

Salisbury North Primary School

Positive Behaviour Policy & Procedure

Year reviewed: **2022**

Next Review year: **2025**



OUR VISION

At Salisbury North Primary School, we are a safe, inclusive and connected learning community that promotes positive relationships and wellbeing as a foundation for students to reach their full potential. We do this by promoting quality teaching and learning and acknowledging diversity through our relationships, achievements and an engaging environment. Using the Positive Behaviour Support and Restorative Practice approaches, we ensure that positive social behaviour is learnt and therefore explicitly taught. Students can be taught socially acceptable ways of behaving just as one would teach in any academic subject. Teaching self-discipline employs the very same instructional concepts used to facilitate academic learning.

RATIONALE

This policy is designed to provide the members of the whole school community with an understanding of their rights and responsibilities. This takes into account the different needs of individual students within a relational and restorative framework. It documents expectations of staff, parents/carers and students, outlining how everyone can work collaboratively to foster responsible behaviours and positive relationships. This policy also follows the Department for Education's policy principles which include:

- All behaviour has a purpose. Department behaviour interventions will build on a child or young person's strengths to support them to meet that purpose in a safe and respectful way.
- Behaviour arises within the context of a child or young person's development, their environment, their family experiences and social settings. Behaviour interventions will recognise and seek to influence the social, family and environmental factors around the child or young person.
- Behaviour is learnt over time. Children and young people will be supported to learn and practice new positive behaviours over time.
- Parents, caregivers, family members, community members, peers and professionals influence children's behavioural development. They are key partners in supporting positive behavioural outcomes.

POSITIVE RELATIONSHIPS

Salisbury North fosters the school values of **Achievement, Responsibility, Teamwork, Respect** and **Honesty**. These core values build intrinsic motivation in students to achieve their full-potential, alongside staff, parents and caregivers.

Ways in which we teach and foster these key values include:

Achievement	Trying hard, being persistent to keep improving and learning at your level, setting goals and feeling proud when you have been successful in reaching your goals.
Responsibility	Use your initiative to be a positive role model for yourself and others and take ownership for your actions at all times.
Teamwork	Collaborating with others as well as being inclusive of all.
Respect	Treat everyone with dignity and don't judge others. When communicating with others make sure you use a kind tone and be an active listener.
Honesty	Ensure that you hold yourself accountable and work on telling the truth, even if it is difficult to do.

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we .. teach? ... punish?

Why can't we finish the last sentence as automatically as we do the others? – Tom Herner, 1998

RIGHTS AND EXPECTATIONS

Supporting positive behaviour requires a partnership between staff, students and their families. We all have a responsibility to provide a safe, respectful, supportive and inclusive environment. This involves addressing behaviours of concern when they occur and supporting those affected.

Student rights & expectations

- Learn in a safe, supportive and respectful environment
- Contribute to personal SMARTAR goal setting and whole school improvements
- Have a say in their learning and access to their data
- Have access at all times to their individual adjustments based on recommendations
- Treat others in a way that demonstrates respect and inclusiveness
- Ensure that all interactions (verbal, physical and online) are safe, respectful and inclusive
- Take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene; “tell the bully to stop” and support the victim to seek support if required
- Support peers to behave in safe, respectful, and inclusive ways. If their peers are engaging in behaviours of concern, seek help from trusted adults

Staff rights & expectations

- Expected behaviours will be taught using the Prevent, Teach, Model, Reinforce approach
- Promote, model and support productive and positive behaviour
- Explicitly teach positive behaviour and expectations about behaviour
- Intervene by using the least exclusionary methods 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 or young person’s behaviours of concern, and to use the capacity of these parties to support positive behaviour outcomes
- Provide visible, fair and equitable behavioural responses that foster confidence and trust
- Repair and restore relationships that have been harmed by behaviours of concern
- Establish safety and wellbeing for people involved in behavioural incidents, and others

