



GLEN OSMOND PRIMARY SCHOOL

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Government
of South Australia
Department for Education

"Learning for Life - Aiming for Excellence"

Behaviour Support Policy

Related legislation	<i>Education Act and Children's Services Act</i>
Related policies, procedures, guidelines	<i>DfE Behaviour Support Policy DfE Positive Behaviour Support Kit</i>
Endorsed by Governing Council	 GC Chairperson <i>Tharani Mahadeva</i>  Principal <i>Garry North</i>
Endorsed by Governing Council	<i>30/10/2024</i>
Review Date	<i>October 2026</i>



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Behaviour Support Policy

Glen Osmond Primary School’s Behaviour Support policy guides:

- the behaviour we expect of children and young people
- how staff, parents and carers will support positive behaviours
- the safe inclusion of children and young people.

Glen Osmond Primary School’s policy aligns with the Department for Education behaviour support policy

<https://www.education.sa.gov.au/doc/behaviour-support-policy>

About 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.

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-regulation, 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.
- Regulation spaces are provided for children and young people to use as needed. Educators support 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.
- Regularly assess, plan, monitor and review behaviour intentions.

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 One 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.

- Children or 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 by all parties.
- Implement restorative approaches to re-establish safety, rebuild relationships and repair the harm caused.

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.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service. Responses include telling parents and caregivers 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 the behaviour of concern
- other people's right to learning and safety.

How we respond to behaviours of concern

At Glen Osmond Primary School we use specific responses to behaviours of concern.

Educator responses

- 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.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Explicitly teach and support students to self-regulate using a regulation space, interoception activities or both.
- 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.

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 Glen Osmond 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.

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 adults to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern to your teacher or another staff member.
- Support their friends to be have in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour to the class teacher and/or school leadership.
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns (available on our website).
- 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.
- Know about our behaviour support and policy procedure. Know how to identify and report behaviours that are concerning and unsafe.
- 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.

Governing Council approved: 30/10/2024

To be reviewed: October 2026