeing.
- Provide time and space for students to self-regulate with appropriate support and supervision.
- Name & 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.
- Communicate with parents of any concerns in a timely manner.

BEHAVIOUR EXPECTATIONS

Students who have acted inappropriately recognise the impact of their actions. They will have the chance to apologise and express remorse.

They will have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.

STUDENTS ARE EXPECTED TO ABIDE BY THE BLYTH PRIMARY SCHOOL VALUES BY

- **Respecting** others, property and the environment
- **Collaborating** with staff and other students to maintain an inclusive, supportive and safe learning environment.
- **Being Resilient** following the school expectations and take responsibility for their own behaviour, learning to Self-Regulate.
- Understanding that there are consequences for inappropriate behavioural choices.
- Treating others with kindness, respect, and inclusiveness.
- Making sure their actions are safe, respectful, and inclusive. This includes verbal, physical, and online actions.
- Seeking help from adults to intervene when they see behaviours of concern in person or online.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOURS

Staff will use proactive strategies to co-regulate students to prevent behaviours of concern.

- Evidence-based behaviour responses will apply and be tailored to a student's circumstance. Special measures for students with a disability or additional needs, children in care and Aboriginal children make be applied.
- Documented planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans may also apply in some circumstances.
- The use of natural consequences related to the behaviour. For example finishing their work during class or during recess
- The use of take home, suspension and exclusion from school to support safety.
- Minor consequences may be Reminders, miss out on some play time Buddy class, restricted play

LEADER RESPONSIBILITIES

- Monitor behaviour. Act on any reports about Behaviour of concern. This includes incidents that happen out of hours or off-site that impacts relationships at Blyth Primary School.
- 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.