

Behaviour Support Policy

Proactive, consistent, responsive and tailored



**Brighton
Secondary
School**

Brighton Secondary School's behaviour support policy guides:

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

Brighton Secondary 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, consistent, responsive and tailored to the child or young person's 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.

Our actions:

- we will work with our staff, students and parents and carers to promote a school wide positive behaviour approach including establishing shared classroom commitments in each class.
- display behavioural expectations, including levels of behaviour and responses. We will share these with students, parents and carers during assemblies, on the school website, via social media, and on Daymap.
- promote positive reinforcement through acknowledging positive and pro-social behaviours through House points and other recognitions.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

Our actions:

- maintain predictable structures, routines and expectations in the learning environment. This guides our students in how to positively participate in learning.
- engage students in a school-wide pastoral care program, incorporating the Keeping Safe: Child Protection Curriculum, with a focus on developing the school values and respectful relationships.

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Intervene

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

Our actions:

- staff are skilled in and effectively use proactive strategies to co-regulate students to prevent behaviours of concern.
- staff utilise a clearly structured Behaviour for Learning framework to support positive relationships and implement effective intervention strategies where necessary. Staff will implement appropriate classroom-based strategies to re-engage students with learning and address behaviours of concern.

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:

- we will value student perspectives and seek their ideas when developing behaviour supports.
- engage students and their families to understand possible reasons for behaviour.
- use case management approaches to coordinate, assess, plan, monitor and review behaviour interventions, including engaging Department for Education Support Services where appropriate to assist in planning and monitoring positive behaviour change.

Respond

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

Our actions:

- investigate concerns about behavioural incidents to understand the nature of the incident and the experience of the incident by those involved.
 - apply accepted and evidence-based behaviour responses tailored to children or young people's circumstances. Take special measures for children with disability or additional needs, children in care and Aboriginal or Torres Strait Islander 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 are supported to recognise the impact of their actions.
- students have the opportunity to reflect and to repair and restore relationships when appropriate, safe and consented to by all parties.

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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 children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other wellbeing support, including external agencies.
- engage Department supports when responding to serious incidents. For example, the Social Work Incident Support Service. Responses might include informing parents and carers of those involved in or affected by the behaviour.

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 Brighton Secondary 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 parents, carers and others to do this.
- interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is problematic. Redirect students to the preferred behaviour. Support students to develop and practice the skills required to maintain the preferred behaviour.

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 Brighton Secondary 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.
- work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.

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- provide leadership and / or external assistance to facilitate restorative processes (including reconnection meetings) where staff and young people 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. 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 their home group or subject teacher, year level leader, youth worker or another trusted adult in the school.
- support their friends and peers to seek help from trusted adults when experiencing behaviours of concern.
- support their friends to behave in safe, respectful and inclusive ways.

Parent and carer:

- report any child or young person's concerning or unsafe behaviour to the home group teacher or year level leader.
- 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 children and young people; 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 relevant staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- know about and support our behaviour support policy and procedures, including supporting educative responses to behaviour.
- seek external professional support for their children when needed.