



Ocean View P-12 College

Positive Behaviour Support Policy

Last updated: Tuesday the 19/07/2023

Ocean View P-12 College's behaviour support policy guides:

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

Ocean View P-12 College's policy aligns with the Department for Education [behaviour support policy](#).

About behaviours

Children 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 children and young people in learning with these actions.

Rationale

At Ocean View College we maintain high expectations of behaviour in our school community. We achieve this through consistent and collaborative approaches to behaviour education including explicit teaching of expected behaviours, positive reinforcement, and consistent approaches when things go wrong. We expect all members of our community to have positive and respectful relationships and we use restorative practices to underpin our work.

Teach



We will explicitly teach positive behaviour and expectations about behaviour.

- Utilise our Behaviour Matrix to explicitly teach expected behaviours across all year levels at regular intervals across the school year.
- Support the teaching of positive behaviours across a multi-tiered system of supports ensuring that all students receive the right level of support at the right time.
- Create predictable structures and routines in the learning environment. This guides children and young people's in how to positively participate in learning.
- Teach children and young people self-awareness, self-management, social awareness and social management

Intervene

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

- Staff will utilise a range of high impact teaching strategies to reduce the possibility for students to display behaviours of concern.
- Staff will use proactive strategies to co-regulate children and young people to prevent behaviours of concern.
- Staff will consistently and calmly address behaviours of concern and provide students with clear instructions of what is required of them.
- Staff will record behaviours of concern and refer to leadership if intervention has been unsuccessful or the behaviour is of a serious nature.

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 child or young person's behaviour. We will draw on these people to support positive behaviour change.

- Value children and young people's perspectives. Seek their ideas when developing behaviour supports.
- Engage children, 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.

Repair and restore relationships

We will utilise restorative practices to repair and restore relationships harmed by behaviours of concern.



- All members of the school community will explicitly learn the language of restorative practices and have chances to practice these skills at regular intervals.
- Children and young people who have acted inappropriately will learn to recognise the impact of their actions. They will be supported to have the opportunity to engage in restorative practices and identify strategies to reduce the impact of the same behaviour occurring again in the future.

Create safety and wellbeing

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

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Use suspension and exclusion as a last resort strategy if immediate safety is required.
- Refer children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other support.
- Engage department supports when responding to serious incidents.

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 Ocean View P-12 College we use specific responses to behaviours of concern.

Educator responses

- Plan and implement engaging curriculum that utilised a range of high impact teaching strategies.
- Provide quality differentiated teaching practice to ensure the learning is catered to meet each child and young person's learning styles and needs.
- Explicitly teach expected behaviours in a range of different contexts and refer back to this regularly.



- Address behaviours of concern in a calm and consistent manner. Name and describe behaviours to help students understand what they are doing that is problematic and redirect students to the preferred behaviour.
- Create plans that support positive behaviour change. Partner with parents, carers, and others to do this.
- Explicitly teach student self regulation.
- Support students to self-regulate using an interoception space, interoception activities, or both.
- Provide time and space for students to self-regulate with appropriate support and supervision.
- Offer students choices that allow students to stay regulated and participate.
- Use natural consequences related to the 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 impact relationships at Ocean View P-12 College.
- 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.
- Work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.
- Provide leadership and / or external assistance to facilitate restorative processes (including reconnection meetings) where staff and children 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 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.
- Follow behaviour expectations promptly and consistently
- Report behaviours of concern to their Teacher, Wellbeing Leader or Head of School
- Support their friends and peers to seek help from trusted adults.
- Support their friends to behave in safe, respectful and inclusive ways.



Parent and carer

- Report any child or young person's concerning or unsafe behaviour to the relevant Head of School.
- If an incident happens, work collaboratively with the school 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 and 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 school.
- 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.
- Make sure their children keep coming to school 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 the school 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.