

# BEHAVIOUR SUPPORT POLICY



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POLICY UPDATED May 2023

## Purpose

Behaviour support at CAS aims to establish a safe, supportive, consistent, and fair learning environment for all students, staff, and visitors. This Behaviour Support Policy outlines our strategy for managing behaviour in a positive and restorative manner.

## Vision

Behaviour Support embodies an inclusive, safe, and explicit whole-school learning support structure. It empowers students to take responsibility for their behaviour choices and nurtures their personal and social capabilities.

## Scope

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

## Policy Detail

The Australian Professional Standards for Teachers mandate that educators:

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

At CAS, we recognise that our students are in the process of acquiring positive behavior practices for learning, and we bear the responsibility of fostering this development in students. Staff members establish and sustain professional, productive, and inclusive relationships with students by:

- *Adopting a Restorative Approach:*

The relationship between a child/young person and a caring adult is the foundational basis for all behavior support. A restorative approach aids the CAS community in building, maintaining, and restoring relationships. Children and young people are most likely to exhibit positive, inclusive, and respectful behaviour when supported by a caring adult who models such behavior, teaching, guiding, and supporting them to do the same. A restorative approach enhances students' capacity for self-regulation, ultimately improving engagement and achievement in learning.

- *Providing a CAS Values-Based Environment:*

CAS offers a values-based environment that is consistent and guided by clear principles for staff, students, and families. The values of Personal Excellence, Integrity, Courage, and Community are explicitly taught and referenced by Home class/Pastoral care and Classroom Teachers, Leaders, and the Wellbeing Team. Staff members understand that all forms of behavior are communication with a purpose and range from:

1. Positive, inclusive, and respectful behaviors
2. Low-level, developmentally appropriate behaviours that test boundaries
3. Concerning behaviours that raise more concern due to their severity, frequency, or duration
4. Serious and unsafe behaviours with high frequency.

CAS has a clear structure for developing positive behaviors and responding to behaviors of concern, structured as follows:

Level of Response	Responsibility	Staff Involved
<p><b>1. Positive, Inclusive and Respectful Behaviours</b></p>	<p>The home class/pastoral care 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.</p> <p>Classroom Teachers establish and implement inclusive and positive interactions to engage and support all student in classroom activities. Teachers should refer to the behavior support toolkit for strategies and support/Line manager is another support.</p> <p><b>The Learning Environment:</b> Classroom teachers build a professional, productive, and inclusive learning environment. This includes:</p> <ul style="list-style-type: none"> <li>• The use of Learning intentions &amp; and Success Criteria</li> <li>• Consideration of the layout of the learning space</li> <li>• Displays of student learning</li> <li>• Whole school behavior processes and learning expectations are explicitly taught and reinforced</li> <li>• Establishing and maintaining orderly and workable classroom routines.</li> </ul> <p><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, and walking the floor.</p>	<p><b>Home Class teacher</b></p> <p><b>Classroom Teachers</b></p>
<p><b>2. Low-Level and continual developmentally appropriate behaviors</b></p>	<p><b>Minor Persistent Disruptions</b></p> <ul style="list-style-type: none"> <li>• Attempt to discover underlying issue.</li> <li>• Conversation with students including a chance to improve behaviour</li> <li>• Plan for intervention – examples include rule reminders, 1:1 discussion, changing seats, time out, buddy class. Refer to the Behaviour Strategies document.</li> <li>• Contact Family</li> <li>• Use break space/well-being team</li> <li>• Attempt to restore student/teacher relationship</li> </ul>	<p><b>Classroom Teachers</b></p>
<p><b>3. Challenging behaviors that raise more concern due to their severity, frequency or duration</b></p>	<p><b>Monitoring of Persistent Concerning Behaviours</b></p> <ul style="list-style-type: none"> <li>• Intervenes with students as necessary.</li> <li>• Take Home.</li> <li>• Liaises with AP/DP to refer to Well-being and/or escalate to Suspension, Exclusion, or Expulsion procedures.</li> </ul>	<p><b>Leadership</b></p>

LEVEL OF RESPONSE	RESPONSIBILITY	STAFF INVOLVED
<b>4. Complex or unsafe behaviour</b>	<b>Suspension</b> <ul style="list-style-type: none"> <li>Response to student behaviors of concern that impact the safety and learning of others</li> <li>Individualised case management approach</li> <li>Supports staff to restore relationships (involves DG and relevant supports) Reconnection meeting process – RAAP, SMARTAR Goals, My plan.</li> </ul>	<b>Leadership</b>
<b>5. Repeated complex or unsafe behaviour, including violence</b>	<b>Exclusion &amp; Expulsion – response to very serious/dangerous behaviour or persistent suspensions.</b> All Exclusion and Expulsion decisions are made by the site leader but may be actioned by the Deputy Principal. Directions meeting process	<b>Principal / Site Leader</b>

### Roles and Responsibilities

ROLES	RESPONSIBILITY AND ACCOUNTABILITY
<b>Classroom Teachers</b>	Implement strategies, policies, and frameworks as defined by this policy. Level 1 and 2 Behaviour Response
<b>Home Class</b>	Build relationships with the students and families, and explicitly teach CAS values.
<b>Leadership</b>	Implement strategies, policies and frameworks as defined by this policy. Level 3 and 4 Behaviour Response
<b>Leadership</b>	Implement strategies, policies, and frameworks as defined by this policy. Level 5 Behaviour Response
<b>Wellbeing Team</b>	Responds to referrals from the Leadership, Deputy Principal, and Principal.
<b>Deputy Principal/AP</b>	Support staff to action levels 3–6 Behaviour Responses
<b>Principal</b>	Leads and supports whole school improvement in alignment with DfE strategic requirements