



BEHAVIOUR DEVELOPMENT POLICY

Overview

This policy is built on the knowledge that student engagement and behaviour is influenced by a variety of factors, varied needs and vulnerabilities. Its aim is to promote and support the development of appropriate behaviours and develop positive problem solving strategies as well as to address the needs of children with emerging and established challenging behaviours. The following statements articulate the principles and beliefs that underpin our approach to supporting and managing children's behaviour.

- Children's behaviour is a form of communication and is purposeful. Children's capacity to choose appropriate behaviour is influenced by a range of factors such as their developmental ability, temperament, interactions, life experiences and environmental factors.
- Children have a right to be respected and considered as individuals, and to be supported in their learning to develop appropriate behaviours for group settings.
- Early behaviour intervention is effective in preventing and minimising the development and long-term effects of ongoing challenging behaviours.

Positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations. The school uses a variety of whole school and classroom approaches such as the incorporation of [IB Learner Profile](#) characteristics and attitudes, the negotiation of [Essential Agreements](#), the use of [Restorative Practices](#), [Child Protection Curriculum](#), [Play is the Way](#) and the implementation of the Cyber Safety Agreement.

Aims

The policy is based on procedural fairness and requires educators to support children in accordance with their age and stage of development and cultural background to develop the following appropriate on and off-line behaviours:

- express their wants and needs in ways that respect the rights and safety of others;
- interact positively with individuals and the group;
- care for themselves, others and their environment;
- recognise the consequences of their behaviour;
- choose positive behaviours;
- engage in responsible and respectful behaviours regarding digital citizenship and;
- develop problem solving skills through a range of whole school, community and individual processes.

Scope

This policy applies to students, parents/caregivers, volunteers and staff of Linden Park Primary School.

It refers to ways Linden Park Primary School implements procedures for student behaviour at school; at a school activity away from the school grounds; or while travelling to or from school or a school activity. Restorative Justice Practices forms part of a whole school management plan for behaviour development, including cyber safety and bullying and is consistent with DECD ethics and IB values and attitudes.

Behavioural expectations – Development of Appropriate Behaviours

Essential Agreements

Essential Agreements regarding wellbeing are negotiated by students, teachers and other members of the community. These Essential Agreements form the basis of acceptable behaviour within our school for all community members. They underpin our school values. It is required that all classes co-construct and display their class agreements, in line with the expectations of the International Baccalaureate.

School Values

The school acknowledges the rights and responsibilities of all community members. Responsible behaviour by students will be recognised and encouraged through the development of the Learner Profile characteristics of the International Baccalaureate: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Reflective and Balanced and the school values of:

<p>Respect: In our school we show respect for people, their rights, beliefs, ideas and property. We:</p> <ul style="list-style-type: none">• Allow the rights of others to learn and teach• Look after school and others personal property	<p>Responsibility: In our school we each take responsibility for our actions. We:</p> <ul style="list-style-type: none">• Take responsibility for your own choices and actions• Keep ourselves and others safe
<p>Diversity In our school we foster an understanding and appreciation of difference and individuality within our community. We:</p> <ul style="list-style-type: none">• Provide and contribute positively to the international mindedness of the school through cooperating, showing understanding, tolerance, empathy and respect towards all• Be fair and respect the rights, dignity and worth of all members of the school community	<p>Creativity In our school we learn to be optimistic, imaginative and inventive. We:</p> <ul style="list-style-type: none">• Inquire and develop our natural curiosity• Investigate multiple perspectives and solutions

Strategies

1. The school aim is to provide opportunities for students to develop responsible decision making skills and make positive behavioural choices based on our school values.

We believe:

- the primary responsibility for behaviour belongs to the individual;
 - mutual respect, care and consideration for others can be expected from all members of the school community– students, parents, caregivers and staff and that;
 - all students have the right to learn and all teachers have the right to teach in a safe, caring, supportive and productive environment.
2. Linden Park Primary School implements Restorative Practices. These practices ensure that there is a focus on the following questions:
 - Who has been affected?
 - What are their needs?
 - Whose responsibilities are these to address?
 - How can the relationship be restored?

Please refer to the restorative justice chart for procedures to respond to behaviours including challenging behaviours, bullying or breaches of the cyber safety agreement (see page 4).

