



WAIKERIE PRIMARY SCHOOL

Behaviour Support Process



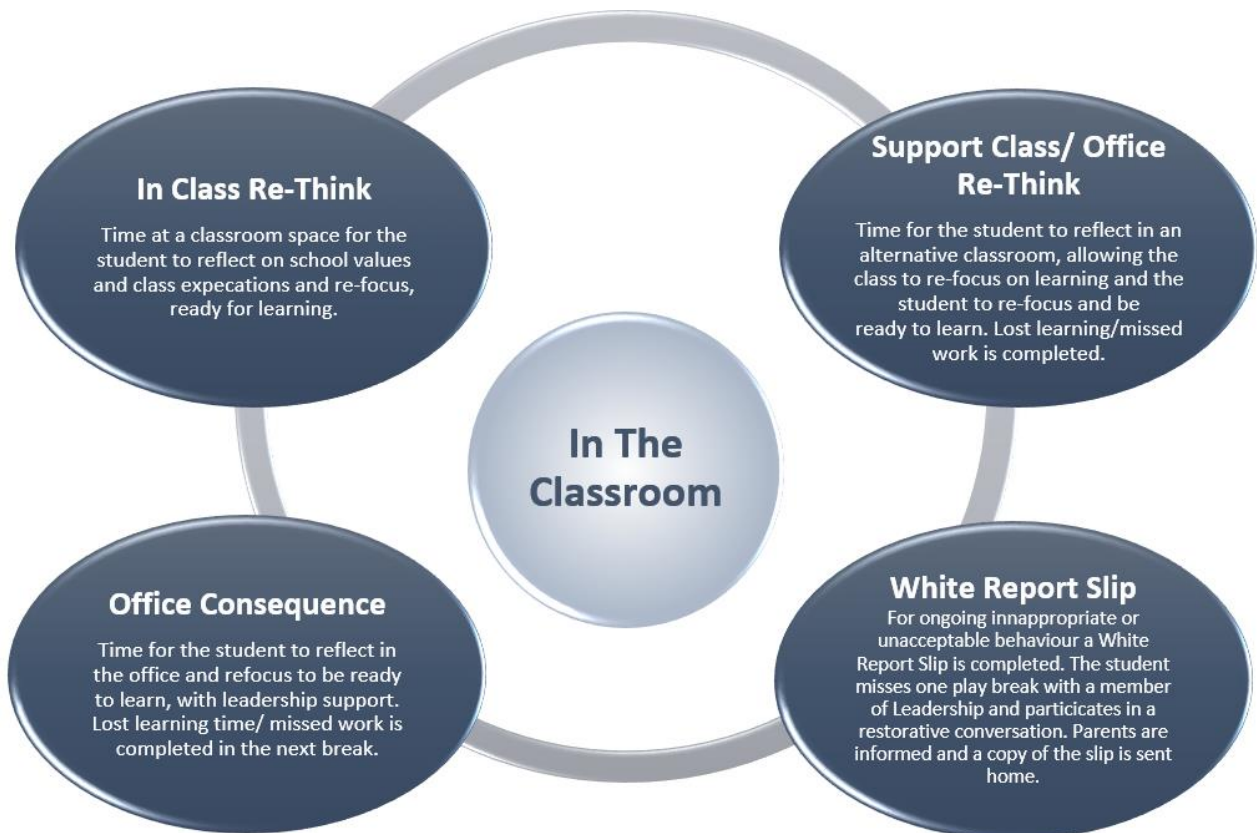
Government of South Australia
Department for Education

At Waikerie Primary School, we embed our values, visible learner dispositions and strategies based on the Berry Street Education Model (BSEM). We strive to establish and maintain collaborative and respectful relationships with students and families through a supportive and positive school culture to ensure every student experiences success.

Proactive approach and strategies to support student wellbeing

- The Waikerie Primary BSEM approach is embedded into daily practice through classroom expectations, consistent, predictable routines, daily circle time, brain breaks.
- Student Wellbeing Leader and Pastoral Care Worker support social and emotional wellbeing development with groups and individuals.
- Students are encouraged to be resilient and problem solve in challenging situations.
- Staff provide support with co-regulation and provide tools and strategies for self-regulating.
- Teachers will provide strategies and tools for students to be Ready to Learn in the classroom
- Teachers will determine an appropriate response to student behaviour
 - when Ready to Learn or self-regulation strategies has not been successful
 - for inappropriate Behaviour: ongoing behaviour that disrupts learning, teaching and play
 - for unacceptable Behaviour: intentional violence, abuse, bullying, including electronic, illegal activity

Responses to Inappropriate and Unacceptable Behaviour – Classroom



WAIKERIE
PRIMARY SCHOOL

Waikerie Primary School Behaviour Support Process

A SCHOOL OF VISIBLE LEARNERS
CURIOSITY PROBLEM SOLVING RESILIENCE

Responses to Inappropriate and Unacceptable Behaviour – Yard



- Restorative conversations (based on BSEM) and actions will occur as appropriate
- Clear communication regarding student wellbeing and behaviour will take place between school and home. Parents/caregivers are informed about ongoing, concerning or serious behaviours.
- Meetings are arranged with parents, teacher, leadership and student to collaboratively discuss the behaviour, impact, possible factors and support strategies
- A Behaviour Support Plan may be developed - this incorporates expectations, strategies and supports
- If the Behaviour Support Plan is not effectively resulting in behaviour change responses may include
 - referral to the Department for Education Student Support Services
 - consequences such as Take Home, Suspension or Exclusion

Take Home, Suspension, Exclusion

Take Home, Suspension or Exclusion are used in response to student behaviours of concern that impact on the safety and learning others that are

- unsafe, severe, serious or prolonged behaviours
- ongoing inappropriate behaviours that have interfered with teaching and learning
- unacceptable, behaviours that are persistent and wilful, threatening and/or violent, or unlawful

Take Home

Take-homes are used to respond to student behaviour emergencies when students are displaying extreme behaviours or emotional responses that continue for extended periods of time even with staff support. The principal may arrange for a student to be collected by the parent for the remainder of the school day.

Suspension

A suspension is a short-term response to concerning student behaviour that affects the safety and learning of others. The student does not attend school for between 1 and 5 school days, as decided by the principal. A reconnection meeting is held before the student is scheduled to return to school and a Behaviour Support Plan is developed.

Exclusion

Exclusion is a longer term response to serious student behaviour that affects the safety and learning of others. The student does not attend school for between 4 and 10 calendar weeks or the rest of the school term. This is decided by the principal, in consultation with Student Support Services and with the approval of the Education Director.



WAIKERIE
PRIMARY SCHOOL

A SCHOOL OF VISIBLE LEARNERS
CURIOSITY PROBLEM SOLVING RESILIENCE