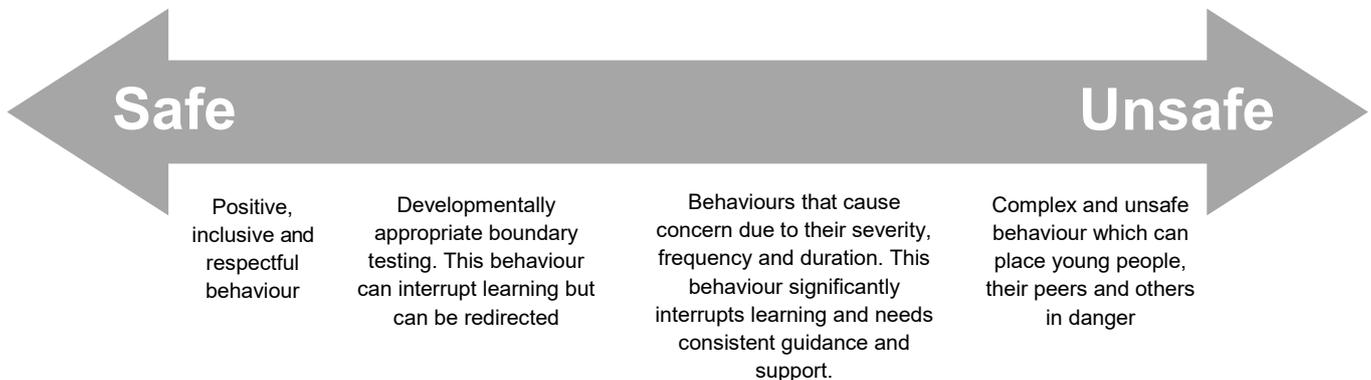|	
Department for Education Policy	*18/07751* ***Behaviour Support Policy***
Leader Responsible	Senior Leader – Student Wellbeing and Engagement Leader
Status	Approved by Governing Council
Publish Date	April 2020
Review Date	July 2023

Underdale High School's Behaviour Support Policy and Procedures outline the behavioural expectations of students and how staff, parents and caregivers will support positive behaviour and the safe inclusion of young people in learning. Underdale High School's policy and procedures are aligned with the *Education Act 1972*, *Education Regulations 2012,* the Department for Education Behaviour Support Policy and the school values of Resilience, Optimism, Courage and Knowledge.

Children and young people's behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

Safe			Unsafe
Positive, inclusive and respectful behaviour	Developmentally appropriate boundary testing. This behaviour can interrupt learning but 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 young people, 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.

Underdale High School staff will support safe inclusion of young people in learning through our school values:

Resilience

We show adaptability, persistence and commitment to learning and in our relationships with others

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

Optimism

We contribute to a positive school culture and image

- 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, young people, parents and carers.
  - Display behavioural expectations. Share these with young people, parents and carers on our website.

- We will respond to behaviours visibly and fairly. Responses will help grow confidence and trust
  - Respect personal information of the parties involved when behaviour concerns are raised.
  - Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
  - Tailor behaviour responses to meet the needs of young people's circumstances.
  - Document planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans.

Courage

We show integrity and responsibility in keeping ourselves and others safe

- 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 young people to prevent behaviours of concern.

- We will create safety and wellbeing for people involved in behavioural incidents, and others repair and restore relationships harmed by behaviours of concern
  - Provide strategies to reduce the risk of harm to young people and staff following behavioural incidents.
  - Refer young people, staff and others who have been harmed by unsafe behaviours to external counselling services.

Knowledge

We apply critical thinking and creativity to teach and learn from one another

- We will explicitly teach positive behaviour and expectations about behaviour
  - Create predictable structures and routines in the learning environment. This guides young people in how to positively participate in learning.
  - Teach young people self-awareness, self-management, social awareness and social management.
  - Withdrawal spaces are provided for young people to use as needed. These spaces are supervised by an educator. The educator supports young people to feel safe and calm and return to their learning environment when they are ready.

- We will work with young people, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviour. We will draw on these people to support positive behaviour change
  - Value young people's perspectives. Seek their ideas when developing behaviour supports.
  - Engage 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.

