

Light Pass Primary School

Behaviour Support: Statement of Practice



This statement of practice ensures effective, consistent and fair behaviour support for all children at Light Pass Primary School.

At Light Pass Primary School, we have 100% commitment to safety for all. We do this by empowering our community to embrace learning and achieve their personal best.

We value:

Caring	Success	Responsibility
<ul style="list-style-type: none"> ✓ Kindness ✓ Finding ways to help ✓ Acting compassionately and with empathy ✓ Respecting the needs 	<ul style="list-style-type: none"> ✓ Cooperating ✓ Engaging with learning ✓ Setting goals and reflecting on them ✓ Receiving feedback and acting on it 	<ul style="list-style-type: none"> ✓ Looking after our own property ✓ Making good choices ✓ Concentrating on tasks ✓ Solving problems appropriately

At Light Pass Primary School, our strategies to support all children are purposeful and directed at achieving the 7 core functions of behaviour support. We do this by:

- promoting, modelling and supporting productive and positive behaviour
- explicitly teaching positive behaviour and expectations about behaviour
- intervening by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern
- working with children, their families, professionals and other key adults to understand the environmental, social and family context of a child’s behaviours of concern, and using the capacity of these parties to support positive behaviour change
- providing visible, fair and equitable behaviour responses that foster confidence and trust
- repairing and restoring relationships that have been harmed by behaviours of concern
- establishing safety and wellbeing for people involved in behavioural incidents.

Positive Behaviour Support (PBS) is a proactive approach to children’s behaviour that is built on the principles that positive behaviour can be learnt and that environments can be changed to support effective teaching and learning for every child. It involves a range of systems and practice elements at universal, targeted and intensive levels.

At Light Pass Primary School, these include:

- Social Emotional Learning Core Competencies
- Positive Psychology
- Berry Street Education Model

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We all have a key role in creating and maintaining supportive and safe learning environments.

Our **staff** will:

- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children, and promotes a positive school climate
- explicitly teach children about safe and inclusive behaviours, and the core values of our school
- support the participation of all students, taking special measures to support the inclusion of children who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care, and children with disabilities)
- 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 children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children and young people to develop positive social relationships
- report behaviours of a criminal nature to the South Australia Police
- 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 control of the school and impacts on school relationships
- provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence
- support children to be physically and psychologically safe.

Our **students** will:

- treat others in a way that demonstrates respect and inclusiveness
- ensure their verbal, physical and online interactions are safe, respectful and inclusive
- 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.

Our **families** will:

- model and promote safe, respectful and inclusive relationships with their own children, other children and young people, 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, including discussing issues as soon as possible (in accordance with the school's procedures)
- 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.

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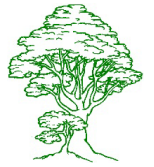
Ranges of Behaviours

Positive, inclusive, respectful	Developmentally appropriate, boundary testing	Concern causing severity, frequency or duration	Complex, unsafe, dangerous
<ul style="list-style-type: none"> • Being kind in words and actions • Looking after property of self, school, others • Doing your best on learning tasks • Being brave and attempting new things • Treat others the way you want to be treated • Follow instructions from Educators 	<ul style="list-style-type: none"> • Answering back • Using swear words not directed at individuals • Going into out of bounds area • Returning to class late • Intermittent off task behaviour • Occasional hurtful comments/rudeness • Lying 	<ul style="list-style-type: none"> • Leaving class and out of line of sight • Ongoing interruption to teaching/ learning • High level swearing • Harassment / bullying • Refusal to follow instructions (after take up time given) • Not returning to class/missing class 	<ul style="list-style-type: none"> • High Level violence (assault, throwing furniture, trashing classroom) • Threats to kill or seriously injure • Concerning sexualised behaviour • Verbal abuse to others • Leaving school grounds

Responses to Behaviours

Incentives	Classroom	Yard	Office	System
<ul style="list-style-type: none"> • Recognition rewards • Positive home contact • Leadership opportunities 	<ul style="list-style-type: none"> • Explicitly teach expectations and skills • Identify desired behaviours • Remind and redirect students • Selective ignoring • Move seats • Cool down/break • Distraction (get drink, do job) • Provide regulation opportunities 	<ul style="list-style-type: none"> • Explicitly teach expectations and skills • Identify desired behaviours • Remind and redirect students • Logical consequence (practice skill, do-over) • Community service • Walk and talk with teacher • Send away from area • Cool down • Yard removal and counselling 	<ul style="list-style-type: none"> • Counselling • Restorative conversation • Alternative activity/program • Parent contact • Proactive early pick up • Take home • Behaviour support plan • Support Service referral • Modified attendance (short term only) • Alternative education program 	<ul style="list-style-type: none"> • Take home (max 2 in week) • Suspension • Exclusion • SAPOL contact

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Below you will find a number of links to Light Pass Primary, Department for Education and websites that are supportive of this policy and will provide you with further information:

www.lightpassps.sa.edu.au

On this site you will find relevant school policies and procedures including:

- Anti-Bullying Policy
- Grievance Procedures
- Mobile Device Policy
- School dress Code Policy

www.education.sa.gov.au/

On the Department for Education website, you will find policies and useful information relating to:

- Violence prevention and response in schools
- Behaviour support in schools including suspension and exclusion
- Bullying prevention and response
- Your child's mental health and wellbeing

The following websites have been identified as being useful, informative and user-friendly:

www.bullyingnoway.gov.au/parents/

www.cybersmart.gov.au/

www.esafety.gov.au/