

CHRISTIE DOWNS PRIMARY SCHOOL BEHAVIOUR LEARNING POLICY 2016

At Christie Downs Primary School, we aim to foster a positive learning environment that is:

- Safe
- Inclusive
- Conducive to learning
- Free from harassment and bullying
- Success orientated

And that

- Develops positive working relationships based on mutual respect, trust, fairness, honesty, commitment, open communication and collaboration.
- Fosters engagement in learning
- Supports responsible choice making.
- Supports the rights of all students to learn and all teachers to teach.

At Christie Downs Primary School we embrace a policy based on positive programming and proactive support strategies that:

- Considers an individual student's needs and abilities, interests and motivators
- Understands that a student is a member of his environment and social groups
- Supports opportunities for children to be included and to participate actively in their environment
- Determines the function of behaviour: identify the need being met or the reason for the behaviour
- Focuses on the development of skills: teach the specific skills the student needs to learn in order to reduce the problem behaviour
- Ensures safe, supportive reactive practices in managing a situation rapidly and safely
- Encourages critical reflection and appropriate modifications

Developing Responsible Behaviour

Responsible behaviour is constantly being learned throughout life.

Students at Christie Downs Primary School are at varying stages on 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 choices.

Responsibility of school staff:

- Communicate and interact positively with students.
- Engage in cooperative problem solving.
- Model the schools' expectations of behaviour.
- Promote and explicitly teach the schools expectations of student behaviour.
- Negotiate class expectations of behaviour and support strategies.
- Use pro-active strategies that support student behaviour learning.
- Inform families/caregivers of our expectations and strategies for behaviour learning.
- Collaborate with families/caregivers, colleagues and agencies.
- Participate in professional learning.

Responsibility of students who are able to make responsible choices:

- Follow the schools expectations of behaviour.
- Seek help to resolve issues.

Responsibility of parents and caregivers:

- Communicate health issues, concerns about behaviour or other relevant matters to support the learning process.
- Support the schools Behaviour Learning Policy.
- Be responsive to school initiatives and strategies.

Proactive Teaching and Positive Programming

1. Identify motivators and reinforcers - class and individual:

- **Social** (found in the behaviour of others)
Examples are: praise, smiles, encouragement, sign language, clapping hands, giving 'high five', reporting to parents/caregivers and/or other staff, showing others, displaying work, exchange of picture cards (Compic/Boardmaker), take a photocopy of work, photo or video
- **Activity** (an activity the person likes)
Examples are: free choice of activity, helping another student or teacher, watching a video, playing a game, computer time, special outing, sensory room, courtyard, play room.
- **Token** (accumulated and exchanged for activity, toys etc)
Examples are: stickers, stamps, stars, coupons, vouchers.
- **Tangible** (can be seen, touched, felt)
Examples are: stickers, stamps, happy faces, toys, certificates, display of work.

2. Reduce Stress:

- Use 'quiet time' cards or 'I need a break' cards
- Change environment or change activity
- Explicitly teach techniques e.g. relaxation, counting to ten
- Prepare children for change
- Provide food/drink to distract or meet need
- Do something that is calming/soothing e.g. favourite toy or activity, music, chew toy, weighted vest/quilt, swing, run on the oval

3. Facilitate learning by:

Teaching new skills:

- Social skills, identity, interpersonal skills
- Values
- Speaking and Listening
- Behaviour expectations/boundaries
- School grievance procedures
- Problem solving
- Play skills
- Alternative actions/behaviours for meeting needs

Using a range of strategies:

- Explicitly teach new learning according to individual student's needs, prior knowledge and skills
- Analyse tasks and break down into appropriate sequential steps
- Practice, revisit, model content in teachable moments and in different contexts
- Use peer/cross age buddies
- Incorporate motivators, reinforcers and positive feedback
- Provide opportunities for, acknowledge and act upon student input and decision making
- Cater for students' interests and abilities e.g. physical guidance, videos, social stories, role plays, games, technology
- Establish routines and structures
- Consult interagency support services and other professionals
- Communicate with key support people at school e.g. leadership team
- Build trust and confidence amongst staff and students
- Negotiate the criteria for success with students
- Ensure students' experience success to build self-esteem
- Maintain consistent expectations
- Use support systems in the school for behaviour learning. e.g. other staff members, time in courtyard play areas or sensory areas, buddy class time, front office.

