



Behaviour Support Policy

Governing Council Endorsed: 2023

Review Date: 2025

Purpose

At Ingle Farm Primary School, we promote our values of Respect, Honesty and Persistence. Our Behaviour Support is designed to provide a safe, inclusive and supportive learning environment. Students learn to take responsibility for their behaviour and learning. We acknowledge children's strengths and encourage them to use these when problem solving. We promote a whole school approach to behaviour aligned to the Positive Behaviour for Learning framework.

Ingle Farm Primary School's behaviour support policy guides:

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

Ingle Farm Primary School's policy aligns with the Department for Education [Behaviour Support Policy](#).

Context

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 and can be redirected.
- Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts learning and needs intervention, explicit teaching and support.
- Complex and unsafe behaviours which can place children, their peers and others in danger.

Roles and Responsibilities

As a school, we will implement the departments policy by ensuring we:

- **promote** a positive approach to behaviour education to accommodate the individual needs of students. The Behaviour policy outlines the school's proactive work in maintaining respectful relationships and the procedures in managing appropriate behaviour.

- **teach** positive behaviour and expectations about behaviour.
- **intervene** to prevent, reduce or redirect behaviours of concern.
- **work in partnership** 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.
- **respond** to behaviour visibly and fairly.
- **repair and restore relationships** impacted by behaviours of concern.
- **create safety and wellbeing** for those involved in behaviour incidents.

Students will develop as empowered powerful learners by:

- following our agreed Value Statements
 - We are powerful learners
 - We tell the truth
 - We are brave
 - We keep trying do our best
 - We make safe choices
- use shared language of the Zones of Regulation to express themselves to staff and students
- using the Effort Meter to understand and regulate their emotions, building responsibility towards behaviour and learning
- accepting responsibility for their choices in behaviour and learning
- showing respect through positive communication (words – face to face online, and body language)
- respecting and valuing (own, peer and school), property and equipment
- making safe choices (for self and others)
- accepting learning challenges for quality learning progress by measuring their progress using the Learning Pit.

Families can effectively support collaboration with the school by:

- supporting the Behaviour Support Policy, values, procedures and related policies
- respectfully and openly communicating with staff to address behaviour concerns and successes and supporting consequences implemented
- encouraging and supporting their child/ren in their learning behaviours through discussion and engaging with Seesaw
- supporting their child/ren with regular attendance, correct school uniform and organisation.

Staff consistently and collaboratively promote behaviour for learning by:

- providing all relevant policies and documents for families, students and Governing Council (school and Department for Education (DfE))
- familiarising themselves with site and Departmental policies
- managing behaviour proactively by explicitly teaching the 'It Takes a Village' program for the first two weeks of each school year and revisiting regularly
- explicitly teaching of the Zones of Regulation, Effort Meter and the Learning Pit at the beginning of each year and using these tools throughout the year
- applying consequences for responsible and irresponsible behaviour in a responsive, fair and timely manner, in line with the School Behaviour Code
- communicating with all relevant parties to ensure outcomes are fair and equitable
- adopting restorative practices to support the repair of relationships
- aligning to whole school values and practices with consistency

- connecting classroom learning to explicit teaching of social skills, managing conflict and Child Protection Curriculum
- ensuring teaching and learning occurs in a safe and supportive environment free from harassment, bullying, discrimination and violence.

Proactive measures that promote and support a positive school culture:

Ingle Farm staff strive to create a positive, quality learning environment. The everyday development of students in learning areas is the most significant opportunity to influence behaviour.

The following initiatives establish and maintain positive student behaviour;

- co-construction of classroom expectations and rules with students at the beginning of each school year with continued reinforcement and learning
- implementation of an intensive social learning program, '*It Takes a Village*', during the first two weeks of each year with ongoing programmed learning tasks to reinforce and practise skills and tools
- explicit teaching of yard rules and expectations for moving around the school.
- visual representation of expectations in each class area
- establishment of a strong and positive class identity and motto
- assembly awards in line with school values Respect, Honesty and Persistence
- regular classroom meetings with an agenda focussing on student decision making and student agency in learning
- Student Leadership Programs
- Reading weekly behaviour summaries.

Consequences for irresponsible behaviour are dependent on the developmental stage of the child and on the frequency and severity of the behaviour.

At classroom level this includes:

- reminders and logical consequences
- documenting repeated behaviours
- communication with families
- classroom management practices
- re-focusing areas, reflection time and processes

Consequences for irresponsible behaviour (at school level) include:

- communication with families
- making up time/work missed
- logical consequences to restore relationships
- formulation of behaviour plans
- office reflection/re focus
- take home-suspension-exclusion processes

Supporting Documents

Supporting Documents:

- Wellbeing for Learning and Life Framework
- The Australian Student Wellbeing Framework
- Department for Education Behaviour support policy
- Keeping Safe: Child Protection Curriculum

Resources:

[Wellbeing for Learning and Life Framework](#)

[Australian Student Wellbeing Framework](#)

[Behaviour support policy](#)

[Child protection in education and early childhood services policy](#)

[Behaviour Management and Strategy Link](#)