**Streaky Bay Area School’s Positive Behaviours for Learning Policy**

**Our vision at Streaky Bay Area School is to develop compassionate, versatile, resilient and responsible learners with the knowledge, skills and capabilities to participate in a transforming world, and in doing so values the rights of all to learn, be respected and safe.**

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| **Compassionate learners:*** are inclusive of others by showing respect and kindness, helping and caring for them and their learning, celebrating their success
* are cooperative with others
 | **Versatile learners:** * listen to and seek feedback from others (both peer and teacher feedback)
* are open-minded to others’ ideas and ways to do things
* are deep reflective and flexible thinkers who are curious, prepared to think outside of the box, ask questions, have robust conversations and embrace and respond to feedback.
* implement a range of learning strategies.
 | **Resilient learners:*** persevere with new and complex learning
* cope with day-to-day challenges
* are aware of their own strengths and willing to work on areas of growth.
* able to take risks with their own learning.
* use positive self-talk.
* are open to and accepting of feedback.
* understand that growth happens when they are stretched and challenged
 | **Responsible learners:*** are committed to their learning, and support others by being active and positive contributors
* manage distractions to focus on learning
* show integrity, respect and initiative
* make considered decisions about the best way forward in their learning
* are empowered, proud and successful in their learning journey.
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Streaky Bay Area School aligns our behaviour support with the school values of RESPECT, CARE, SECURITY, TRUST and SUCCESS and with that of the [Department of Education’s Behaviour Support Policy.](https://www.education.sa.gov.au/policies/shared/behaviour-support-policy.pdf)

Educators and Support Staff work every day to maintain positive behaviour for children and young people by:

* Developing a positive school culture, and promoting our school values and expectations
* Explicitly teaching behaviours and routines expected
* Celebrating success in learning
* Developing students’ social and emotional learning through explicit and targeted interventions

**At Streaky Bay Area School, our approach is to be proactive, predictable, fair, consistent, responsive and tailored to the child and young person’s needs, and reflect the department’s goal of safe inclusion for all children and young people.**

We do this by:

* Promoting, modelling and supporting a school wide positive behaviours for learning approach.
* Displaying behaviour expectations, and share these with our children, young people, parents and carers in the newsletter and on the school’s website.
* Explicitly teaching positive behaviours and expectations for school.
* Working with children and young people, their families, professional and other key adults to understand the context of behaviour, and draw on these people for support.

(Behaviour is communication – what is the function of the behaviour; to escape, for attention, tangible, sensory)

* Responding with predictability, fairness and consistency to support confidence and trust.
* Using restorative practices to repair and restore relationships harmed by behaviours of concern.
* Establishing safety and wellbeing for people involved in behaviour incidents.

***Roles and Responsibilities***

**Staff**

* Create and maintain inclusive, supportive and safe learning environments for all, including participating professionally in Restorative Conversations.
* Use Universal Learning Design and quality differentiated teaching practice.
* Model and promote positive behaviours for learning, see page 4
* Use relevant curriculum design and teach learning programs that support the positive behaviours of children and young people and maximises their wellbeing, engagement, intellectual challenge and achievement.
* Explicitly teach children and young people about safe and inclusive behaviours, and the core values of the school.
* Participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour.
* Partner with parents, carers and others to create plans that support positive behaviour change. This may include using restorative practices and support to develop positive social relationships.
* Interrupt behaviours of concern, using appropriate responses to behaviour errors from the continuum.
* Support students to develop and practice skills required to maintain the preferred behaviour.
* Provide time and space for students to self-regulate with appropriate routines, support and supervision.
* Use logical consequences related to behaviour.
* Ensure appropriate records and documentation are kept of behavioural management responses.

