



## BEHAVIOUR EDUCATION POLICY

### **Vision:**

Developing students who are confident thinkers, creators, and inventors of their future.

### **Mission:**

Challenging every student to learn, achieve, and flourish.

### **Rationale:**

At Woodville Primary School, our behaviour education process focuses on the holistic development and success of every student and is grounded in the Department for Education policy and enhanced by the Berry Street Education Model, Open Parachute, Zones of Regulation, Interoception, and Restorative Practices. We strive to create a supportive, cooperative, and safe environment for students, staff, and families.

We encourage students are encouraged to take responsibility for their own actions and behaviours using Berry Street Education Model (BSEM) trauma-informed practice. This approach fosters self-regulation and emotional intelligence, helping students make responsible choices and develop personal accountability.

Our approach is to separate the student from their behaviour through unconditional positive regard to foster a positive, friendly atmosphere where students are encouraged to make responsible choices. We prioritise wellbeing by fostering meaningful relationships within and beyond the classroom. We create an environment where students feel they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened. We focus on increasing engagement and self-direction by building and preserving relationships through programs like "Open Parachute" and Protective Practices. The Berry Street Model, in particular, helps students develop self-regulation and emotional intelligence.

### **Purpose:**

Aligned with the South Australian Curriculum, we aim to support students learning and understanding of empathy, respect and collaboration to promote belonging and safety. Students' develop their personal and social capabilities, helping them understand themselves and others, and manage their lives effectively.

### **Action:**

See reverse side for strategies, supports and intervention.

### **Implementation:**

- Positive Behaviour Recognition: Celebrate and acknowledge positive behaviours regularly through assemblies, newsletters, and classroom displays.
- Restorative Practices: Facilitate restorative conversations to resolve conflicts and repair relationships, ensuring all voices are heard and respected.

### **Teacher's Role**

- Collaborate with students to create a classroom behaviour management plan that outlines expected behaviours and consequences.
- Engage with parents/caregivers to build positive relationships and maintain open communication.
- Apply a fair and consistent approach to behaviour management, considering cultural backgrounds, developmental levels, and trauma histories.

### **Conclusion:**

Our policy is designed to be proactive, consistent, and responsive to each child's needs, ensuring a positive and inclusive learning environment for all.

Policy ratified by staff: Date: 13/5/25  
Endorsed by Governing Council: Date: 27/5/25  
Review Date: 27/5/28

## Tier 1 Classroom Strategies

- High quality teaching and learning promoting positive behaviours and social skills
- Safe and supportive environments
- Nurturing and responsive relationships
- Whole school ZoR check in, Berry Street Education Model, Open Parachute and Child Protection Curriculum
- Class agreements and class ready to learn plan.
- Individual ready to learn plans created.
- Classroom regulation spaces including fidgets and sensory tools
- Consistent predictable routines
- Brain and movement breaks.

## Tier 2 Targeted Intervention

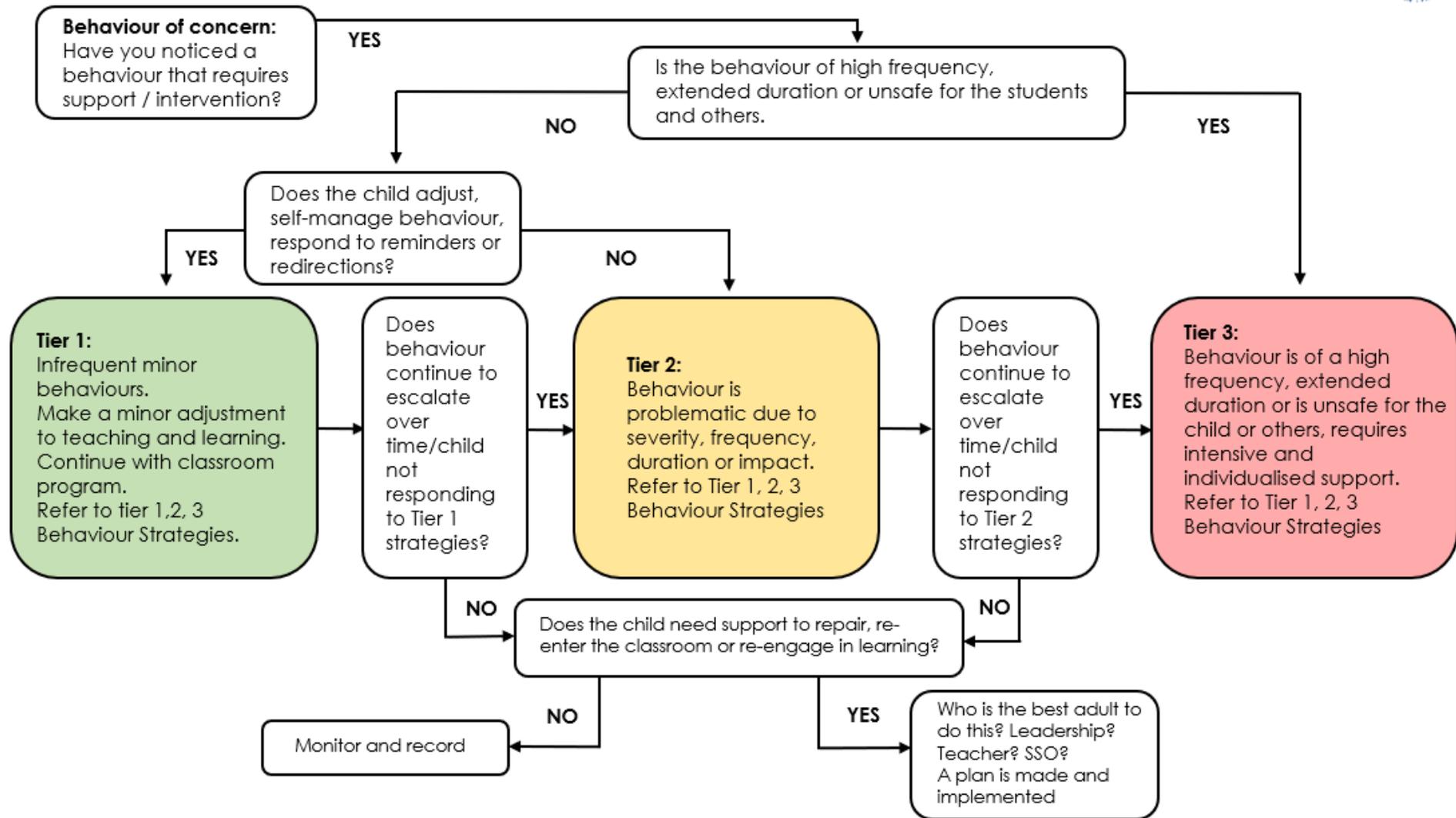
- Scheduled time movement / regulation breaks in the beehive (or alternative space).
- Explicit and targeted teaching of social skills and emotional regulation in small groups. This may include programs such as What's the Buzz.
- Ready to Learn plan followed.
- Behaviour support plan created with leadership.
- OnePlan created.
- National Consistent Collection of Data (NCCD).
- Connect before correct | Repair using restorative practice script (BSEM).
- Team Around Child (TAC) Student Student Support Services (SSS) and Behaviour Coach.

