



Behaviour support policy 2021

Purpose

The Northern Adelaide Senior College'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.

Northern Adelaide Senior College's policy aligns with the Department for Education [behaviour support policy](#).

About behaviours

Adults, 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.

Our actions

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

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

Our actions

- Create predictable structures and classroom routines in the learning environment. This guides students in how to positively participate in learning.
- Teach students 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 and unconditional positive regard to co-regulate students to prevent behaviours of concern.
- Spaces are provided for students to use as needed with a teacher, SSO or Case Manager. The staff member supports students 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.

Our actions

- Value student's perspectives. Seek their ideas when developing behaviour supports.
- Engage students and families to understand possible reasons for behaviour.
- Use case management and trauma informed practices within classrooms 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

- Tell those who raise behaviour concerns about the process to respond to the concern. Do this without disclosing personal information of the parties involved.
- 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 student's circumstances. Take special measures for students with disability or additional needs, students with diverse cultural backgrounds, students in care and Aboriginal students.
- Document planned behaviour support responses in Ready to Learn plans, 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

- Students 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 justice approaches and Berry Street approaches.

Create safety and wellbeing

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

Our actions

- Provide strategies, including Berry Street strategies, to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Use suspension as a final strategy if the safety of others is compromised.
- Refer students, 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

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 Northern Adelaide Senior College we use specific responses to behaviours of concern.

Educator responses

- Provide quality differentiated teaching practice. This is a way to meet each student's learning styles and needs. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Provide time and space for students to self-regulate with appropriate support, interoceptive activities and supervision.
- 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.
- Create Ready to Learn plans that support positive behaviour regulation, reflection and change. Partner with parents, carers and others to do this.
- Offer students choices that allow them to stay regulated and participate in an inclusive and appropriate manner. For example offering a brain break or completing difficult or overdue tasks by negotiated times.
- Use natural consequences related to the behaviour and support the process with restorative justice procedures.

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 Northern Adelaide Senior College.
- 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 students directly involved require impartial assistance to resolve the issues.
- Have a documented and consistent approach to responsibility of behaviours across the College.

Department level responses

- 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.

Responsibilities

Children and young people

- Treat others with kindness, respect and inclusiveness.
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from staff to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern to a NASC member of staff; including SSO, Case Manager, teacher or leader. Support their peers to behave in safe, respectful and inclusive ways. Do this if their peers are engaging in or experiencing behaviours of concern.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour to NASC member of staff; including SSO, Case Manager, teacher or leader.
- 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 all members of the NASC community.
- Develop safe online behaviours at home.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- Take part in learning opportunities about safe and inclusive behaviour. Find out how we work with parents, carers, students and young people.
- Know about our behaviour support policy and procedure. Know how to identify and report behaviours that are concerning or unsafe.
- Talk about safety issues, including unsafe behaviours. Create an understanding about what it is, why it's harmful and how to respond. Use the same messages that Northern Adelaide Senior College promotes.
- Make sure you continue to engage with our site while a behaviour issue is being resolved. This is in a student's best interest. If you feel that coming to our site is not in your best interest, talk to us.
- Seek external professional support when needed.
- Do not approach other students or parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other students.
- Students should remain off-site during suspension, exclusion or expulsion. A student can still come on-site if they have the leader's written approval.

Communication and review

- The consultation phase has included:
 - Whole staff feedback in multiple forums,
 - Consultation with Support Services,
 - Staff consultation via Teams.
- The policy is available on the schools' website. Annotated versions will be available in classrooms.
- The policy will be reviewed at 12 months and 3 years, or more as required.