



# **COOPER PEDY AREA SCHOOL**

## **Behaviour Support Policy**



Related policies, procedures, guidelines, standards frameworks	<ul style="list-style-type: none"><li>• Education and Children’s Services Act 2019</li><li>• Department for Education Behaviour Support Policy</li></ul>
Approved by:	Governing Council
Approval date:	23 <sup>rd</sup> March, 2023
Review date:	

# Coober Pedy Area School Behaviour Support Policy

*Our vision is to be a school of choice where there is an absolute focus on quality teaching and learning.*

At Coober Pedy Area School our Behaviour Support Policy guides:

- The behaviour we expect of our children and young people
- The safe inclusion of children and young people
- The pre-conditions of learning.

Coober Pedy Area School's policy aligns with the Department for Education behaviour support policy.

## Range of Behaviours

### Leading the Way

- Using respectful behaviour and language to staff and peers
- Ready to learn
- Using initiative and leading when appropriate

### On Track to learning

- Behaviour that can interrupt learning but can be re-directed.

### Off Track

- Behaviours that cause concern due to their severity, frequency and duration, significantly interrupting learning and requires consistent guidance and support.
- Complex and unsafe behaviour which can place children, their peers and others in danger.

## Implementing the department's policy

We will support the inclusion of all young people by creating and promoting a safe learning environment where children and young people are given the opportunity to learn and teachers are given the opportunity to teach.

## Teach

We teach positive expectations about behaviour and refer children to our Behaviour Code and Behaviour Rubric as a teaching tool.

We provide opportunities for children and young people to understand the Zones of Regulation, particularly in Primary Years, and use visual tools to support their understanding.

## Respond

We will respond to behaviour consistently and fairly *and leadership have the autonomy and discretion to decide what constitutes behaviour that warrants a suspension/exclusion, we prioritise student and staff safety*

### Our actions

- Investigate incidents and respond in a timely manner
- Take considered measures for children with disability or additional needs, children in care and Aboriginal children
- Develop One Plans, and Safety and Risk Management plans (when required)
- Refer students to Support Services, CAMHS, OT's in consultation with parents and caregivers.
- We will follow up with Restorative practices as required.

## Behaviours of Concern

- Are challenging, complex or unsafe behaviours
- Are more serious, happen more often or last a long time
- Significantly interrupt the 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.

## Responding to behaviours of concern

### Teacher Responses

- Provide quality teaching opportunities using EDI (Explicit Direct Instructions) and CFU (Checking for Understanding)
- Refer to our School Behaviour code and Rubric
- Ensure teachers are prompt to classes and yard duties, engage with students in the yard
- Learning environments are neat, organised and inviting.

### Leader Responses

- Monitor behaviour, act on any reports about behaviour of concern by responding to teachers request for support both in the classroom and in the yard.
- Consider the use of suspension and exclusion from school to support safety, *refer to information on SEE procedures*
- Report violent and concerning behaviours to the police in line with Department for Education Expectations
- Work with the Education Director and report critical incidents in line with departmental procedures

## Responsibilities

### Children and young people

- Treat others with kindness, respect and inclusiveness
- Make sure their actions are safe, this includes verbal, physical and online actions
- Report behaviours of concern to staff
- Support friends and peers to seek help from trusted adults.
- Support friends to behave in safe, respectful and inclusive ways

### Parent and carer

- Work collaboratively with us to resolve concerns
- Know about our behaviour support policy and procedure
- Follow the complaint resolution process to deal with concerns. A copy will be found on our website.
- 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

### Department level responses

- Support staff and leadership in how they respond to a child or young person
- Respond to Support Services referrals, SWISS – (Social Work), speech, hearing, behaviour, psychology, special education.

**SEE – Suspension, Exclusion and Expulsion Processes:**

- Suspensions are carried out by the Principal or Assistant Principal and are not used as a consequence. They are responses to student behaviour that affects the safety and learning of others and threaten the good order of our school
- Suspension is a short term response that means that the student does not go to school for between 1 to 5 days.
- Exclusion is carried out by the Principal or Acting Principal. Exclusion is a longer term response to serious student behaviour that affects the safety and learning of others.
- Exclusion means that the student does not go to school for between 4 and 10 calendar weeks or the rest of the school term and can only happen if the student has first been suspended for between 1 to 5 days.

**Behaviour of Concern**

Suspension 1-5 Days	Reconnection Meeting	Return to school
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Suspension pending Directions 1-5 Days	Directions Conference	Exclusion NO	Return to school
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Suspension pending Directions 1-5 Days	Directions Conference	Exclusion YES	Exclusion 4-10 weeks	Reconnection Meeting	Return to school
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*Refer to website below for Suspension and exclusion information for parents and carers:*

<https://www.education.sa.gov.au/sites/default/files/suspension-exclusion-info-for-parents-carers.pdf>