

Parafield Gardens High School Behaviour Support Policy

Parafield Gardens High School's behaviour support policy guides:

- the behaviour we expect of students and young people
- how staff, parents and carers will support positive behaviour
- the safe inclusion of students and young people.

Parafield Gardens High School's policy aligns with:

- the Department for Education [Behaviour Support Policy](#)
- the values of Parafield Gardens High School

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.
- 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 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.

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.

Our actions

- Through the implementation of the PGHS Positive Behaviours for Learning approach in conjunction with our School values 'Respect, Determination, and Achievement', our school promotes and explicitly teaches behaviours that ensure all our students are safe and are provided with equal learning opportunities.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

Our actions

- Through level 1 of Positive Behaviours for Learning, students are provided opportunities to observe, learn and understand the positive behaviours for learning that are expected in our school environment. Staff provide explicit role modelling of Positive Behaviours for learning so that students are able to demonstrate a readiness to learn and appropriate self-regulation.

Intervene

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

Our actions

- Student support services such as the Inclusive Ed, Aboriginal Ed, EALD Team, Wellbeing Team, in cooperation with Year Level Coordinator, Learning Area Coordinators and Senior Leaders will work with relevant stakeholders to support students to re-engage in the classroom environment positively.

Work with others

We will work with children, 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 change.

Our actions

- Student case conferences are facilitated on site with students, teachers, guardians and external agencies to ensure that all contextual perspectives are acknowledged to support positive behavioural change.
- PGHS engages in consistent communication with families, relevant external agencies, and appropriate professionals to support a positive and inclusive learning environment for all students.

Respond

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

Our actions

- Through the adaption and implementation of the Positive Behaviours for learning framework staff respond to behaviours appropriately with fair and clearly established behaviour management processes and where appropriate, consequences.
- Through acknowledgement of behaviours, appropriate student support services are engaged to provide students the opportunity to increase sense of belonging, confidence and trust in the school environment.
- The least intrusive option to modify behaviour is recommended.

Repair and restore relationships

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

Our actions

- Through the implementation of a restorative practice approach to behaviour concerns as well as supportive and effective mediation process. In collaboration with resolution contracts these processes are implemented to be proactive in restoring and repairing relationships that has been / may be affected due to behaviours of concern.
- Additionally, the 'Positive Rumour' strategy is also used to promote and highlight positive behaviours of students to increase sense of belonging and repair relationships
- Staff will use specified processes such as the Well-being Platform to report and review well-being and behaviour concerns in order to ensure the response to behaviours of concern are consistent, fair and ensure the opportunity to restore or repair relationships.

Create safety and wellbeing

We will create safety and wellbeing for people involved in behavioural incidents, and others repair and restore relationships harmed by behaviours of concern.

Our actions

- Through the use of a variety of Student Support Teams, Trauma informed practice, quality differentiated teaching practice and Positive Priming, we create and maintain a safe and inclusive environment that is well equipped to respond to behavioural incidents so that the wellbeing of the student and staff involved are at the centre of our approach.
- Students, staff and guardians report wellbeing concerns via the wellbeing platform. Student Support Team will then work to holistically support students and ensure each student referred has a 'Champion'.
- A sense of belonging is fostered through the house system and key adults including the home group teacher/

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 Parafield Gardens High 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 values and safe and inclusive behaviours.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Use and contribute to One Plan, Behaviour and / or Resolution contracts, My Plan's, and Site Safety and Support Plans. development and are actioned to support effective and specific responses to a range of behaviours of concern.
- Staff at PGHS engage at a wave 1 level to promote engagement in learning, and the development of positive teacher – student relationships

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 Parafield Gardens 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.
- Support and provide guidance to Year Level, Learning Area Coordinators and Student Support Services to allow for appropriate, fair and consistent behaviour management responses that are facilitated by the student's best interest.
- Providing support and leadership for staff in promoting a consistent language for students to engage in clear and concise behaviour management conversations across our site.
- The implementation of clear processes and policies
- Collaboratively develop and action One Plan, Behaviour and / or Resolution contracts, My Plan's, and Site Safety and to support effective and specific responses to a range of behaviours of concern.

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.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern to Parafield Gardens High School staff or via the Wellbeing Platform.
- Support their friends and peers 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 carer

- Report any child or young person's concerning or unsafe behaviour to Parafield Gardens High School staff or via the Wellbeing Platform
- 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 or in our front office.
- Show and encourage safe, respectful and inclusive relationships with:
 - their own children
 - other children and young people
 - other parents and carers
 - staff.
- 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 site.
- Take part in learning opportunities about safe and inclusive behaviour. Find out how we work with parents, carers, children and young people.
- 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's harmful and how to respond. Use the same messages that Parafield Gardens High School promotes.
- Make sure their children keep coming to our site while a behaviour issue is being resolved. This is in a child or young person's best interest. If you feel that your children coming to our site is not in their best interest, talk to us.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come on-site if they have the leader's written approval.