Responsibilities

The school is committed to supporting the implementation of the Behaviour Development Policy by:

- implementing a restorative approach to develop behaviour with a focus on building and repairing relationships;
- promoting positive behaviours through the IB Learner Profile and Attitudes, Play is the Way and by being a positive role model;
- working with students to build a sense of identity and belonging;
- ensuring all students are aware of their own and others' rights and responsibilities;
- empowering students to participate in a positive school culture where diversity is respected;
- encouraging students to discuss how they get on with other people and to form positive attitudes towards other people;

- acknowledging positive behavioural choices and providing opportunities for students to experience success;
- listening to the concerns of others in an understanding and non-judgemental way;
- implementing the Child Protection Curriculum to help children develop strategies to identify situations, and solve problems;
- undertaking regular questionnaires and surveys to monitor the extent of bullying in the school (bullying being behaviour that occurs Several Times On Purpose (remember **S.T.O.P.** – it happens **Several Times on Purpose**) – not ‘one-off incidents) and the effectiveness of the behaviour development policy in responding to and acting on the reports of these incidents and;
- following referral processes to engage appropriate support services as required.

Parents and caregivers will support and respond to behaviour by:

- encouraging positive and trusting relationships;
- working in partnership with teachers and leadership staff;
- providing positive reinforcement to strengthen responsible behaviour;
- assisting their child to negotiate and problem solve and;
- communicating concerns related to student behaviour to the class teacher at an appropriate time by making an appointment.

Unresolved concerns should be addressed to the Principal or Leadership team.

Responding to challenging behaviours

Challenging behaviours

Challenging behaviours are defined as those that endanger the safety or emotional wellbeing of the child or other children, staff or community members and may impede the child’s capacity to participate in learning and contribute to social isolation. Some examples of this include incidents of bullying and breaches of the cyber safety agreement.

We recognise that there are many potential influences on student behaviour, and many factors that can lead to behaviour that is challenging to manage.

These include:

- **biophysical:** such as medical conditions or disabilities
- **psychological:** including emotional trauma or lack of social skills
- **behavioural/social:** including where a student’s problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a student with a learning difficulty repeatedly makes inappropriate choices knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed.
- **historical:** for example, family member/s had difficult, sometimes traumatic, experiences of school and government agencies
- **cultural:** for example family members who have had previous experiences where cultural diversity has not been respected
- **student group dynamics:** such as bullying and teasing, cliques or student apathy or hostility.
- **environmental:** for example the level of classroom noise or classroom seating arrangements
- **classroom organisation:** such as inconsistent routines, inadequate materials or obliviousness to cultural differences
- **teacher behaviour:** for example approach to teaching, inappropriate responses to behaviour or over-reliance on one strategy for developing student behaviour.

In many cases, there is no single “cause” of challenging behaviour, but it is the result of several factors operating in combination.

Procedures

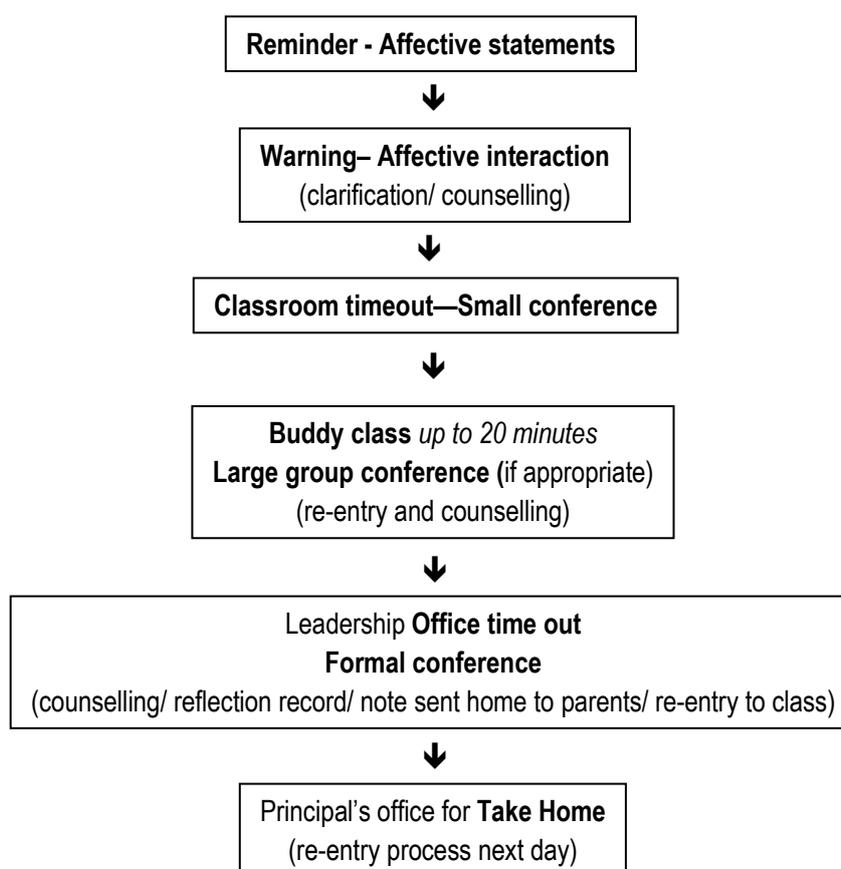
All staff are expected to respond calmly and consistently to all allegations and incidents at Linden Park Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

