



Behaviour Support Policy

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Policy Purpose

- To provide guidance to teachers, parents and caregivers, and other school staff on how to support our learners to self-regulate, manage their behaviour and feel safe and ready to learn.
- To provide a framework that underpins decisions about expectations and the implementation of these
- To outline our understanding of behaviour as it relates to learners with complex learning needs at Peregrine.
- To provide an inclusive, respectful and solution focused model of responses to student behaviour
- To outline the responsibilities of staff and students in ensuring consistent delivery of behaviour support
- To provide students and staff with an understanding of the limits of acceptable behaviour, the reasons for these limits, and consistency in the management of behaviour.

Aims and Beliefs

To provide an optimal learning environment, Peregrine seeks to provide and maintain a safe and positive learning environment, focusing on strong, positive relationships and respect for others. Relationships are central to all our dealings with the students and our aim is to maximise positive behaviours through providing a stimulating and engaging program.

Our vision is to be a community that empowers and enriches the lives of our students every day. As such, we are committed to equipping young people with the education, skills and values necessary to ensure a fulfilling future. To facilitate our students reaching their full potential we provide learning across the curriculum, promoting academic and social/emotional strengths and helping students set and achieve their own learning goals. This supports students in having their needs met and reduces instances of behaviour that impact upon the right of others to learn.

At Peregrine, we believe that:

- Children and young people want to behave well.
- Behaviour is a means of communication.
- With the right support and intervention, children and young people can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognize that all of our learners are at different stages of the developmental process.
- Many of our learners have learning difficulties and other complex needs which impact on how they learn to regulate and manage their behaviour.
- Teachers and teacher assistants must be given the opportunity to learn, understand and have insight into why students become dysregulated, and reflect on how/why it impacts on their behaviour.

As such, we aim to:

- Enable students to be responsible for their behaviour and environment.
- Promote proactive management of behaviour to reduce the need for reactive behaviour management.
- Respect the rights of others to learn without undue distraction and disruption
- Provide regular professional development opportunities for teaching staff



We prefer consultation and restitution to punishment and prefer problem solving to consequences. We believe that if given the opportunity, children are capable of working out their own disagreements and accepting responsibility for their behaviour. The ability to do this is an essential lifelong skill which children benefit from learning at a young age. We aim to educate students towards self-directed, co-operative and respectful behaviour and to enable students to be accountable for the consequences of their actions through promoting restorative practices.

We allow students to make mistakes and support them in the learning that is inherent in making them. Our school is a safe place to experience mistakes and we help students learn from their mistakes by giving them time to reflect on their behaviour and to develop strategies for behaving differently.

Supporting Positive Behaviour through Community Connections

At Peregrine, our multi-aged approach fosters strong relationships between students beyond traditional age groupings. This facilitates inclusion rather than exclusion of relationships and builds understanding and compassion. Students are placed into multi-aged, interest/strengths based Mentor Groups at the beginning of each year.

Mentor teachers and students are able to conference and receive support around their relationships and interactions with peers throughout the day, as they meet every morning, lunch and afternoon. This constant check-in structure allows students a sense of connection and support around their interactions with peers as they navigate the social scene. Students spend time, connect and share in learning experiences with like-minded individuals to promote cross-aged friendships. Students are encouraged to interact in respectful and kind ways, noticing when others' feelings have changed, support or encouragement is needed and to care for one another.

Responsibilities and Expectations

Process

While adults take responsibility for creating and maintaining rules that have legal or safety implications, students are given the opportunity to participate in decision making in regards to the development and maintenance of the everyday rules and restorative processes. Regular discussions in Wellbeing sessions and during school meetings helps to support positive behaviour. In these meetings, we promote both personal and collaborative responsibility and ensure that expectations are known and shared. Together, we regularly assess the effectiveness of our behavioural agreements and make changes where necessary.

Students

We expect students to:

- Treat others with respect and kindness
- Be supportive and encouraging of others, particularly students younger or less capable than themselves
- Behave in a way that supports and promotes the safety, learning and wellbeing of others
- Participate in group activities/sessions to the best of their ability
- Communicate honestly and constructively
- Behave ethically in a way that is free of harassment or discrimination
- Abide by school agreements e.g. inside behaviour protocols



- Treat school property and the property of others with care and respect
- Abide by school policies, such as:
 - Drug and Alcohol Policy
 - Code of Conduct Policy

Staff

We have high expectations of the behaviour of students within the school community and it is important that teachers and parents model the same respectful, responsible behaviour that we expect of the students.

