



Behaviour Support Policy

Vision

At Marryatville Primary School, we endeavour to provide a safe, respectful and inclusive learning environment, supporting our children and young people to have a strong positive wellbeing. We are a kind and caring school community, which strives to build a sense of belonging for our learners, leading to positive social, emotional and academic outcomes. At MPS, students have the right to learn, work and play in a friendly, supportive and secure environment with clear guidelines and expectations. Our school values of *ambition with honour*, *enjoy learning* and *build community* guide the work that we do to foster caring relationships between students, staff, parents and carers.

Purpose

Marryatville Primary 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.

Marryatville Primary 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.
- Concerning behaviours 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.

Implementation

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 include:

- Develop and model a school wide positive behaviour approach through Friendology, Positive Education and a focus on character strengths
- Develop classroom expectations (agreements) with students based on school values

- Promote a sense of belonging through the school motto and class identities
- Communicate expectations with school community

Teach

We will explicitly teach the expected positive behaviours.

Our actions include:

- Create predictable structures and routines in the learning environment.
- Guide children and young people in how to positively participate in learning.
- Teach the skills and strategies of self-regulation (self and social awareness, and self and social management).
- Teach the skills and implement positive behaviour education strategies (PERMA, character strengths, Friendology).

Intervene

We will intervene in situations when we believe a student is at risk to themselves or others in order to prevent, reduce or redirect behaviours of concern. Staff will use methods that are the least exclusionary as possible.

Our actions include:

- Use proactive strategies such as positive reinforcement, counselling and co-regulation of children and young people to prevent behaviours of concern.
- Provide an opportunity for regulation (space/time), to feel safe and calm and then return to their learning space.

Work with others

We will work with learners, their families, and other professionals to understand the environmental, social and family context of learners' behaviour.

Our actions include:

- Value learners' perspectives by involving students when developing classroom behaviour agreements.
- Engage students and families to understand possible reasons for behaviour.
- Use a team approach to coordinate, assess, plan, monitor and review behaviour interventions

Respond

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

Our actions include:

- Investigate concerns in a timely manner, ensuring the safety of all parties involved, staff and students. Support students to talk it out using the Friend-o-cycle to reconcile grievances and repair and restore relationships.
- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.

Repair and restore

We will repair and restore relationships harmed by behaviours of concern.

Our actions include:

- Students will be supported to recognise behaviours of concern and the impact of their actions. They will have the chance to offer empathy by apologising and expressing remorse.
- Implement restorative approaches that are consistent with the MPS values and align with the age/neurodiverse needs of each individual student.
- Engage in the [MPS Student Grievance Procedure](#).

Create safety and wellbeing

We will create safety and wellbeing for those involved in behaviour incidents.

Our actions include:

- Quality differentiated teaching practice/strategies within class environments to best support a range of learning and wellbeing needs.
- Class agreements that support positive behaviour with consistent follow up actions, including specialists.
- Whole school language associated with behaviour and emotional regulation, including PERMA, character strengths and Friendology.
- Engage with DfE supports as a pro-active approach (eg. Behaviour Toolkit, Personal and Social Capabilities) when responding to complex behaviour choices and incidents.

Behaviours of concern

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 Marryatville Primary 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 social emotional learning (SEL) and reinforce safe and inclusive behaviours.)*
- Explicitly teach, support and promote the school values and whole school wellbeing practices - Daily read aloud, Friendology, character strengths and Positive Education.
- Use consistent whole school language associated with behaviour and emotional regulation including terminology from Friendology and the zones of regulation.
- Provide time and space for students to self-regulate and reflect with appropriate support and supervision – This might include sitting quietly, talking quietly, working in another classroom, doing calm activities (Mindfulness), brain breaks within structured play areas or physical activity/movement break.
- Offer students choice that allows them to stay regulated and participate.
- Use logical consequences related to the behaviour.
- 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 practise the skills required to maintain the preferred behaviour.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this. Communicate outcomes and consequences with those with vested interest.

Leader responses

- Monitor behaviour. Act on any reports about behaviours of concern. This includes incidents that happen out of hours or off-site that impact relationships at Marryatville Primary School.
- Consider the use of suspension, exclusion and expulsion ([SEE procedures](#)) from school to support safety. This is after all other options to reduce danger are considered.
- Report criminal offences to the police.

- Communicate behavioural incidents with staff and work with involved teams to address the behaviours of concern in a positive manner.
- Support students to reflect on concerning behaviours through restorative practices conversations. Notify parents where appropriate.
- Provide leadership assistance to support, or if necessary, release classroom teachers so that they may have behaviour education or restorative practice conversations with the students in their care.
- Facilitate restorative practices (including re-entry meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.
- Make sure appropriate records and documents are recorded in the Education Management System (EMS).
- Work with students, parents, carers and others to respond to behaviours of concern and implement a behaviour support plan with a SMARTAR (individual) goal or a safety and risk management plan if required.

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.
- Use Friendology strategies to support positive relationships.
- Follow school guidelines and classroom agreements.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Support their friends and peers to seek help from trusted adults. Children will do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Children will do this if their friends are engaging in behaviours of concern.

Parent and carers

- Report any child or young person's concerning or unsafe behaviour to their teacher or a member of the leadership team.
- If an incident happens, work collaboratively with staff to resolve concerns.
- 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 interactions.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- Be familiar with our behaviour support policy. Know how to identify and report behaviours that are concerning or unsafe.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond. Use the same messages that Marryatville Primary School promotes.
- Continue to maintain communication with our school.
- Do not approach other children or parents about behaviours of concern. Report this to our school for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.
- Seek external professional support for their children when needed.