4. Communicate with students to help them to engage in behaviour learning.

Methods to do this include:

- **Visual resources for cueing, prompting, defining boundaries and expectations:**
 - Picture Communication Exchange System
 - Signing
 - Behaviour visuals
 - Augmentative communication systems
 - Photos
 - Posters
 - Displays
 - Social stories
- **Documentation:**
 - Agreements and displays that state behaviour expectations, non-negotiable behaviours and support strategies
 - Display of problem solving process
 - Documentation of problem solving
 - Behaviour agreements by students
 - Individual behaviour support plans for challenging behaviours (to teach a child new skills that increase independence and reduce the need for support)

- **Speech and Language:**

- Speed according to skills of student/s
- Volume appropriate for the situation
- Modelling of desirable language and speech
- Intonation/tone of voice
- Nonverbal strategies e.g. hand gestures, facial expressions, body language

- **Opportunities to talk about issue/s:**

- With class teacher, Counsellor, Principal, a nominated friend, other support person
- Communication with parent/caregiver through supervised access to phone or meeting together
- Restorative chats

5. Employ school-wide programmes to support behaviour learning

- 'What's the Buzz' social skills program
- Reggio Emilia Play program
- Rock & Water
- Creative Body-Based Learning
- Five Point Scale, ABC chart and Stress Behaviour Cycle
- Non-Violent Crisis Intervention
- Drumbeat
- Kids Matter
- Building Mob

6. Use reactive support strategies to resolve unsafe situations

The aim is to **resolve** by managing a situation rapidly and safely.

- a) Look for early signs and respond
- b) Protect and resolve
- c) Achieve instructional control

When behaviour episodes are severe we **DEFUSE** the situation by using interventions that work at the time, even if the interventions appear to be reinforcing.

When behaviour episodes are less severe we use interventions that 'buy time' until the situation can be brought under control.

Refer to Reactive Processes Flow Chart for low level and high level interventions

7. Critically reflect and re-assess

- With teacher, Counsellor, Principal, colleagues and others

SCHOOL SUPPORT SYSTEMS

a) **Communication systems** - used across the school community to share information about student behaviour:

- Negotiated Education Plans and Individual Education Plans
- Students At Risk (STAR) information shared:
 - at admin meetings
 - in star folders in front office and staff room
 - in yard duty folders
 - in TRT folders
- Reporting relevant professional learning during whole staff meeting
- Induction of new staff
- Debriefing with colleagues
- Walkie talkies in the playground
- Behaviour Support Duty person on call at recess and lunch breaks
- On-line Day book
- Communication with parents - student diaries, phoning, talking face-to face
- Student reports
- Interagency reports

b) Data collection

- Behaviour record forms, EDSAS records
- Observations, anecdotal notes
- Accident/injury forms
- Behaviour goal charts
- Checklist/profile of skills

How we use data:

- To access funding from DECD agencies and others
- Sharing information with parents to encourage their support of behaviour learning
- Comparing data to ensure our processes are effective
- To inform the planning of proactive strategies
- Sharing information with key support personnel and colleagues
- To evaluate and review programs and strategies
- System requirements/data collection and system reporting to DECD
- To meet OHS&W requirements

c) Resources available to support behaviour learning

HUMAN	Outside agencies	❖ Novita ❖ ISBM	❖ Autism S.A. ❖ Down Syndrome Society
	Inter-agencies within DECS	❖ Speech Pathologist ❖ Guidance Officer	❖ Special Ed Coordinator ❖ Intellectual Disability Services
	Student Voice	❖ Challenging behaviours funding to provide 1:1 support (with accompanying support plan). ❖ Staffing for lunchtime activities e.g. Sport, Resource/Computer suite, Drumbeat, Rock & Water, Dance/Drama, Sensory Garden	

MATERIAL	❖ Global budget allocations
	❖ Playground equipment
	❖ Walkie - talkie
	❖ Sensory equipment - eg. courtyard, sensory rooms, classroom sports equipment, Wakakirri, Ican/Flo

