



## **Trott Park Kindergarten Behaviour Support Policy**

**At Trott Park Kindergarten we believe that everyone has the right to feel safe, valued and respected all of the time. We promote an environment that optimises learning, catering for individual needs, abilities and well being.**

This policy outlines how department staff support safe and positive behaviour for children and young people in education, early childhood and care settings.

### **Scope**

The policy applies to all behaviour strategies and responses used by all staff for children and young people in education, early childhood and care settings administered or delivered by or on behalf of the department.

### **Detail**

The purpose of the behaviour support policy is to:

- ensure effective, consistent and fair behaviour support for children and young people across education, early childhood and care services in the department
- help children and young people to be safely included and participate in learning in a positive way that respects other students and staff
- develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments, and to their wider community.

Children and young people's behaviours span a continuum including:

- positive, inclusive and respectful behaviours
- low-level, developmentally appropriate transgressions that test the boundaries of established rules, standards, and norms. These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level
- challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies
- complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

## Supporting children and young people

Challenging, complex and unsafe behaviours (behaviours of concern) are an indicator that children and young people need support to be included in early childhood, care and education services.

Research indicates that most children are able to behave in safe, respectful and inclusive ways, while a small number engage in challenging behaviours. Complex and unsafe behaviours involve a very small proportion of children and young people in education settings. It is important to note that children and young people's engagement in behaviours of concern can change over time.

The relationship between a child or young person and a caring adult is the fundamental basis of all behaviour support. 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 or young person to do the same.

Inclusion in public education, early childhood and care services is a protective factor for children and young people. Transitions into and between services and settings are a crucial time for children and young people, and require support to ensure continuity and consistency across settings.

## Policy principles

The department endorses a positive behaviour support approach to behaviour. All behaviours of concern by children and young people will receive a department response. The nature of the response will be equitable and reflect the child's needs and what is required to support positive and respectful behaviour in future. Exclusionary responses are used as a last resort.

Strategies and interventions to support children and young people's positive behaviour development reflect the department's goal of safe inclusion for all children and young people. They also reflect the following principles:

- All behaviour has a purpose. Department behaviour interventions will build on a child or young person's strengths to support them to meet that purpose in a safe and respectful way.
- Behaviour arises within the context of a child or young person's development, their environment, their family experiences and social settings. Behaviour interventions will recognise and seek to influence the social, family and environmental factors around the child or young person.
- Behaviour is learnt over time. Children and young people will be supported to learn and practice new positive behaviours over time.
- Parents, caregivers, family members, community members, peers and professionals influence children's behavioural development. They are key partners in supporting positive behavioural change.

## Policy requirements

Department behaviour support strategies must be purposeful and directed at achieving the 7 core functions of behaviour support listed below. In supporting children and young people's behaviour, department staff will:

- promote, model and support productive and positive behaviour
- explicitly teach positive behaviour and expectations about behaviour
- intervene by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern
- 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 behaviours of concern, and to use the capacity of these parties to support positive behaviour change
- provide visible, fair and equitable behavioural responses that foster confidence and trust
- repair and restore relationships that have been harmed by behaviours of concern

- establish safety and wellbeing for people involved in behavioural incidents, and others.

The procedures to implement these policy functions are outlined in the behaviour support procedures and supporting documents.

All public schools will make a copy of the department's behaviour support policy available on the school website, either in full or in simplified form.

### Roles and responsibilities

The Australian Student Wellbeing Framework identifies the importance of staff, students and families cultivating a shared understanding of positive behaviour and how this supports effective teaching and learning.

We each have a role to play in making sure our schools, preschools and care settings are safe, positive and inclusive environments. This involves addressing behaviours of concern when they occur, and supporting those involved and affected by these behaviours.

In addition to the responsibilities mandated by this policy outlined below, it is important to recognise that supporting positive behaviour requires a partnership between department staff, parents and families, and children and young people.

Department staff have a key role in creating and maintaining supportive and safe learning environments. Departmental staff must:

- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate
- explicitly teach children and young people about safe and inclusive behaviours, and the core values of the school, preschool or care setting
- support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care, and children with disabilities)
- participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents.
- work with parents, caregivers, families, service providers and the community to support children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children and young people to develop positive social relationships
- report behaviours of a criminal nature to the South Australia Police
- provide timely intervention in response to behaviours of concern, including incidents that have occurred out of school hours or off school premises when this is connected to the care and control of the school and impacts on school relationships
- provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence
- support children and young people to be physically and psychologically safe.

Parents and families are their children's first and ongoing teachers. Parents and families shape and support their children's positive behaviours when they:

- model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff
- support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond

- work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures)
- consider recommendations and engage in specialist support through Student Support Services and external organisations
- support their child's best interests to continue to attend school while a behaviour issue is being resolved.

All children and young people can contribute to their learning and the learning of others when they:

- treat others in a way that demonstrates respect and inclusiveness
- ensure their verbal, physical and online interactions are safe, respectful and inclusive
- take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene
- support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

#### Related legislation

[Education and Children's Services Act 2019](#)

[Education and Children's Services Regulations 2020](#)

[Education and Early Childhood Services \(Registration and Standards\) Act 2011](#)

[Education and Early Childhood Services National Regulations \(2011\) and amendments \(2012\)](#)

[Equal Opportunity Act 1984](#)

[Disability Discrimination Act 1992](#)

[Disability Standards for Education 2005](#)

#### Related policies

[Assault, weapons, sexual, drug and other offences reported on site – site responsibilities procedure](#)

[Australian Curriculum](#)

[Australian Professional Standards for Teachers](#)

[Charter of Rights for Children and Young People in Care](#)

[Duty of care to children and young people policy](#)

[External school review framework \(PDF 1008.3KB\)](#)

[Incident co-ordination: managing incidents of extreme severity procedure](#)

[Keeping Safe: Child Protection Curriculum](#)

[National Quality Framework and Standard](#)

[On the same basis: disability standards for education](#)

[Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education or care settings](#)

[Strategic Plan – Towards 2028 \(PDF 1437KB\)](#)

[Reporting critical incidents, injuries, hazards and near misses procedure \(PDF 373.7KB\)](#)

[Sexual behaviour in children and young people procedure and guideline \(PDF 1.7MB\)](#)

[South Australian Certificate of Education](#)

[Teaching for effective learning](#)

[The Australian Student Wellbeing Framework](#)

[The Early Years Learning Framework for Australia](#)

[United Convention of the Rights of the Child](#)

[Wellbeing for Learning and Life Framework](#)

This policy has been developed in conjunction with Trott Park Governing Council

Signed  (Governing Council Chairperson)

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