✓ RESILIENCE

We show adaptability, persistence and commitment to learning and in our relationships with others

Student Responsibilities	Examples of Successful Personal Behaviours
Respect the right of teachers to teach and other students to learn	• Listening to teachers when giving instructions • Following teacher instructions • Respectfully interact with peers and teachers • Respecting classroom expectations • Having a charged laptop
Use class time effectively to complete set work	• Trying your hardest to complete work not being distracted by others • Working cooperatively during group tasks • Being punctual and ready to learn • Asking questions and engaging with learning task • Looking at Daymap for work being set • Being prepared for all lessons, leaving phone in locker • Improving achievement grades • Setting and achieving learning goals • Respectfully listening, sharing thoughts and opinions • Allocating responsibilities fairly and contribute equally to a group task • Respecting contributions of others • Collaborating with others
Remain on school grounds during school hours	• Staying on school grounds • Familiarising yourself and follow the sign in/out policy • Attending all classes and seeking permission before leaving

Parent/Caregiver Responsibilities	Examples of Successful Personal Behaviours
Reinforce the value of education and safe behaviours	• Supporting the learning space at home • Attending parent interview evenings • Contacting subject teachers to discuss your child's subject progress • Regularly checking Daymap, helping with homework • Volunteering at school, if available • Engaging in specialist support through student support services and external organisations • Keeping contact details updated with the school • Respectfully communicating with all school staff

Teacher Responsibilities	Examples of Successful Personal Behaviours
Communicate and interact effectively with students and engage in Restorative Practices to address issues/ conflicts	• Giving every student the opportunity to be heard and be listened to • Asking for help in facilitating restorative conversations and meetings • Apologising and use of restorative practices with an external facilitator • Respectfully interact with students and parents in a private space to negotiate agreed behaviours of teacher and student • Working with students to discuss and resolve issues that have arisen
Work in partnership with parents/ caregivers and Wellbeing Team to support the participation, wellbeing and behaviour of all students	• Following up promptly with parent, documenting in Daymap as necessary • Taking care to use appropriate tone with students • Following up with wellbeing team • Encouraging parent/teacher meetings and communications • Accurate and timely communication of student progress • Working with parents to discuss and resolve issues that have arisen • Constructive feedback to parents approaching issues holistically

Student Wellbeing Team Responsibilities	Examples of Successful Personal Behaviours
Year Level and Learning Area Leaders collaborate to develop differentiated curriculum which will meet the individual needs of students	• Students are engaged with their learning • Differentiating for students who have a diverse range of needs
Provide leadership and / or external assistance to facilitate restorative processes to resolve issues where staff and young people are directly involved.	• Networking with external agencies • Developing safety plans for students at risk • Providing safe spaces for students to access
Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.	• Know the Department for Education's policies of suspensions and exclusions • Appropriate referrals to alternative learning options • Familiarising yourself with the different interagency support services available for students

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OPTIMISM
We contribute to a positive school culture and image

Student Responsibilities	Examples of Successful Personal Behaviours
Treat others with kindness, respect and inclusiveness.	• Being nice • Respectful use of tone of voice, volume and word choice • Respecting the school values
Behave in a manner that reflects the school values and expectations in all activities	• Consistently doing the right thing • Keeping the school values in high regard
Wear the agreed school uniform	• Wearing the uniform with respect from the broad range of uniform options available, this includes the PE uniform
Responsible waste management	• Don't put food waste and rubbish in the paper recycling boxes • Using appropriate bins for all rubbish and/or recycling • Recycling or reusing • If a teacher asks you to pick up rubbish, pick it up • Respecting food and not wasting it

Parent/Caregiver Responsibilities	Examples of Successful Personal Behaviours
Ensure school uniform policy is followed	• Familiarising yourself with the policy • Purchasing the correct school uniform • Supporting your child to be prepared to wear the appropriate school uniform each day
Work collaboratively with the school to resolve concerns about behaviour	• Discussing issues with the school as soon as possible • Supporting your child's best interest to continue to attend school while a behaviour issue is being resolved • Accessing Daymap to monitor learning and behaviour
Show and encourage safe, respectful and inclusive relationships with: their own children; other young people; other parents and carers and staff.	• Developing family home routine to discuss what has been happening for your child both at school and at home • Listening to concerns that may be raised by your child's peers or other parents
Know about our behaviour support policy and procedure. Know how to identify and report behaviours that are concerning or unsafe.	• Referring to the school website to keep up to date with all school policies, https://www.underdale.sa.edu.au/

