



# Aberfoyle Park High School

## Behaviour Support Policy 2023

*Our school values are Respect, Care and Compassion and Honesty*

Aberfoyle Park High School's behaviour support policy guides:

- the behaviour we expect of our students and young people
- how staff, parents and caregivers will support positive behaviour choices
- the safe inclusion of all students and staff

Aberfoyle Park High School's policy aligns with the Department for Education [behaviour and support policy](#).

### About behaviours

Students 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. This behaviour enhances the learning environment
- Developmentally appropriate boundary testing. This behaviour can interrupt learning; however, it can be redirected
- Behaviours that cause concern 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 students and young people, their peers and others in danger

All along the continuum, the policy and practice approach is proactive, responsive and tailored to the student or young person's needs.

### How we implement the department's policy

We will support the safe inclusion of students and young people in learning with these actions.

#### Promote

We will promote, model and support productive and positive behaviour, promote a school wide positive behaviour approach.

We will work on this with our Governing Council, staff, students and young people, parents and caregivers. At Aberfoyle Park High School we, as a learning community, play a critical role in forming the attitudes, values and expectations that will largely direct student and young people's behaviours and choices as adults.

We have our seven school agreements which have been developed in consultation through work with the Berry Street Education Model. They outline how we work with one another. They are in every classroom across the school.

- Greet each other
- Be kind
- Listen to everyone
- Be prepared to learn

- Everyone feels safe
- Allow for your own and other's learning
- Seek support and solve problems.

We further reinforce and acknowledge positive behaviours through school assemblies, values awards, house points and post cards home.

## Teach

We will explicitly teach positive behaviour and expectations about behaviour.

- We create predictable structures and routines in the learning environment. This guides students and young people in how to positively participate in learning
- We teach students and young people self-awareness and management, and social awareness and management

## Intervene

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

- Staff use proactive strategies to co-regulate students and young people to prevent behaviours of concern
- Withdrawal spaces are provided for students and young people to use as needed. They may be sent to time out in a buddy class to help regulate and reflect on how to improve their behaviour. Students and young people may also choose to use the zone room as a withdrawal space. The educator supports students and young people to feel safe and calm, and return to their learning environment when they are ready to learn

## Work with others

We will work with students and young people, their families, professionals and other key adults to understand the environmental, social and family context of a student or young person's behaviour. We will draw on these people to support positive behaviour choice and change.

- Value student and young people's perspectives. Seek their ideas when developing behaviour supports
- Engage students and young people, and families to understand possible reasons for behaviour
- Use case management and Team Around the Child approaches 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.

- Apply accepted and evidence-based behaviour responses. Tailored to student or young people's circumstances. Take special measures for students and young people with disability or additional needs, those in care and First Nations students and young people.
- Document planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans.

## Repair and restore relationships

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

- Students and young people who have acted inappropriately recognise the impact of their actions. They have the chance to apologise and express remorse. They have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.

- Implement restorative approaches. This includes the Method of Shared Concern or Support Group Method when appropriate.

## Create safety and wellbeing

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

- Provide strategies to reduce the risk of harm to students, young people and staff following behavioural incidents.
- Use suspension if immediate safety is required.
- Engage department supports when responding to serious incidents. For example, the Social Work Incident Support Service. Responses might include telling parents and caregivers of those involved in or affected by the behaviour.

## 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 student and young person, or others
- could put the student and young person, 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 student or young person with behaviours of concern
- other people's rights to learning and safety.

## How we respond to behaviours of concern

At Aberfoyle Park High School we use specific responses to behaviours of concern.

### Educator responses

- Provide quality differentiated teaching practice. This is a way to meet the needs of all students and young people. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Create behaviour support plans that underpin positive behaviour change. Partner with parents, caregivers and others to do this.
- Support students and young people to self-regulate using interoception and Berry Street Education Model practices in our interoception space: the zone room, located in student services.
- Provide time and space for students and young people to self-regulate with appropriate support and supervision. This might include sitting quietly, talking quietly, doing calming activities such as breathing, mindful colouring in or an individual brain break, or physical activity such as going for a walk, shooting hoops or bouncing a ball.
- Interrupt and distract away from behaviours of concern. Name and describe behaviours to help students and young people to understand what they are doing that is problematic. Redirect students and young people to the preferred behaviour. Support students and young people to develop and practice the skills required to maintain the preferred behaviour.
- Offer students and young people choices that allow them to stay regulated and participate. For example, offering to finish their work now or during work completion and to do their work sitting down or standing up. Students and young people may be sent in the double lesson of their class to work completion where they will catch up on work with a leader in the library.

- Use natural consequences related to the behaviour. Use them if a student or young person is unable to engage in the preferred behaviour with support matched to their individual needs. For example, cleaning graffiti off the table in the student or young person's own time or pay for damages made to another student or young person's belongings.

### Leader responses

- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impact student and young people's relationships at Aberfoyle Park High School.
- Consider the use of suspension and exclusion from school to support safety. This follows consideration of other options to reduce danger.
- Report criminal offences to the police.
- Provide leadership and / or external assistance to facilitate restorative processes, including re-connection meetings, where staff and students or young people directly involved require impartial assistance to resolve the issues.

### Department level responses

- Negotiate other learning options away from school to make sure the school community is safe. This follows consideration of 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 care, the same way they would want to be treated.
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they are informed of behaviours of concern in person or online.
- Report behaviours of concern to their teacher, relevant care group teacher, year level leader or wellbeing leader or assistant principal. Appointments can be made with the wellbeing leader at student services. Students can complete an incident form at student services, which will then be given to the relevant leader. Alternatively, they can email a year level leader their concerns.
- Support their friends and peers by giving a listening ear and to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

### Parent and Carergiver

- Report any child or young person's concerning or unsafe behaviour to the relevant care group teacher, year level leader or assistant principal. We have an assistant principal for middle school, years 7-9, and senior school, years 10-12. Email addresses of all staff are located on the school's website under 'contact' or you can email [aphs.info970@schools.sa.edu.au](mailto:aphs.info970@schools.sa.edu.au). Alternatively, you can call student services on 8270 4455 to arrange a meeting.
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website and in our front office.
- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online.

- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our school.
- Know about our behaviour support policy and procedure. 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 is harmful and how to respond. Use the same messages that Aberfoyle Park High School promotes.
- Make sure their children keep coming to our school while a behaviour issue is being resolved. This is in a student and young person's best interest. If you feel that your children coming to our school is not in their best interest, talk to us.
- Seek external professional support for their children when needed.
- Do not approach other students and young people or their parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other students.
- Support their children to stay off-site during suspension or exclusion. A student or young person can still come onto the school site if they have the leader's written approval.