



## POSITIVE BEHAVIOUR LEARNING POLICY

Christie Downs Primary School is an inclusive school where staff work together to provide quality learning outcomes for each individual child in an integrated and inclusive environment. Everyone is supported to understand the concept of responsible behaviour.

Positive working relationships between all members of the community are based on mutual respect, trust, honesty, commitment, open communication, co-operation, collaboration and equality.

***Our philosophy is to foster an  
inclusive teaching and learning environment that challenges students  
to reach their potential through high  
expectations and meaningful relationships***

Student engagement, regular attendance and positive behaviours will be supported through the Berry Street Education Model, Interception and relationship based whole-school classroom practices. Including targeted and individualised support when required.

Strategies and interventions to support student's positive behaviour development reflect the department's goal of safe inclusion for all students. They also reflect the following principles:

- all behaviour has a purpose. Behaviour interventions will build on a student's strengths to support them to meet that purpose in a safe and respectful way.
- behaviour arises within the context of a student'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 student.
- behaviour is learnt over time. Students will be supported to learn and practice new positive behaviours over time.
- parents, caregivers, family members, community members, peers and professionals influence student's behavioural development. They are key partners in supporting positive behavioural change.

# Creating respectful and resilient citizens

## DEVELOPING RESPONSIBLE BEHAVIOUR

Responsible behaviour is constantly being learned throughout life. Students at Christies Downs Primary School are at varying stages in the 'learning continuum' and reflect a diversity of needs and abilities. Some students may be just beginning to understand the concept of responsibility, while others have developed a clear understanding and are able to make responsible choice.

### THE PURPOSE OF THE POSITIVE BEHAVIOUR SUPPORT POLICY IS TO:

- ensure effective, consistent and fair behaviour support for students.
- help students to be safely included and participate in learning in a positive way that respects students and staff.
- develop the personal and social capability of students to understand and exercise their rights and responsibilities so they can fully contribute in their learning environments, and to their wider community.

## STAFF AT CHRISTIE DOWNS PRIMARY SCHOOL

Staff have a key role in creating and maintaining supportive and safe learning environments. Staff shape and support their student's positive behaviours when they:

- model and promote positive behaviour that values diversity, demonstrates respect for and inclusion of all children and promote a positive school climate.
- explicitly teach children about safe and inclusive behaviours, inclusive of the school values of Teamwork, Respect and Responsibility and expectations about behaviour.
- support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care, and children with disabilities).
- participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents.
- work with parents, caregivers, families, service providers and the community to support children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children to develop positive social relationships.
- Intervene by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern.
- Repair and restore relationships that have been harmed by behaviours of concern.
- Establish safety and wellbeing for people involved in behavioural incidents.

- report behaviours of a criminal nature to the South Australia Police.
- provide timely intervention in response to behaviours of concern.
- provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence.
- support students to be physically and psychologically safe.
- provide an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every student.
- participate in the development, implementation and review of this policy.

## PARENTS/CARERS AND FAMILIES

Parents/Carers and families are their children's first and ongoing teachers. Parents/Carers 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, 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.
- 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.
- support positive outcomes by valuing the importance of education.
- have high expectations of their child's behaviour.

## STUDENTS

All students are able to contribute to their learning and the learning of others when they:

- treat others in a way that demonstrates our school values of Respect, Teamwork and Responsibility, and engage in inclusiveness with peers.
- ensure their verbal, physical and online interactions are safe, respectful and inclusive.
- be an up-stander when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene.
- support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, by seeking help from trusted adults.
- demonstrate effort in all they do academically, socially and in the way they approach their learning.
- are prepared and 'Ready to Learn'.
- are 'Present. Centred. Grounded'.
- know and understand school behaviour expectations (rights and responsibilities).
- are involved in negotiating classroom rules and are constantly reviewing school rules.
- develop skills and strategies to resolve conflicts in non-violent ways
- help maintain a success orientated classroom environment in which the rights of others are respected.

## THE LEADERSHIP TEAM

The Leadership Team will work closely with the Governing Council and School Community to:

- ensure the rights of *students to learn* and *teachers to teach*
- develop and sustain a safe, caring, inclusive environment where everyone is supported to understand the concept of responsible behaviour and students are taught to develop responsibility for their own behaviour.
- ensure implementation and review of the Positive Behaviour Support Policy in partnership with school staff, students and their families.
- Involve Student Support Services and other agencies to support staff and families where appropriate.
- ensure appropriate consequences such as Take Home, internal/external Suspension and Exclusion may apply for severe and /or persistent bullying/harassment, violence, unsafe behaviour or other serious issues are given to students where appropriate.