Some students exhibit challenging behaviour and require additional support and interventions, including the involvement of DECD support services, to address this behaviour and to develop positive behaviours. Where students make inappropriate choices, consequences will be applied to assist future decisions and learning. Whilst these measures take place on school premises they may occur outside school hours.

If a student does not fulfil these consequences then further action will be implemented.

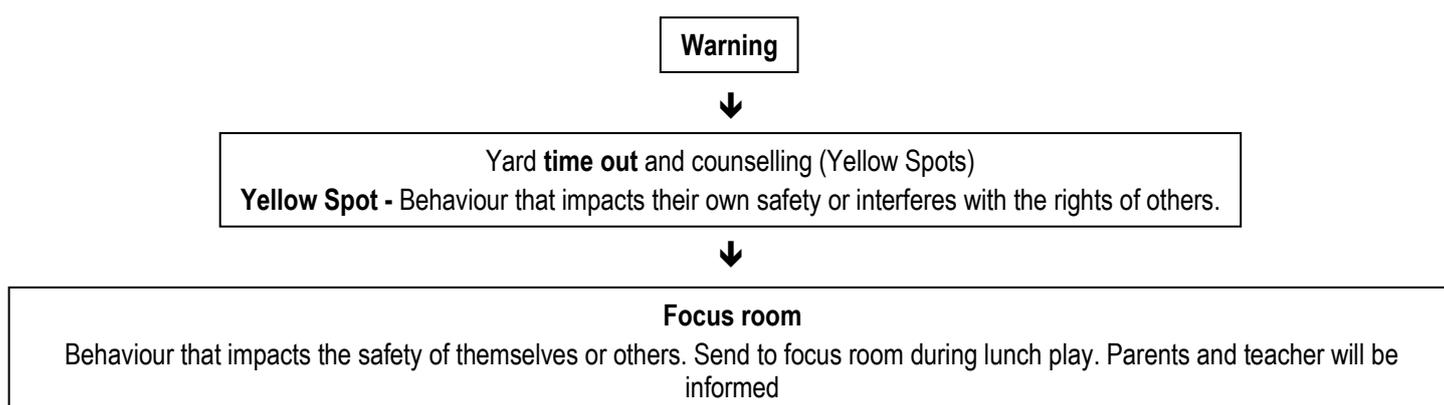


Class Procedures using the Restorative Practice Continuum



Yard Procedures using the Restorative Practice Continuum

Incident of inappropriate behaviour in the yard will proceed as:
Students need to inform the teacher on duty of any incidents.



Note: Due to the short period of time that specialist teachers have with students, an abbreviated version of the Restorative procedures may be used ie reminder/warning (affective statements /affective interaction), classroom time out (small conference), and then office time out (if no alternative class is available) with reflection and counseling. In some instances it may be appropriate to suspend a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Consequences that may be used

- Apologise to the victim(s) verbally or in writing
- Loss of privileges
- Time out/Buddy Class
- Loss of playtime (stay with class teacher or do extra work)
- Time out in the office (Focus Room)
- Restricted play / individual behaviour development plan
- Parents invited in to school for a meeting
- Report to the Leadership team
- Withdrawal from participation in excursion and/or events not essential to the curriculum.
- Suspension (the process of suspending of a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day up to five days.)
- Exclusion (the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for multiple days, and up to ten weeks.)