Teacher Responsibilities	Examples of Successful Personal Behaviours
Model and promote behaviour that values diversity, demonstrates respect, inclusion and promotes a positive school climate	• Role modelling respectful communication • Teaching that failure is a part of learning • Providing opportunity for students to improve • Relevant, fun learning • Consistently applicicing consequences
Provide timely intervention in response to behaviours of concerns	• Contacting parent/caregiver to discuss • Consulting with parents and students to implement appropriate strategies

Student Wellbeing Team Responsibilities	Examples of Successful Personal Behaviours
Foster positive relationships between parents, teacher and students to support students	• Setting common goals, strategies to achieve goals measuring outcomes and reviewing the effectivenss of strategies • Parents accessing Daymap • Offering a wide range of learning pathways eg VET
Provide opportunities for students to actively participate in the wider school community	• Promoting students in becoming active participators in wider community • Students achieving success and acknowledgement through ROCK cup house system • Providing opportunities for student volunteering within the community

COURAGE

We show integrity and responsibility in keeping ourselves and others safe

Student Responsibilities	Examples of Successful Personal Behaviours
Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.	• Reporting unlawful behaviour to the appropriate authorities • Not being involved in the use of illegal items • Not participating in activities which involve alcohol, cigarettes or illicit drugs • Using other's property with permission and care
To take a stand when they see behaviours of concern by safely intervening and supporting their peers to behave in respectful and inclusive ways and seek help from trusted adults	• Safely intervening to stop behaviours of concern • Immediately seeking help from adults to intervene • Reporting cyberbullying, do not film • Understanding your rights and responsibilities when using online platforms
Support their friends to behave in safe, respectful and inclusive ways	• Support friends to speak to their Year Level Leader • Immediately seek help from an adult to support young people when you observe behaviours of concern

Parent/Caregiver Responsibilities	Examples of Successful Personal Behaviours
Work collaboratively with the school to report health issues, concerns about behaviour and any other relevant issue	• Phoning or emailing the school in a timely manner (within 3 days) to communicate illness or issues • Contacting the school to check on your child's progress
Model and promote safe, respectful and inclusive relationships with their own young child, others and school staff	• Being a good role model • Building positive supportive relationships with their young child • Preparedness to support the right consequence and promote integrity • Making sure their child keep coming to school while a behaviour incident is being resolved • Reporting behaviours of concern and not personally approaching other young people or parents • Understanding and respecting that the school can not share information about other children
Support their young child to develop safe behaviours at home	• Monitoring and supervising your child's social interactions (including online) • Talking to your child about safety issues, including unsafe behaviour and how to stay safe • Promoting the same message as our school • Discussing strategies with your child in how to respond to harmful situations, why it is harmful

Teacher Responsibilities	Examples of Successful Personal Behaviours
Interrupt behaviours of concern and redirect students to the preferred behaviour.	• Describing behaviours to help students understand what they are doing that is problematic • Treating everyone with equity and equality • Supporting students to develop and practice the skills required to maintain the preferred behaviour • Referring to responses chart for appropriate consequence • Consistently implementing all UHS policies in a fair and just manner
Promote a safe, inclusive and supportive learning environment	• Promoting positive and appropriate use of electronic devices • Being prepared for all lessons • Setting learning goals • Providing feedback to parents/caregivers about student progress

Student Wellbeing Team Responsibilities	Examples of Successful Personal Behaviours
Foster positive relationships between parents, teachers and students to support the management of student behaviour	• Timely intervention • Initiating restorative meetings with staff and students • Facilitating meetings with all relevant people • Inviting parents to school assemblies
Report criminal offences to the police.	• Reporting unlawful behaviour to the appropriate authorities