Parents/Carers rights & expectations

- Families cultivate, demonstrate and promote a shared understanding of positive and respectful behaviour to behave in ways that value the right of others to be safe in our community
- Assist your child in discussing a problem/concern with their teacher
- Discourage any planned retaliation by encouraging the use of positive strategies
- Work collaboratively with the school to resolve concerns when incidents occur
- Be informed of behaviour development policy and procedure
- Access a World Class education for your child whilst being provided with regular communication about your child’s education and progress (academically, behaviourally and socially)
- Check-in regularly with your child
- Be supportive of your child’s schooling by ensuring your child attends school, is punctual and prepared to engage in the learning program

Our agreements when targeting desired outcomes

Increasing appropriate behaviour

- Students' days are structured and predictable, following the site Literacy and Numeracy agreements
- Classrooms are set up using preventative measures outlined in the school's **Learning Environment Checklist** document
- Consistent and predictable daily routines
- Difficult school routines are broken down into smaller steps
- Frequent, positive reinforcement for appropriate behaviour and responses
- Visuals are paired with simple language to reduce cognitive load and support understanding
- Appropriate learning opportunities at the student's developmental level
 - Students engage in appropriate behaviour when they're provided with meaningful tasks and activities
 - Each student's ability level is assessed to be sure the student has the prerequisite skills to meet expectations
 - Resources that are appropriate for each student's level are developed

Decreasing inappropriate behaviour

- Curriculum is differentiated with appropriate pace for each student
- Social and behaviour skills are explicitly taught
- Explicitly teach neurodiversity so students understand that fair is not equal
- Individual student's triggers and warning signs are proactively recognised
- Staff are prepared to deal with escalating behaviour by having a plan that outlines how everyone will respond when a behaviour of concern occurs
- When necessary, other professionals will be invited to observe behaviours of concern and provide proactive strategies
- Staff use restorative practices to repair positive relationships
- Staff seek appropriate professional development to ensure that they are using best practice behaviour support skills

Responding to behaviour

At Salisbury North Primary School we use the Behaviour Support Toolkit (BST) from the Department for Education (DfE), in conjunction with a multi-tiered system of support.

When a student becomes dysregulated, staff have a duty of care to ensure the child and those around are safe and within sight at all times, until a member of leadership arrives.

Challenging behaviour can generally be understood as something that either interferes with the safety or learning of the student or other students, or interferes with the safety of school staff.

Examples of challenging behaviour (dependent on age in the BST) can include:

- Withdrawn behaviours such as truancy and social isolation
- Disruptive behaviours such as continually calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- Violent and/or unsafe behaviours such as head banging, kicking, biting, punching, fighting, smashing equipment or furniture/fixtures
- Inappropriate social behaviours such as inappropriate conversations, stealing, being over-affectionate, and inappropriate touching

Communicating Behaviour

At Salisbury North Primary School, our Positive Behaviour Policy and Procedure has been created to align with the DfE Behaviour Support Toolkit.

When behaviour is serious (as per the BST): and requires leadership support

- Dial 9 or 144 to speak with front office admin staff
- Describe the behaviour, location of student and notify if staff or students are in danger
- Admin staff will contact Leadership members via office or mobile phones
- Reporting teacher to complete Yellow Behaviour Slip with details of incident
- Provide Student Wellbeing Leader with Yellow Behaviour Slip
- Work with Leadership to support student in their return to classroom learning.

Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

A Multi-Tiered System of Supports helps schools to organise resources through alignment of academic standards and behavioural expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency (www.cde.state.co.us/mtss/whatismtss).

In most classes, there will be students in each of the 3 tiers. Many of the practices, systems and strategies that work for the Tier 1 students are certain to be inappropriate for your Tier 3 students. Assuming a “one size fits all” approach is going to be effective is certain to result in avoidable undesirable outcomes.

