



# Richmond Primary School

## Behaviour Support Policy

### Rationale

Richmond Primary School's policy aligns with the Department for Education behaviour support policy and guides us in regard to the behaviour we expect of children, how staff, parents and families will support positive behaviour and the safe inclusion of children.

### Childrens' behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

- 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.

### Our approach is proactive, consistent, responsive and tailored to the child's needs. We will;

- Promote, model and support productive and positive behaviour.
- Display behavioural expectations in all learning areas and share these with children and families.
- Explicitly teach positive behaviour and expectations about behaviour.
- Intervene to prevent, reduce or redirect behaviours of concern.
- Work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child's behaviour and to support positive behaviour change.
- Respond to behaviour visibly and fairly. Responses will help grow confidence and trust, repair and restore relationships, create safety and wellbeing.

**Behaviours of concern** are challenging, complex or unsafe behaviours. They are more serious, happen more often or last a long time and may significantly interrupt learning for the child or others. These behaviours could put the child or others in danger and may need consistent guidance and support.

Behaviours that disrupt learning or safety will always receive a response that considers the needs of the child with behaviours of concern and other people's rights to learning and safety.

### At Richmond 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 families and others to do this.
- Explicitly teach social and emotional learning (SEL) capabilities.
- Provide time and space for students to self-regulate with appropriate support and supervision. This might include sitting quietly, doing calming activities (for example a breathing exercise, a fidget tool) or a physical activity (for example walking, running, shooting hoops or bouncing a ball).
- Interrupt behaviours of concern. Support students to develop and practice the skills required to maintain the preferred behaviour.
- Offer students choices that allow them to stay engaged and regulated.

### **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 Richmond Primary School.
- Consider the use of suspension and exclusion from school to support safety.
- Report criminal offences to the police.
- Work with the Education Director and Department for Education staff to plan communications about serious behavioural incidents.
- Provide leadership and/or external assistance to facilitate restorative processes (including re-connection meetings) where staff and children 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.
- Support staff and local leadership in how they respond to a child.

### **Expectations**

#### **Children are responsible to;**

- 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 a trusted adult, this could be one or more of the following: teachers, school service officers, school leadership staff, parents/families.
- Support their friends and peers to seek help from trusted adults.
- Support their friends to behave in safe, respectful and inclusive ways.

#### **Parent and families are responsible to;**

- Report any child's concerning or unsafe behaviour to their child's classroom teacher or school leadership staff.
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of our grievance process is on our website.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children; other parents, families 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.
- Take part in learning opportunities about safe and inclusive behaviour. Find out how we work with parents, families and children.
- Know about our 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 Richmond Primary School promotes.
- Make sure their children keep coming to our site while a behaviour issue is being resolved. This is in a child's best interest. If you feel that your children coming to our site is not in their best interest, talk to us.
- 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.

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