**Leadership**

* Monitor behaviour. Act on any reports about behaviour of concern using predictable, fair, equitable consequences.
* Respond to the green card quickly and consistently
* Support the facilitation of restorative processes, including reconnect meetings, check-ins and other follow-up, with staff, children and young people and families.
* Ensure appropriate records and documents are kept of behavioural support responses.
* Ensure the regular reporting, data collection and analysis of issues relating to student behaviour, safety and wellbeing, and use the data to inform interventions, strategies and actions.
* Make sure the behaviour support policy is effectively applied at Streaky Bay Area School to provide a positive learning environment for children and young people and those working with them.
* Support educators to plan and implement curriculum and pedagogy that supports positive behaviour of children and young people, and maximises their wellbeing, engagement, intellectual challenge and achievement.
* Provide professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour.
* Lead the partnering with parents, carers and others to support safe, inclusive and positive learning environments for all.
* Report behaviours of a criminal nature to the South Australian Police.

**Students**

* Ensure a safe and inclusive learning environment by showing respect, kindness and inclusiveness of others
* Take ownership and responsibility for their behaviour, including engagement in restorative conversations with staff and other students.
* Follow the school’s behaviour policy, which is underpinned by our school values and everyone’s right to learn, be respected and safe.
* Seek and/or accept help from adults to address and resolve behaviours of concern.

**Parents**

Parents and families shape and support their children’s positive behaviours when they:

* model and promote safe, respectful, and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff.
* support their children to develop safe behaviours at home, including monitoring and supervising their children’s social interactions (including online).
* talk to their children about behaviour, including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond.
* work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school’s procedures).
* consider recommendations and engage in specialist support through Student Support Services and external organisations.
* support their child’s best interests to continue to attend school while a behaviour issue is being resolved.
* Inform school of any significant events or issues that may impact your child.

**Streaky Bay Area School’s Positive Behaviour Matrix**

Our vision and values are at the heart of everything we do, and are underpinned by EVERYONE’S right to learn, be respected and safe.

Our School’s Behaviour Matrix supports our young people in understanding how and where our values and rights can be brought to life.

Our matrix is visible throughout our school in every classroom and is used by our teaching staff as an educational tool in learning, whereby behaviour is taught and practiced across all year levels in the school in each class.

We encourage our families to also use this tool in their conversations with their children.

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|  | **Learning Spaces** | **Yard** | **Online** | **Community** | **Toilets** |
| **Right To Learn** | * Approach your learning to the best of your ability
* Encourage and support peers to do their best
* Do your own work
* Use mistakes as a learning opportunity
* Be on time and prepared for learning
* Try to have the courage to ask for help
* Seek and embrace feedback
* Recognise how you are feeling and how it might influence your day
* Enter the classroom quietly and calmly
 | * Listen to and engage with others positively
* Seek out those behaving positively
* Be honest and own your actions
* Try to have the courage to join an activity or say hello to someone new
* Say sorry when you need to
 | * Charge your laptop ready for learning
* Be critical of what you are consuming and sharing
* Use laptops for learning and schoolwork
* Make sure your work is your own
 | * Find opportunities to contribute or give back
* Try to push yourself outside of your comfort zone
* If you make a mistake, own your actions and genuinely apologise
 | * Use the toilet during break times
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| **Right to Respect** | * Show kindness through words and actions
* Use receptive body language and listen to the person speaking
* Be open to other’s ideas and ways of doing things
* Follow instructions by the teacher or ask a peer
* Everyone has the opportunity to contribute and succeed
* Give everyone a chance
* Leave spaces as you found them, or better
* Care for your own, others and school equipment
* Walk quietly and respectfully between learning spaces
 | * Ensure yard duty spaces are for all to enjoy
* Be kind to those around you
* Include others
* Speak politely to others
* Keep the yard clean and litter free
* Wait your turn
* Have a respectful conversation to help resolve conflict
 | * Speak to others how you would like to be spoken to
* Respect the privacy of others
* Be aware of your digital footprint
* Have inclusive conversations
* Speak about your school positively
 | * Hold the door open for someone else
* Stand to the side of walkways
* Put rubbish in the bin
* Ensure everyone can access the facilities that they need
* Leave spaces as you found them
* Wait your turn
* Leave a good impression wherever you go
* Be an upstander
* Respect shared facilities
* Thank people
 | * Leave the toilet as clean as you found it
* Flush the toilet
* Report vandalism
* Use the toilet for its intended purpose
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| **Right to Safety** | * Take responsibility for your choices
 | * Follow teacher instructions
* Interact and play with others safely
* Report faults and damage
* Be an upstander when you notice something not right
* Seek help and walk away from conflict
 | * Recognise and report inappropriate behaviour and content
* Be responsible with what you choose to engage with
* Take a tech break
* Use the e-safety commission website for support
 | * Be aware of your surroundings
* Make safe choices
 | * Wash your hands
* Turn taps off
* Flush the toilet
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**POSITIVE BEHAVIOURS FOR LEARNING RESPONSE CONTINUUM:**