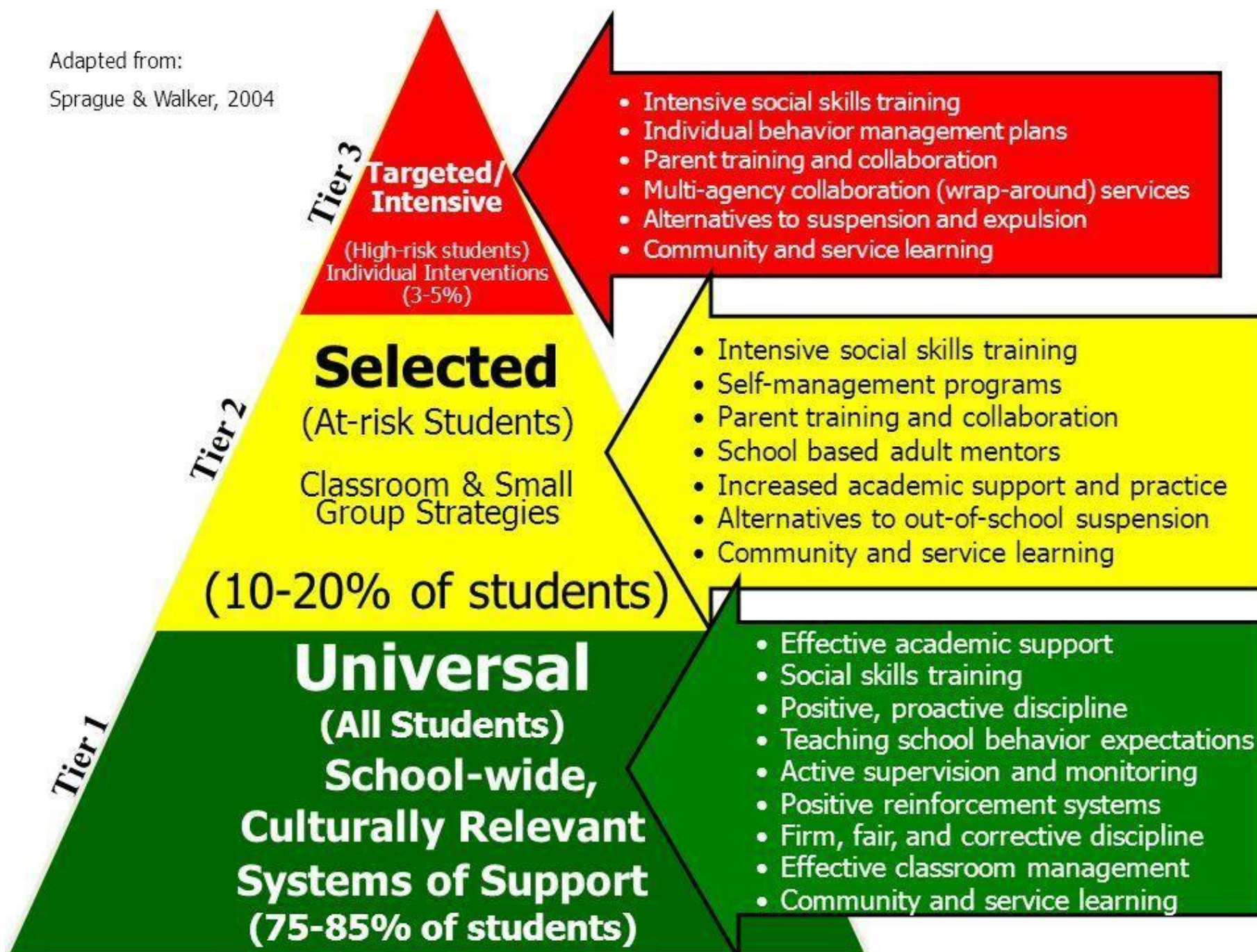
Tier 1 Universal / All – School-wide practices and systems for preventing the development and occurrences of academic and behaviour problems through the use of evidence-based practices and high-quality instruction. Typically, 80% or more of students will be successful with Tier 1 supports only.