We expect adults to:

- Treat students and other adults respectfully at all times
- Set and maintain clear behavioural expectations and
- Avoid sarcasm and put downs
- Make decisions based on fairness and equity
- Abide by all school policies, including and particularly the Code of Conduct Policy

Adults must be proactive in reducing instances of challenging student behaviour by:

- Ensuring that learning activities are appropriate and engaging
- Reflecting on and being committed to continuous improvement of the learning program
- Scaffolding in ways that support students to self regulate
- Identify the strengths of the learner
- Listen sensitively to students
- Advocate for the learners in their Mentor Group
- Accurately assess and understand each student's needs by referring to their IEP if they have one.
- Include students in the target-setting and evaluation process of behaviour plans
- Give the students feedback on progress both academically and socially/emotionally

We expect adults to act as leaders and to hold students respectfully and consistently accountable for their behaviour through:

- Calmly but firmly holding appropriate boundaries and doing so consistently
- Investing time, and allowing safe spaces and opportunities for learners to practise behaviour skills and make mistakes from which they can learn, develop and grow.
- Ensuring that interventions are personalised, well informed and planned according to the needs of each individual within the context of their learning and development
- Apologising if they make a mistake – you are modelling this for the learner and this will support you to build trust and respect.
- Naming and managing their own emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour
- Seek help if you are finding it difficult to manage your feelings about a child or young person.

The Integrity of Difference - Supporting Students with Specific Needs

As one of our core values, we place significant emphasis on inclusiveness and the integrity of difference. This means planning for students in relation to their specific needs and strengths and supporting their challenges in flexible and creative ways. As an alternative school setting, a large number of our students have learning, social or emotional difficulties, or are simply neuro-diverse.



Students who have been disengaged in other school settings or exhibit challenging behaviours may require extra social, emotional, or learning support to flourish in our school environment. For these students, we have strategies in place to provide additional support when required and these students have an **Individual Behaviour Support Plan**. These plans are negotiated with the student and caregivers and contain evidence informed strategies that promote positive behaviours and preventative measures.

Irrespective of their challenges, students are expected to behave in a manner that encourages active learning and participation. In responding to children's behaviour, it is important to recognise that many children have experienced or are experiencing trauma and distress. Any response to behaviour needs to take this into account and adults must be sensitive to this context. Sometimes the expectations of general classroom routines can be in direct conflict with what the child actually needs. Discretion must be exercised in the administration of the expectations by constantly considering the circumstances of any incident and the students involved in the incident. As such, a case-by-case approach to behaviour support is adopted.

Organisation of Spaces and Transitions

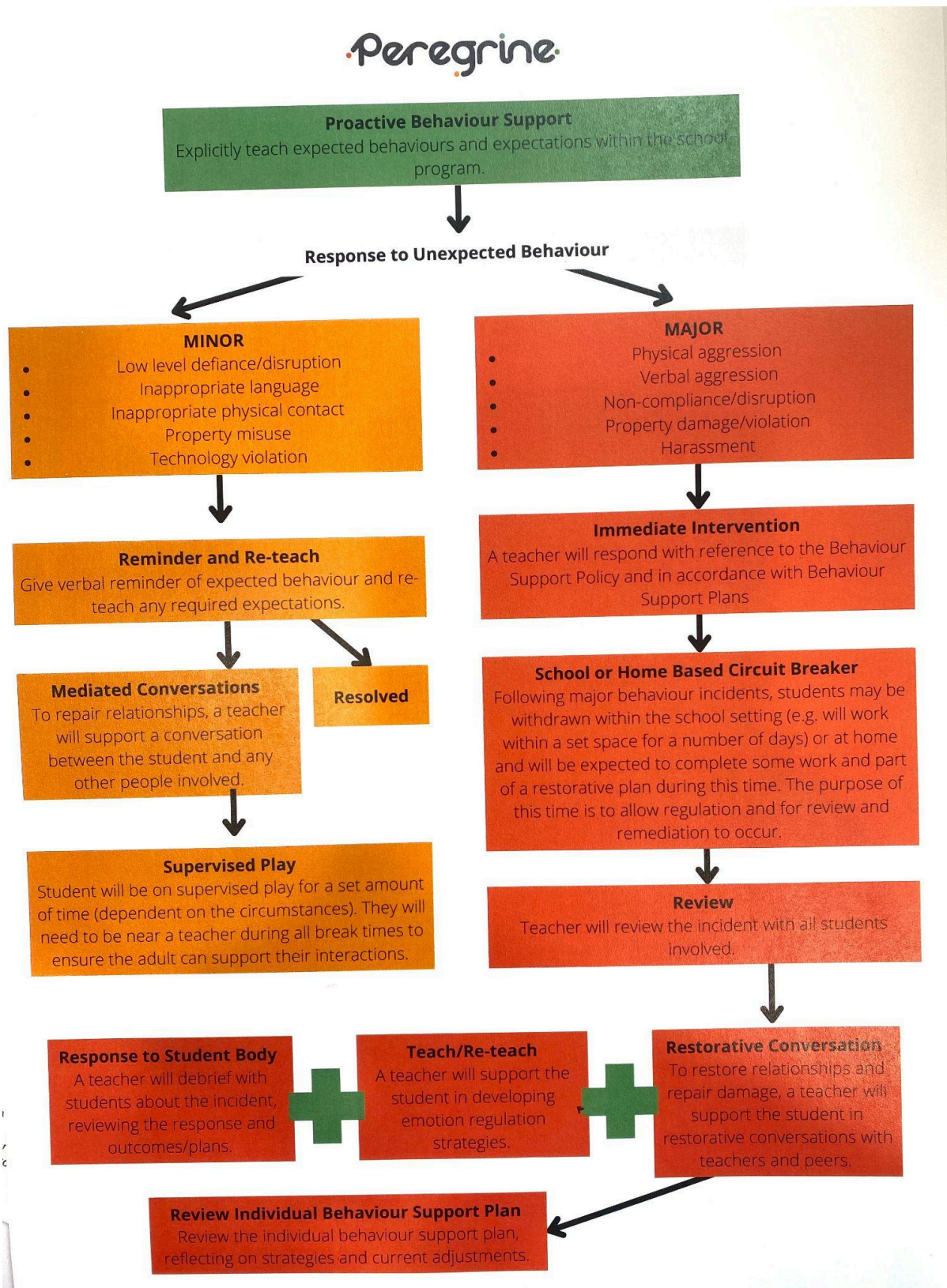
In addition to the expectations of adults above, the following guidelines can help some students to regulate and reduce challenging behaviours:

