



### Purpose

Behaviour support at PLHS ensures our children and young people can learn in an effective, consistent and fair environment, with a values-based and restorative approach.

### Vision

Behaviour Support is an inclusive, safe and explicit whole school learning support structure where students are empowered to take responsibility for their own behaviour choices and develop their personal and social capability.

### Scope

This policy applies to all levels of behaviour support; developmentally appropriate, concerning and serious.

### Policy Detail

The Australian Professional Standards for Teachers expect that educators:

- Know students and how they learn (Standard 1),
- Plan for and implement effective teaching and learning (Standard 3) and
- Create and maintain supportive and safe learning environments (Standard 4).

At PLHS, we understand that adolescents are learning to practice positive behaviours for learning and we are responsible to develop this in students. Staff establish and maintain professional, productive and inclusive relationships with students. We do this by:

#### Adopting a Restorative Approach

The relationship between a child/young person and a caring adult is the fundamental basis of all behaviour support. A restorative approach assists the PLHS community to build, maintain and restore relationships. Children and young people are most likely to behave in a positive, inclusive and respectful manner when they are supported by a caring adult who models this behaviour, and who teaches, guides and supports the child/young person to do the same.

A restorative approach helps to build capacity of students, enabling them to self-regulate behaviour. The objective of this is an improvement in engagement and achievement for learning.

#### Providing a PLHS values-based environment that is consistent, and with clear guidelines for staff, students and families

The values of Respect, Responsibility, Fairness, Safety and Success are explicitly taught and referred to by Dharna and Classroom teachers, Leaders and the Wellbeing Team.

Staff understand that all forms of behaviour is communication with a purpose and as such ranges from:

- Positive, inclusive and respectful behaviours
- Low-Level, developmentally appropriate behaviours that test boundaries
- Challenging behaviours that raise more concern due to their severity, frequency or duration
- Complex and unsafe behaviour

PLHS has a clear structure to develop positive behaviours and levels of response to behaviours of concern as follows:

# Behaviour Support Policy

## Behaviour for Learning Responses

Level of Response	Responsibility	Staff Involved
<b>1 Positive, Inclusive and Respectful Behaviours</b>	The Dharna teacher is the significant adult for each child. They build a professional, productive and inclusive relationship with each student in a values based environment. They know the whole student including their qualitative and quantitative data.	Dharna Teachers
	Classroom Teachers establish and implement inclusive and positive interactions to engage and support all student in classroom activities. <b>The Learning Environment:</b> Classroom teachers build a professional, productive and inclusive learning environment. This includes: → The use of Learning intentions & Success Criteria → Consideration of the layout of learning space → Displays of student learning → Whole school behaviour processes and learning expectations are explicitly taught and reinforced → Establishing and maintaining orderly and workable classroom routines <b>Pedagogical Tools:</b> Classroom teachers implement a range of evidence-based pedagogical tools to maximise student engagement in the classroom. This could include a focus on: positive feedback, non-verbal signals, use of student names, proximity, reminders, redirection to learning, agreements, closed choices, direct instruction, eye contact, tone of voice, formative assessment, scaling, walking the floor. PLHS use the BRIDGE team as a model for classroom teachers. They provide small group training sessions, observation of BRIDGE teaching practice, reflective sessions of own teaching practice and teacher observations with a coaching element.	Classroom Teachers  BRIDGE team with Classroom Teachers
<b>2 Low-Level and continual developmentally appropriate behaviours</b>	<b>Minor Persistent Disruptions</b> Attempt to discover underlying issue. Conversation with student including a chance to improve behaviour Plan for intervention – examples include rule reminder, 1:1 discussion, change seats, time out, buddy class etc... Contact family Use of focus room procedure Attempt to restore student/teacher relationship	Classroom Teachers
<b>3 Focus Room</b>	Accepts student into Focus Room Follows Focus Room procedures Seeks Sub-school Team support where required	Sub-school Support Team
<b>4 Challenging behaviours that raise more concern due to their severity, frequency or duration</b>	<b>Monitoring of Persistent Concerning Behaviours</b> Intervenes with students as necessary. Take Home (involves DG teacher) Liaises with Sub-school AP to refer to BRIDGE and/or escalate to Suspension, Exclusion, Expulsion procedures	Sub-school Support Team
<b>5 Complex or unsafe behaviour</b>	<b>Suspension</b> Response to student behaviours of concern that impact on the safety and learning of others Individualised case management approach Supports staff to restore relationships (involves DG and relevant supports) Reconnection meeting process	Sub-school Leader
<b>6 Repeated complex or unsafe behaviour, including violence</b>	<b>Exclusion &amp; Expulsion</b> – response to very serious/dangerous behaviour or persistent suspensions. All Exclusion and Expulsion decisions are made by the site leader, but may be actioned by a member of the Executive Team. Directions meeting process	Principal / Site Leader

# Behaviour Support Policy

## Roles and Responsibilities

<b>Roles</b>	<b>Responsibility and Accountability</b>
Classroom Teachers	Implement strategies, policies and frameworks as defined by this policy. Level 1 and 2 Behaviour Response
Dharna Teachers	Implement the Dharna model, building relationships with the student and families
Sub-school Support Team	Implement strategies, policies and frameworks as defined by this policy. Level 3 and 4 Behaviour Response
Sub-school Assistant Principals	Implement strategies, policies and frameworks as defined by this policy. Level 5 Behaviour Response
Wellbeing Team	Responds to referrals from the Sub-school Support Team, Deputy Principal and Principal
BRIDGE Team	Responds to referrals from the Sub-school Support Team, Deputy Principal and Principal
Deputy Principal	Support staff to action levels 3-6 Behaviour Responses
Principal	Leads and supports whole school improvement in alignment with DfE strategic requirements

<b>Acronym</b>	<b>Description</b>
DfE	Department for Education