Tier 2 Targeted / Group – More specialised, intensive practices and systems for supporting students who have demonstrated risk for future failure and/or whose academic progress or unexpected behaviours have been documented as unresponsive to Tier 1 practices and systems. Typically, 10-15% of students will be successful with the additions of Tier 2 supports.

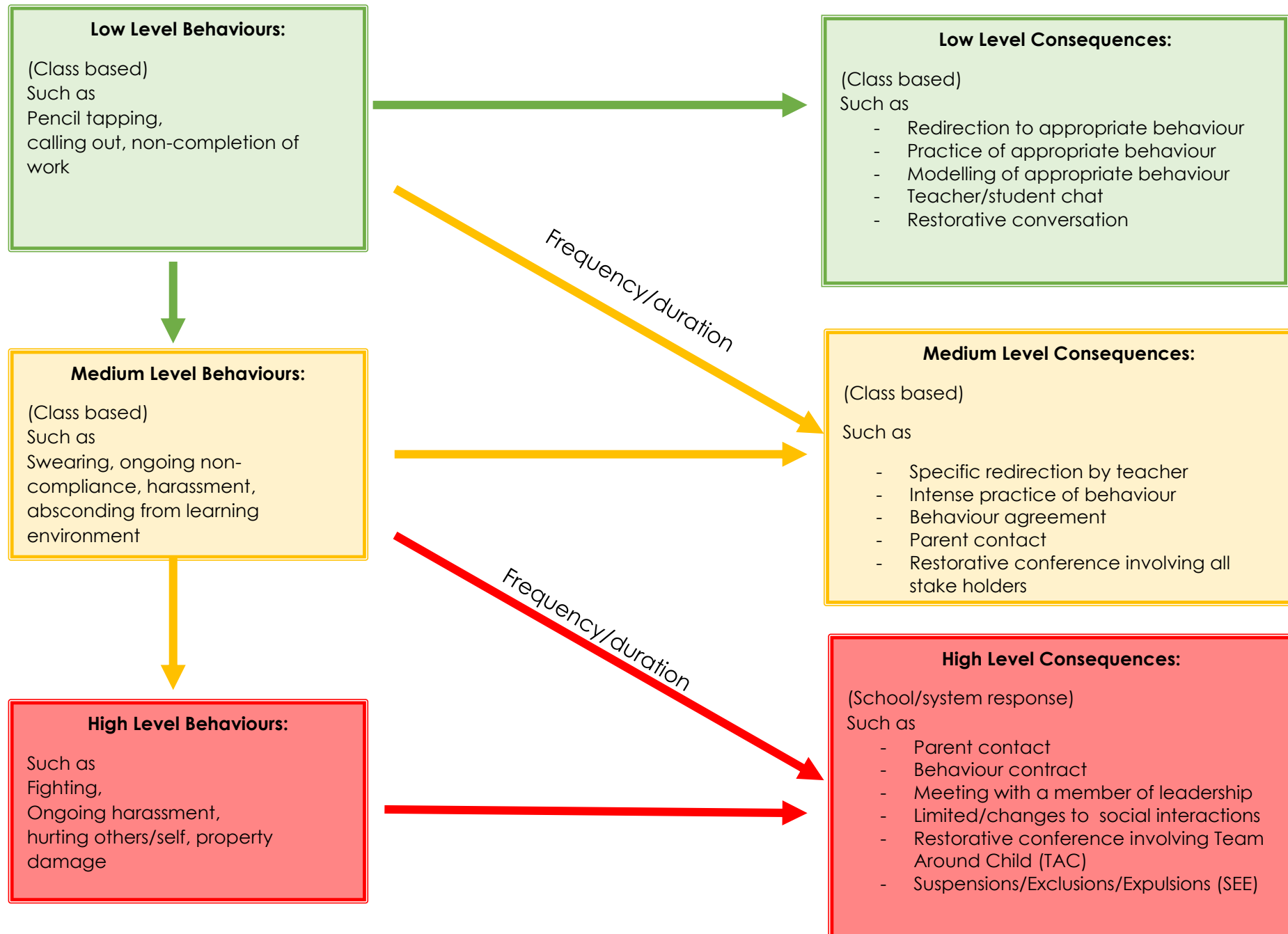
Tier 3 Intensive / Individualized – Highly specialised, individualised practices and systems for supporting students who have demonstrated high risk for future failure and/or whose academic progress or unexpected behaviours have been documented as unresponsive to Tier 1 and Tier 2 practices and systems. Typically, 3-5% of students will require individualised supports to be successful.