Suspension and exclusion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

Students who have a Negotiated Education Plan, Individual Education Plan or Individual Learning Plan may have an individual behaviour process. Negotiated and Individual plans are developed in consultation with staff, families, students and DECD support services as required.

Monitoring and Review:

To ensure this policy is effective, it will be monitored and evaluated as part of the schools regular two-year cycle of policy review, when amendments will be made and submitted to the Governing Council.

Changes made will be communicated to the school community.

Other information that may be of interest:

Anti-Bullying Policy

Cyber Safety Agreement

Fact Sheets:

- *Play is the Way*
- *Restorative Justice*
- *Child Protection Curriculum*

Online links:

[IB Learner Profile](http://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/learner-profile-en.pdf): <http://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/learner-profile-en.pdf>

[Essential Agreements](http://blogs.ibo.org/sharingpyp/2013/12/03/where-are-the-rules-formulating-essential-agreements-in-the-pyp/): <http://blogs.ibo.org/sharingpyp/2013/12/03/where-are-the-rules-formulating-essential-agreements-in-the-pyp/>

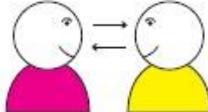
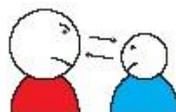
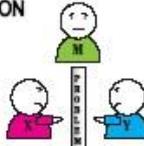
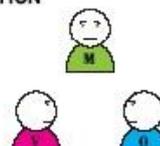
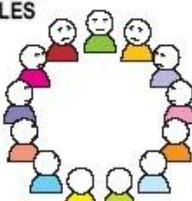
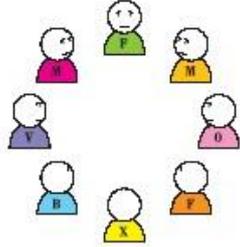
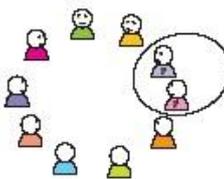
[Restorative Practices](http://www.rpforschools.net/index.html): <http://www.rpforschools.net/index.html>

[Child Protection Curriculum](http://www.sa.gov.au/topics/education-skills-and-learning/health-wellbeing-and-special-needs/safety/child-protection-in-education): <http://www.sa.gov.au/topics/education-skills-and-learning/health-wellbeing-and-special-needs/safety/child-protection-in-education>

[Play is the Way](https://www.playistheway.com.au/): <https://www.playistheway.com.au/>

Restorative Justice Practices

Process
When can these processes be used, and by whom?

Response	By	In response to
RESTORATIVE ENQUIRY 	peer mentors teaching staff colleagues	minor student worries minor disruptions need to debrief challenging situations worried parents
RESTORATIVE DISCUSSION 	all members of the school community	disruption inter-personal conflict challenging situations
MEDIATION 	peer mediators teaching staff senior managers Restorative Justice co-ordinator governors/senior management	student conflict staff conflict staff-student conflict staff-parent conflict
VICTIM/WRONGDOER MEDIATION 	peer mediators teaching staff senior managers Restorative Justice co-ordinator governors/senior management	student conflict* staff conflict* staff-student conflict* staff-parent conflict*
*when there is acknowledged responsibility for the harm caused		
CIRCLES 	class groups school council whole staff any staff team	class issues/harm within class problems affecting students staff issues team issues
RESTORATIVE CONFERENCE 	peer facilitators appropriate teaching staff senior management governors Restorative Justice co-ordinator	minor issues involving harm caused in group minor issues involving harm/ disruption in a group of students issues involving a group or needing parental involvement exclusion issues - either as an alternative, or at point of re-entry to school any of the above if appropriate, and also issues involving staff and students
FAMILY GROUP CONFERENCE 	appropriately trained facilitators family members	concern over a student's situation or behaviour. eg. attendance/at risk