KNOWLEDGE

We apply critical thinking and creativity to teach and learn from one another

Student Responsibilities	Examples of Successful Personal Behaviours
Follow reasonable instructions	• Listening to instructions without challenging the staff member • Complying with the instruction
Be punctual and attend regularly with required work and equipment	• Arriving by the second bell to class • Bringing all necessary equipment to class • Ensuring laptop is charged and ready for use
Take responsibility for your own learning	• Asking for help and t aking responsibility for your own learning • Attempting and aiming to complete all set tasks • Seeking feedback from teachers and peers • Undertaking homework as part of your learning before lesson • Positively contributing and interactions in the learning environment • Working to the best of your ability and making the most of every opportunity

Parent/Caregiver Responsibilities	Examples of Successful Personal Behaviours
Ensure that your child regularly attends school and is punctual	• Responding to texts re lateness or absences • Encouraging your child to be punctual • Communicating known absences to the school early • Where possible, appointments are be made out of school time (eg medical, dentist) • Complying with Department for Education and UHS policies including the Responsible Behaviour Policy • Familiarising yourself of school's special events and daily routines
Provide a supportive learning environment at home	• Role modelling respectful behaviours • Familiarising yourself with all school policies • Regularly checking UHS Daymap and/or UHS online platforms • Opening conversation with your child • Regularly communicating with Home Group and subject teachers to discuss issues or concerns with your child's progress
Follow the complaint resolution process to deal with concerns	• Referring to our website https://www.underdale.sa.edu.au/ for a copy of the complaint resolution process
Seek support from our staff to create consistent responses to behaviours of concern	• Attending meetings with support school staff and collaboratively developing learning behaviour plans which support your child both at home and at school • Seeking external professional support for your child when needed

Teacher Responsibilities	Examples of Successful Personal Behaviours
Provide quality differentiated teaching practice	• Delivering content in multimodal forms • Using a range of methodology and differentiation to support the broad range of learners and meeting individual learning styles and needs • Delivering the Child Protection Curriculum (CPC) • Using student voice in designing the classroom learning • Getting to know your students, clearly teaching values, providing feedback and safe and inclusive behaviours • Daymap is used to outline lessons, assessment tasks/grades, providing access to student resources
Create plans that support positive behaviour change, and partner with parents, carers and others to do this	• Providing opportunities to submit draft work • Constructively providing feedback in a timely manner to provide opportunity for improvement with school work and behaviour • Consistently using Daymap to document student subject progress in a timely manner
Document issues related to student behaviour or learning on Daymap	• Consistently using Daymap to document student behaviour in a timely manner • Daymap messages use professional language to clearly deliver the message

Student Wellbeing Team Responsibilities	Examples of Successful Personal Behaviours
Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impacts relationships at Underdale High School	• Monitoring of student referrals – detention, Supported Learning Centre, Daymap alerts
Provide opportunities for staff to participate in professional learning in relation to student wellbeing	• Regular spotlight training for staff throughout the school year

Underdale High School Responses (chart on the next page)

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.

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 values and safe and inclusive behaviours.

- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.

- Interrupt behaviours of concern and redirect students to the preferred behaviour.

Leader responses:

- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impacts relationships at Underdale High School

- Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.

- Report criminal offences to the police.

- Provide leadership and / or external assistance to facilitate restorative processes to resolve issues where staff and young people are directly involved.

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.

Underpinning this Policy:
• UHS Acceptable Use of Learning Technologies Policy
• UHS Bullying and Harassment Policy
• UHS Electronic Device Policy
• UHS Uniform Policy
• UHS Attendance Policy
• UHS Homework Guidelines
• UHS Summative Deadlines Guidelines

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Responses Chart (YLL = Year Level Leader)