Adapted from:

Sprague & Walker, 2004

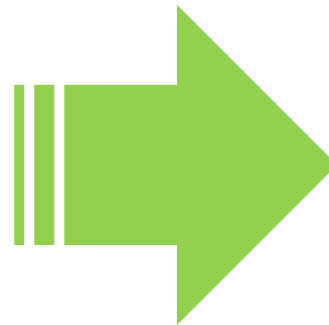
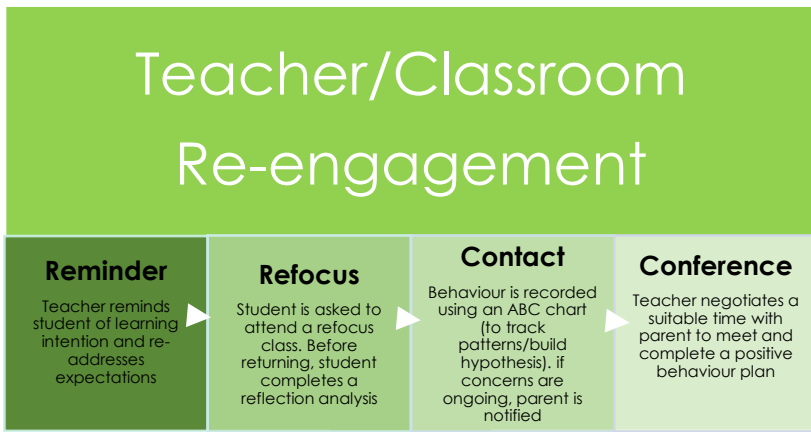


Responding to behaviour Flowchart

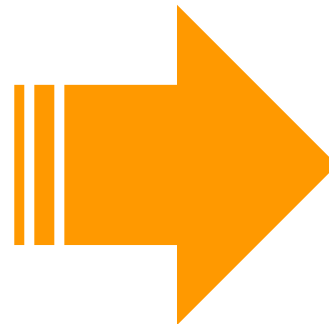
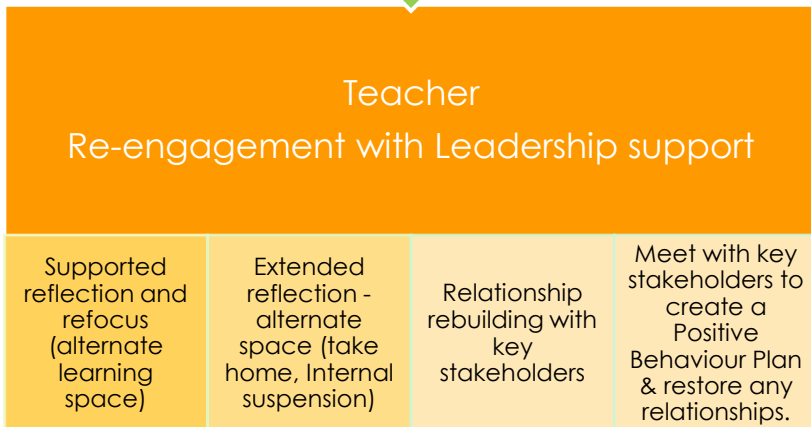


