



**EAST ADELAIDE
SCHOOL**

Behaviour Support Policy

Respect

Responsibility

Relationships

Resilience

SCHOOL VISION

East Adelaide School inspires a dynamic community that is caring, curious and courageous.

Rationale:

Essential to quality education, is a supportive environment that builds a community of learners, develops democratic decision making, positive relationships and creates safe conditions for rigorous learning. Staff at East Adelaide School are committed to providing a safe, inclusive and supportive environment where provision is made for discovery, challenge and choice.

East Adelaide School's behaviour support policy guides:

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

East Adelaide School's policy aligns with the Department for Education [behaviour support policy](#).

About Behaviours

Learners' behaviours fall along a continuum. This means behaviour can range from safe to unsafe, the range of behaviours include:

- 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 seven functions of behaviour

We will support the safe inclusion of learners in learning with these actions.

1. Promote

We promote, model and support productive and positive behaviour.

Our actions include:

- East Adelaide School is committed to providing a safe, respectful and co-operative learning environment for all students and staff. We use a whole school consistent approach; which recognises that students need nurture and care whilst learning in a culture of high expectations that support and best meet their individual goals. The whole school approach used by EAS is the Berry Street Education Model which is a whole school trauma-informed model supporting student engagement and wellbeing.





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- To establish safe and supportive learning environments each teacher develops classroom expectations based on our school values. These are developed in consultation with learners and referred to on a daily basis. We use a differentiated approach when responding to behaviours, dependent on a range of factors, including the developmental and emotional needs of each student and their capacity to independently self-regulate.
- Communication of learning environment expectations will be communicated with families using electronic platforms by relevant teacher.

2. Teach

We explicitly teach the expected positive behaviours.

Our actions include:

- Create consistent structures and routines in the learning environment. This guides learners in how to positively participate in learning.
- Create consistent routines such as transitions between learning environments.
- Teach the skills and strategies of self-regulation including: self and social awareness, and self and social management.
- Embed the school values in every teaching opportunity throughout the day.
- Teach the Keeping Safe: Child Protection Curriculum, Personal and Social Capabilities.
- Implement the Berry Street Education Model as our whole school approach for wellbeing.
- Explicitly teach the use of the catastrophe scale and emotional thermometer.

3. Intervene

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

Our actions include:

- Staff model the strategies from Berry Street Education Model to support the co-regulation of learners to de-escalate at risk behaviours
- Each learning area provides a safe space for our learners to enable them to self-regulate. Co-regulation can be provided to assist de-escalation and a return to learning.

4. Work with others

We work with learners, their families, and other professionals to understand the environmental, social and family context of learners' behaviour.

Our actions include:

- Valuing learners' perspectives. Seeking their ideas when developing classroom behaviour supports.
- Engaging learners' and families to understand possible reasons for behavior, including environmental factors impacting on the learner.
- Developing a partnership with families to establish a consistent course of action both at school and at home.
- Using the Behaviour Support Toolkit to understand a learners' behaviour:
 - to recognise if the behaviour is developmentally appropriate; concerning or serious
 - to implement targeted strategies outlined in the document.
- Clear communication with families
- Communication with behaviour support coach.



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5. Respond

We give visible and fair behavioural responses that help grow confidence and trust.

Our actions include:

- Investigating concerns about behavioural incidents by using a restorative practice approach. Using restorative Understanding the nature of the incident and the experience of the incident by those involved.
- Staff implement a range of strategies to use in the de-escalation of at risk behaviours.
- Staff adhere to the EAS Behaviour Record reporting procedure of at risk behaviours that are beyond the management of the learning environment.
- Staff work alongside leadership and parents to best support the learner in their care. Teachers use professional judgement and their knowledge of the learner when they respond to behaviour, with the aim of de-escalation and the child returning to being present, centred and ready to learn.

6. Repair and restore relationships

We repair and restore relationships harmed by behaviours of concern.

Our actions include:

- Learners who have not followed our school values and have acted in an irresponsible manner recognise the impact of their actions. Learners participate in a restorative practice approach enabling them to repair and restore the relationship.
- Using specific restorative practice questions to focus on repairing and rebuilding relationships, after conflict has occurred, to maintain a supportive and safe learning community.

7. Create safety and wellbeing

We create safety and wellbeing for people involved in behaviour incidents

Our actions include:

- EAS follows the Department for Education Suspension and Exclusion guidelines. The Suspension and Exclusion procedure provides guidance of the use of take homes as a response to student behaviour emergencies that cannot be resolved as of staff result. Suspension is always a last resort strategy if immediate safety is required.
- External suspension is reported to families by a member of the leadership team. The preparation of the paperwork is completed by leadership and sent home.
- A reconnection meeting is organised with all parties are present where a behaviour support plan maybe developed or reviewed.
- Internal suspension is used as a reminder that a learners behaviour is unacceptable or the Principal feels that external suspension may not be the best approach to support change.
- Teachers will provide at level, individual work to complete in an office area.
- Engage department supports when responding to serious incidents. For example, the Social Work Incident Support Service. Responses might include telling parents and carers of those involved in or affected by the behaviour.



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Behaviours of concerns

Behaviours of concern include:

- challenging, complex or unsafe behaviours.
- more serious, happen more often or last a long time.
- significantly interrupt learning for the child or others.
- could put the learner 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 learners with behaviours of concern
- other people's rights to learning and safety.

How we respond to behaviours of concern

At East Adelaide School we use specific responses to behaviours of concern.

Educator responses include:

- 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.
- Explicitly teach the 5 domains of the Berry Street Education Model.
- Provide structured play areas and options for lunch and recess breaks to support the learner to develop positive interactions with their peers.
- Provide time and space for students to self-regulate with appropriate support and supervision. This might include, talking quietly, taking part in mindfulness, brain breaks.
- Interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is problematic. Redirect students to the preferred behaviour. Support students to develop and practice the skills required to maintain the preferred behaviour.
- The teacher refers the learner to the catastrophe scale and emotional thermometer.
- Offer learners choices that allow them to stay regulated and participate.

Leaders' responses include:

- 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 East Adelaide 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.
- The site will work with students and their families to recognise and respond to internal and external triggers that impact on their engagement, readiness to learn and their ability to work with others. Support plans will reflect their individual needs, and be monitored and modified as required.





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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

Learners' responsibilities

- 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 a trusted adult within the school.
- Support their friends and peers to seek help from trusted adults.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

Parent and carers responsibilities

- If an incident happens, work collaboratively with us to resolve concerns.
- 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.
- 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.
- Understand that because of confidentiality, we cannot share information about other children.
- Make sure the learner 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.
- Support their children to stay off -site during suspension and exclusion. A child can still come on site if they have the leaders' written approval.
- 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.

Date for Review: 30 January 2026