Response	Student Behaviour	Staff Responsibility		Student Responsibility
		• Document in Daymap student behaviour concerns • Notify YLL via Daymap email with student behaviour concerns		
Informal Warning	• Low level inappropriate behaviour	*All Teaching Staff:*	• Verbal reminder to student	• Respectfully respond to teacher request
Time Out (less than 5 minutes)	• Low level behaviour	*All Teaching Staff:*	• Discuss concerns with student • Send student out of class for no more than 5 minutes • Student re-entry to class (or alternative arrangement)	• Quietly stand outside the room
Yard Duty	• Lateness to school and class • Low level inappropriate behaviour class/ yard incident	*All Teaching Staff:*	• Discuss behaviour concerns with student • Complete Yard Duty Slip	• Complete the yard duty and/ or take action to resolve issue • Return signed Yard Duty Slip to issuing teacher
Uniform Notice (Yard Duty)	• Not meeting uniform requirements	*All Teaching Staff:*	• Discuss uniform concerns with student • Complete Yard Duty Slip/ Daymap Record • Notify parent/ caregiver: phone/ email/ Daymap	• Complete the yard duty and/ or take action to resolve issue • Return signed Yard Duty Slip to issuing teacher
Notice of Subject Progress	• Non-completion of work • Work not at a satisfactory standard	*All Teaching Staff:*	• Discuss concerns with student, using traffic light and report data as appropriate • Notify parent/ caregiver: phone/ email/ Daymap	• Respond to teacher feedback and complete all set assessment tasks
Buddy Class	• Inappropriate low-level behaviours that continue after warning	*All Teaching Staff:*	• Negotiate with another staff member to send student to buddy class prior to lesson • Notify parent/ caregiver: phone/ email/ Daymap	• Respectfully follow teacher instruction • Work quietly on class work
Student Learning Plan	• Repeated issues with regard to behaviour or subject progress	*Teaching Staff in consultation with Year Level Leader:*	• Discuss behaviour concerns with student • Complete a learning plan with achievable student goals and expected outcomes • Regular review meetings with student and parent/ caregiver	• Work towards achieving set goals and desired learning outcomes • Attend review meetings and take action to resolve issues
After School Detention	• Truancy/ repeated lateness • Non-completion of yard duty • Repeated inappropriate behaviour in class (YLL) • Not following Learning Plan (YLL)	*All Teaching Staff:*	• Discuss concerns with student • Notify parent/ caregiver: phone/ email/ Daymap	• Attend detention at designated time • Complete set work during detention
Supported Learning Centre (SLC)	• Repeated behaviour issues in class	*All Teaching Staff:*	• Discuss concerns with student • Complete referral form • Complete restorative meeting as soon as possible • Notify parent/ caregiver: phone/ email/ Daymap	• Go immediately to SLC • Work quietly on class work • Attend restorative meeting at designated time
Red Card	• Unsafe behaviour • Absolute refusal to follow teacher instructions	*All Teaching Staff:*	• Send reliable student to Front Office with Red Card • Red Card Leadership to remove student from class • Inform YLL to discuss further consequences • Notify parent/ caregiver: phone/ email/ Daymap	• Respectfully follow teacher and/or leadership instruction
Internal Suspension	• Persistent and wilful inattention/ truancy • Interfered with the rights of others • Non-completion of detention/ SLC • 5 behaviour referrals in a term	*Year Level Leader:*	• Complete Daymap Record/ notify staff via email • Notify parent/ caregiver: phone • Negotiate to complete Internal Suspension as Community Service	• Attend SLC at designated time • Stay within allocated area for Break times • Quietly complete class and assessment work as set in Daymap
External Suspension	• Persistent and wilful inattention • Interfered with rights of others • Threatened safety/ wellbeing of others • Acted illegally • Threatened good order of the school	*Executive Team in consultation with Year Level Leader:*	• Complete Daymap Record/ notify staff via email • Notify parent/ caregiver: phone/ registered letter • Re-entry meeting with student and parent/ caregiver	• Attend meeting with parent/ caregiver at designated time
Exclusion	• According to Department for Education guidelines	*Principal:*	• Complete Daymap Record/ notify staff via email • Notify parent/ caregiver: phone/ registered letter • Meeting with student and parent/ caregiver	• Attend meeting with parent/ caregiver at designated time
Expulsion	• This is initiated by the Department for Education Support Services in accordance with the expulsion guidelines	*Department for Education:*	• Notify parent/ caregiver: phone/ registered letter • Meeting with student and parent/ caregiver	• Attend meeting with parent/ caregiver at designated time