



Linden Park Primary School

Linden Park Primary School's behaviour support policy guides:

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

Linden Park Primary School's policy aligns with the Department for Education [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 and educational, consistent, responsive and tailored to the child or young person's individual 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 education and behaviour expectations.

Our actions

- Promote a school wide positive behaviour education approach 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: Respect, Responsibility, Diversity and Creativity.
- In each home classroom and specialist classroom, Essential Agreements form the basis of acceptable and appropriate behaviour and are negotiated by students, staff and other members of the community. Essential Agreements are based on the school values, promote a sense of identity and belonging and are used when discussing behaviour choices with students. The Learner Profile and school values are tools that all staff will also use when addressing appropriate and acceptable behaviour.



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Teach

The teaching staff will educate all students on identifying and reflecting on their emotions and behaviours, self-management of emotions and behaviours and social management strategies that students can use.

Our actions

- The school uses a variety of whole school and classroom approaches to teach children and young people self-awareness, self-management, social awareness and social management. These approaches to positive behaviour education include the incorporation of IB Learner Profile characteristics and attitudes and school values, the negotiation of Essential Agreements, the use of Restorative Practices, Child Protection Curriculum and the implementation of the Cyber Safety Agreement.
- The school provides opportunities for students to develop responsible decision making skills and make positive behavioural choices. By implementing positive behaviour education strategies such as restorative practices, students learn positive ways to solve problems, to be accountable for their behaviour, to explore the effects of their behaviour, to repair harm and restore teacher / student and student / student relationships.

Intervene

Staff will intervene in situations when they believe a student is at risk to themselves or others in order to prevent, reduce or redirect behaviours of concern. Staff will use methods that are the least exclusionary as possible.

Our actions

- Staff identify and use proactive strategies to co-regulate students to prevent behaviours of concern. A consistent approach of guiding questions, educating students about self-awareness, self-management, social awareness and social management, differentiated strategies and expectations for students as well as the use of restorative practices, provide opportunities for students to reflect on and accept responsibility for their behaviour.
- Safe, quiet spaces are provided for students to use as an opportunity to self-regulate. Staff support 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

- Involve students and value their perspectives when developing behaviour plans and goals and support them to make positive behaviour choices.
- Engage students and families to understand possible reasons for behaviour which can be influenced by a range of elements such as an individual's developmental ability, interactions, life experiences and environmental factors.
- Use a team approach to coordinate, assess, plan, monitor and review behaviour interventions.



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Respond

We will respond to behaviour visibly and fairly. Responses will help grow confidence and trust.

Our actions

- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
- Apply consistent language, guiding questions and restorative practices, tailored to student's circumstances. Take special measures for children with disability or additional needs, children in care and Aboriginal children.
- Document planned behaviour support responses in 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. Through restorative processes, they have the chance to apologise and express remorse. They also have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.

Create safety and wellbeing

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

Our actions

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Refer students, staff and others who have been harmed by unsafe behaviours to counselling or other support where required.
- 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 Linden Park 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 changes. Partner with parents, carers and others to do this.
- Explicitly teach the school values of Respect, Responsibility, Creativity and Diversity and promote positive behaviours through the IB Learner Profile and Attitudes and classroom Essential Agreements.
- Provide time and space for students to self-regulate and reflect on their behaviour, with appropriate support and supervision. This might include sitting quietly, working in another classroom, doing calming activities (for example breathing) or physical activity (for example running, shooting hoops or bouncing a ball).
- Acknowledge positive behavioural choices and interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is successful or problematic. Redirect students to the preferred behaviour when required. 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. For example offering to finish their work now or during recess and to do their work sitting down or standing up.
- Use consistent language and a supportive behaviour education approach with students as well as implementing a restorative practices approach that is focused on building and repairing relationships.

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 Linden Park 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.
- Support students to reflect on concerning yard behaviours through restorative practices conversations and reflection plans, during lunchtime Focus Room sessions. Notify parents where appropriate.
- 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.
- Release classroom teachers so that they may have behaviour education or restorative practice conversations with the students in their care.

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 an adult they trust. This includes parents, teachers, SSOs, Student Wellbeing Leader or another member of the leadership team.
- Support their friends and peers to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

Parent and carer

- Report any student's concerning or unsafe behaviour to their child's class teacher or a member of the leadership team.
- 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: their own children; other students; 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 school staff to create consistent responses to behaviours of concern. This includes at home and at school.
- Take part in learning opportunities about safe and inclusive behaviour. Find out how the school works with parents, carers, children and young people.
- Know about Linden Park Primary School's behaviour support policy and procedure. Know how to identify and report behaviours that are concerning or unsafe.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond. Use the same messages that Linden Park Primary School promotes.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to the school for follow up.
- Understand that, because of confidentiality, the school cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come on-site if they have the leader's written approval.