**PROMOTING POSITIVE CLASSROOM ENVIRONMENTS**

The following factors are to be taken into consideration in determining an appropriate level of response: severity of behaviour, frequency of the behaviour or similar previous behaviour, age, disability, trauma, mental health, repeated behaviour patterns and consistency of approach.

**LEVEL 1 - PROACTIVE APPROACHES**

To support the development of Positive Behaviours for Learning (PBL) educators will use proactive approaches, including:

* Believing that all students can achieve
* Building a positive relationship with the class and each student by greeting all students at the door with a smile and using their roll name, showing genuine interest in them, acknowledging their effort and success, showing unconditional positive regard.
* Using Universal Design of Learning (UDL) and quality differentiated teaching practices
* Teaching Social and Emotional Learning (SEL), supported by Wellbeing Counsellor
* Implementation of consistent and predictable routines and expectations across classes and the school, including entering and exiting class, transition between lessons, and ensure they are clearly defined and displayed
* the use of visual schedules for the day and for lessons

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|  | **BEHAVIOURS** | **STRATEGIES**Possible responses to behaviour | **FOLLOW-UP**may include: |
| **Level 2: Teacher managed** | Not following Positive Behaviours for learning by:Being off taskClasswork incompleteDisrupting classInattentive Not following instructionsWork avoidanceInappropriate language / swearingUnprepared for classOut of seatLateness to classTechnology misuseUnsafe movement in class | **LOW** impact to lesson flow Tactical ignoring Tactical pausing Non-verbal cueing Proximity Take up time Prompt Re-direct Teach Provide choice**HIGH** impact on lesson flow**Provide positive praise when behaviour stops** | Reminder of expectationsRestorative conversation between teacher and student |

* Explicitly teach expected behaviours (TELL, EXPLAIN Relevance, SHOW, PRACTICE, DO)
* Return to the behaviour expectations regularly to embed (overcome forgetting) and to set students up for success. This can include addressing behaviours at assembly,
* Praise students for doing what is expected eg Thank you for starting your work straight away
* 5:1 positive to corrective feedback
* the use of positive primer and hook to start the lesson
* Giving opportunities to respond
* Celebrating successes and recognising positive contributions by sending home postcards or notes, positive phone calls or emailing parent/caregivers, assemblies with parents involved, check-ins with families

**LEVEL 2 to 5 - REACTIVE APPROACHES**

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| **BEHAVIOURS** | **STRATEGIES**Possible responses to behaviour | **FOLLOW-UP** may include: |
| **Level 3: Teacher managed** | Repeated not following of Positive Behaviours for Learning at level 1 | * Move students to another working space within the classroom
* Sit out to outside of the classroom (2-5 minutes), with restorative conversation upon re-entry
* Sit out to designated area (in sight of teacher/leader)
* Loss of technology for remainder of the lesson
 |  - Teacher to keep student in during own time (eg recess or lunch) to complete work-Teacher to have restorative conversation with student-Communication (or meeting if required) with parent / caregiver after 3 restorative conversations with the home group teacher or one particular subject teacher.-Teacher to document behaviour in Daymap |
| **Level 4: Teacher and school leaders collaborate to address persistent behaviours** | Persistent not following of Positive Behaviours for Learning at level 1 | * Sit out to designated area for leadership intervention / Green Card
* Check in / check out card or Behaviour Tracker implemented
* Admin time-out for extended period of time
* Take home
* Internal Suspension
 | -Leadership supported restorative conversation between teacher and student-Leaders to monitor white slips / Daymap entries* *After 3 slips in one day, inform parent / caregiver*
* *After 5 slips in one week, inform parent / caregiver and next level of consequence applied, this may lead to internal suspension.*
* *After 10 slips in one term, consideration will be given to next level of consequence*