Restorative and Re-engagement Flowchart

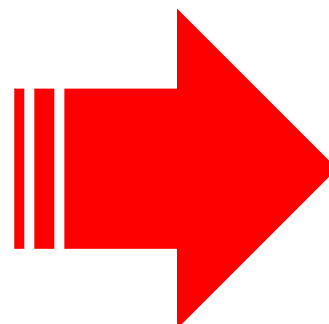
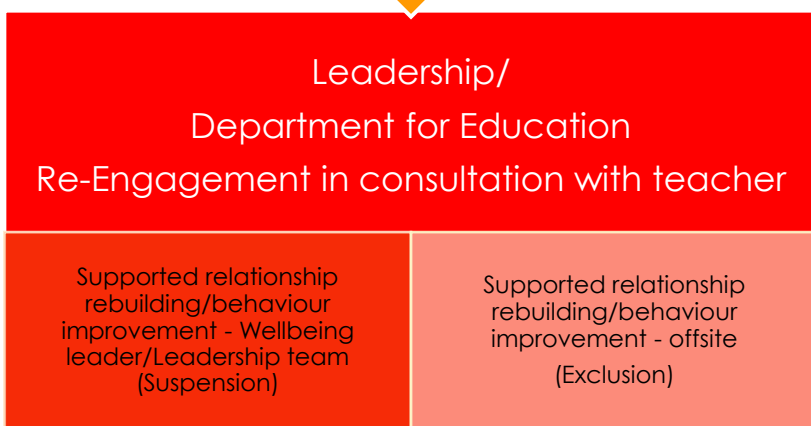
Tier 1



Tier 2




Tier 3



Overall goal – restore and re-engage student

SNP Staff Checklist

Expectations across site Have I:	
Practiced a Culturally Responsive approach?	
Established and displayed clear classroom expectations?	
Welcomed my students into class, followed a routine?	
Used reinforcement strategies for correct behaviour?	
Re-directed / reminded student of expected behaviour?	
Modelled and taught expected behaviour?	
Remained calm and employed a planned response to challenges?	
Followed up where necessary?	
Tried to build rapport with my students?	
Provided timely feedback to students and caregivers?	
Tried other strategies such as, 1:1 discussion, modify learning program, seating plan?	
Checked to see if there is a pattern to the behaviour? Completed ABC chart	
Considered whether your response to undesirable behaviour is fair and reasonable and whether you are consistent?	
Implemented appropriate low level consequences, eg missed break to catch up on work missed etc?	
Strategically Planned lessons to suit the time of day?	
Considered presenting information through a variety of formats?	
Sought assistance or advice from your colleagues/Student Wellbeing Leader?	
Level 1 (Low Level Behaviours) Classroom Teacher/SSO (to be completed prior to moving to Level 2)	
Discussion regarding rules & expectations	
Communication to parent/caregiver phone call/SEESAW message or face to face contact	
Re-focus classroom referral	
Catch up of work missed during student's own time	
3 way interview conducted with student/caregiver/teacher	

Level 2 (Medium Level Behaviours) teacher intervention with Leadership support (to be completed prior to moving to Level 3)	
Restorative processes between teachers and students	
Discussion to take place regarding rules & expectations	
Student to spend time in Wellbeing Office during break times	
Interview conducted with student/caregiver/teacher/member of leadership	
Individual Student Behaviour Plan (ISBP)	
Yard Plan	
Enter / complete Behaviour Report	
Safety and Risk Management Plan	
Level 3 Leadership (High Level Behaviours)	
Confirm all steps on checklist have been covered as appropriate	
Case Management folder developed to manage student behaviours	
Interview conducted with student/caregiver/member of leadership & any other relevant staff	
Internal Suspension	
Suspension	
Student Support Services involvement	
Pre-exclusion case conference	
"Notification of Risk of Exclusion"	
Recommendation for Exclusion	