



*Balliang East Primary School  
Behaviour Policy*

Date approved by School Council: 18.9.17	Prepared By: Caryn Fox
Review date: Every three years	Reviewed: 26.07.2021

**PURPOSE:**

To provide the students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure.

Some students exhibit challenging behaviour and require additional support and interventions to address this behaviour and to develop positive behaviours.

**DEFINITION:**

In most schools and for most teachers, challenging behaviour can generally be understood as something that either interferes with the safety or learning of the student or other students or interferes with the safety of school staff.

Examples of challenging behaviour include:

- **Withdrawn behaviours** such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping
- **Disruptive behaviours** such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- **Violent and/or unsafe behaviours** such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures
- **Inappropriate social behaviours** such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching or masturbation.

**AIMS:**

To ensure that all staff are aware that positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations.

**IMPLEMENTATION:**

- At the beginning of each year and throughout the year as deemed necessary, all students will be formally reminded of the school's expectations and consequences of student behaviour. This will include a review of the Hands Off policy and the School Discipline Plan
- All students will have input into developing the School Rules each year.
- Students who display challenging behaviour will be dealt with in accordance with the Discipline Plan, the Hands Off Policy and the Student Wellbeing & Engagement Policy.
- All staff will review the appropriate policies each year and be familiar with the Behaviour Plan.
- All behavioural issues will be dealt with appropriately – Corporal Punishment is not permitted at Balliang East Primary School.
- Students who display on-going challenging behaviour will have a Behaviour Support Plan developed which will involve regular meetings with the parents/carers, the Principal and appropriate staff and the student.
- Staff will attempt to identify and, if possible, lessen potential trigger, which may lead to inappropriate behaviour.

- Staff need to be aware of potential influences and factors affecting student behaviour and take these into account when dealing with individual students. These include:
- **biophysical factors**, such as medical conditions or disabilities
- **psychological factors**, including emotional trauma or lack of social skills
- **behavioural/social factors**, including where a student's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a student with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed.
- **historical community factors**, including for Koorie students whose family member/s had difficult, sometimes traumatic, experiences of school and government agencies
- **cultural factors**, for example Koorie community 'Sorry Business'
- **student group dynamics**, such as bullying and teasing, cliques or student apathy or hostility.
- **environmental factors**, for example the level of classroom noise or classroom seating arrangements
- **classroom organisation issues**, such as inconsistent routines, inadequate materials or obliviousness to cultural differences
- **teacher behaviour**, for example boring or disorganised lessons, over-reaction to misbehaviour or over-reliance on punishment.

In many cases, there is no single "cause" of challenging behaviour, but it is the result of several factors operating in combination