Teacher to debrief with leader prior to / at the end of dayLeader to document behaviour and follow-up in Daymap /EDSAS |
|  | **BEHAVIOURS** | **STRATEGIES**Possible responses to behaviour | **FOLLOW-UP**may include: |
| **Level 5: Leadership managed** | Verbal abuse of staff or studentsIntimidation of staff or studentsPhysical assault to staff or studentsSubstance abuse (eg drugs, alcohol, vaping, Zyn nicotine pouches)Leaving school groundsBullying (Follow anti-bullying policy)Online harassmentSexual harassmentRacial or gender based discriminationProperty damage | School leaders to engage directly with student and familyResponses determined by leaders may include:-Lunch time sit-out-Take home-Internal Suspension-External SuspensionIn the case of property damage, student to:-pay for cost of repairing or replacing property-community service (eg picking up rubbish, cleaning furniture / area | -Communication with parent / caregiver-Education regarding behaviour-Reconnect meeting with the student and family in the case of external suspension-Behaviour contract developed and reviewed-Leaders to communicate outcomes with students-Referral to Department for Education support services / programs or other external providers-Referral to Wellbeing Counsellor (for method of shared concern and/or restorative practices)- Leader to document behaviour and follow-up in Daymap /EDSAS-Engage Tier 2/3 supports |

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|  | **BEHAVIOURS** | **STRATEGIES**Possible responses to behaviour | **FOLLOW-UP**may include: |
| **Other**  | Littering | Ask student to put rubbish in the bin | If continues, community service |
| Chewing gum | Ask student to put it in the bin | Further incidences will result in community service |
| Out of bounds (eg in scrub, vegetable garden area, groundsman’s shed) | Direct students back onto site in 1st instanceInform leadership | Warning in the 1st instance, record on Daymap2nd instance: Sit out lunch time, parent contact, record on Daymap3rd instance: Sit out lunch time for a week, parent contact and record on DaymapIf continues: Internal, parent contact and record in Daymap and EDSAS |
| Tackling / Rough play | Redirect students to play in preferred activity (eg end to end footy)Walk with the teacher to the edge of the ovalAsk student to leave oval / play areaInform leadership (via Daymap behaviour record)If student refuses, seek leadership support | If occurs again, leadership follows-up after first instance with play to occur in designated space for a week or ban from oval Parent contact |

*\*All recommendations for suspensions must be approved by the Deputy Principal or Principal.*

*\*Instances that involve Critical Incidents contact Education Director*

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| **Tier 2/3 supports:** |
| -Case conferencing with student -Year level teacher meeting with leaders- Refer to Wellbeing Coordinator-Participation in behaviour support programs /intervention (eg social skills stories)-Modified programs / timetable-Referral process to Inclusion / Behaviour Support Educators-GP referral |

**Appendix:**

[Education Endowment Foundation's guidance report for behaviour](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)

[Positive Behaviour for Learning - Classroom practices](https://edi.sa.edu.au/supporting-children/disability-support/practice-guidance/school-and-preschool-practice/pbl-classroom-practices)

[Linking unconditional positive regard and teacher wellbeing](https://www.berrystreet.org.au/news/linking-unconditional-positive-regard-and-teacher-wellbeing)

Child Protection Curriculum: <https://kscpc.sa.edu.au/>

[Restorative practices](https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/restorative-practices)

**Restorative Conversation questions:**

* What happened? (regarding behaviour)
* What were you thinking of at the time?
* What have you thought about since?
* Who has been affected by what you have done? In what way? (Not sure of meaning/purpose of question)
* What do you think you need to do to make things right?
* What can I do to help you?

***….Other links / information to come***