- Have resources ready for learners who need extra support – Visual cues, social stories, scaffolding for learning, differentiated work levels.
- Minimise transitions
- Develop routines with predictable structure
- Provide (own spaces) for students that need predictability
- Practice changes to routine - using appropriate visual resources
- Support a learner who has become dysregulated or in distress
- Provide regular sensory breaks
- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly, and give students time to respond.
- Ensure learners' sensory needs are supported through embedding movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (fidget toys, adapted seating, weighted blankets)
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break
- Understand interoception



Behaviour Support Response Process

<p>Stage 1 - Minor Incidents:</p> <p>Low level defiance/disruption Inappropriate language Inappropriate physical contact (minor aggression) Property misuse Technology violation</p>	<p>Actions will include (as appropriate):</p> <p>Reminder of expected behaviour Alternative activity or break Return to learning session or play</p>
<p>Stage 2 - Repeated Minor Incidents or More Significant Incidents</p> <p>Significant defiance/disruption or repeated minor instances Physical or verbal aggression Property damage/violation Harassment Continued inappropriate use of technology</p>	<p>Actions will include (as appropriate):</p> <p>Removal from situation Restorative conversations and actions Supervised and supported play for an appropriate period of time.</p>
<p>Stage 3</p> <p>Major aggressive incident or property damage Bullying Significant inappropriate use of technology</p>	<p>Actions will include (as appropriate):</p> <p>Teacher to support the student to leave the area Teacher to support the student in a safe area or free from other students until they are calm Parent/guardian called to collect the student if they are indicating they cannot manage their behaviour at school at this time Debrief for students and staff affected by the incident Supervised play for an extended period of time Internal or external suspension for the purpose of supporting the student, family and school to address underlying issues and plan for future success. Revision of individual behaviour support plan Restorative conversations and actions</p>
<p>Stage 4</p> <p>Student is unable to participate in restorative conversations even with modifications to the process to support their needs/abilities. Student is unable to acknowledge their part in repeated or serious incidents. Student continues to significantly disrupt the learning of other students or poses a genuine threat to the safety of themselves or others</p>	<p>School to explore every option for professional support and advice with the family If no resolution can be achieved, the student may be asked to leave the school. In this case, the school is to provide all support possible to the family to find a suitable alternative for the student.</p>





Suspension and Expulsion

Any period of internal or external suspension will only be imposed for the purpose of providing the time and space to negotiate an appropriate behaviour support plan.

The school must make every effort to undertake this process as quickly as possible and must communicate with caregivers fully in relation to the steps needed and progress made.

Behaviour that may result in suspension includes:

- Reaching Stage 3 in the Behaviour Support Response Process
- Being caught using, under the influence of, or in possession of drugs, alcohol or tobacco
- Engaging in behaviour that significantly endangers the safety of others
- Significant instances of humiliating or bullying

Expulsion will only be considered if all parts of this process have broken down or been unsuccessful and there is a clear threat to the safety, learning or wellbeing of others.

Adults who do not meet the expectations laid out in this policy will be supported through the processes of the Performance Development Policy and Performance Management Policy.

Record Keeping

Instances of repeated transgressions of the school's Behaviour Support Policy will be logged in Schoolbox as will notes on consultation with caregivers.

Procedural fairness

In the circumstance of a serious behaviour breach, one of the co-principals is primarily responsible for procedural fairness, and ensuring that records of incidents are documented. Procedural fairness is generally recognised as having two essential elements: the right to be heard, and the right of a person to a fair and impartial decision.

Students or adults who feel they have been unfairly treated have recourse to the processes outlined in the Grievance Policy.