## Tier 3 Intensive Support

- 1:1 intensive intervention of individualise positive behaviour support.
- Alternate learning plan created.
- Function Behaviour Plan.
- Connect before correct | Repair using restorative practice script (BSEM)
- Suspension process.
- SSO support in the classroom and / or yard.

<p><b>Green (Universal School and Classroom Strategies)</b> Tier 1 Supports - ALL students Universal Prevention School wide system for all students, staff, &amp; settings. Strategies are whole school or whole class. Children can self-manage and practice skills independently and with infrequent support. Student needs are being met and outcomes/goals can be achieved with minor adjustment to engage in learning. Quality Differentiated Teaching Practice.</p>	<p><b>Amber (Target Strategies)</b> In addition to universal strategies, behaviour in this strategy requires regular intervention, supervision, and support to help children to engage and achieve in their learning. Small group or individual learning. Responsive and supplementary practices are required.</p>	<p><b>Red (intensive and specialised strategies)</b> In addition to universal and targeted strategies, behaviour in this category require significant adjustments and intensive support. A Team, Around the Child must be in place, with a structured Functional Behaviour Assessment informing the behaviour support plan. External support. Substantial and extensive needs.</p>
ALL	SOME	FEW
<ul style="list-style-type: none"> <li>• Berry Street Education Model (BSEM) lessons explicitly taught</li> <li>• Zones of Regulation (ZoR) explicitly taught</li> <li>• ZoR check-ins (on arrival and after each break).</li> <li>• Classroom regulation spaces including fidgets and sensory tools</li> <li>• BSEM morning circle including positive primer, greeting, values, expectations and daily announcements.</li> <li>• Preventative and proactive approach</li> <li>• Clear expectations taught to all students</li> <li>• A continuum of procedures for encouraging expected behaviour</li> <li>• Individualised ready to learn plan created</li> <li>• Restorative conversations (BSEM script)</li> <li>• Consistent predictable routines</li> <li>• Brain and movement breaks.</li> <li>• Visual timetables and routines for classes</li> <li>• Development of positive class culture</li> <li>• Empowering Students for success - whole school program</li> <li>• Use of learning intentions and success criteria</li> <li>• Use of flexible seating options (wobble stool, wedges, cushions, sit-spots)</li> <li>• Open parachute</li> <li>• Peer Mediators to support conflict resolution using restorative practices at break times</li> <li>• PALS / Buddies program</li> <li>• Pastoral care worker</li> </ul>	<ul style="list-style-type: none"> <li>• Small group or individual de-escalation skills explicitly taught.</li> <li>• Learning then preferred task - first this / then that</li> <li>• Ready to learn plan followed</li> <li>• Scheduled timed break cards</li> <li>• Student support services referral (Psychology/Special Educator/Behaviour Coach)</li> <li>• Leadership support</li> <li>• Student Review Team</li> <li>• Beehive / interoception space</li> <li>• Restorative conversations (BSEM script) with re-entry and repair ... facilitated by leadership if needed</li> <li>• One Plan created</li> <li>• Social Stories / visual strategies for solving problems</li> <li>• Regulation space / sensory tools</li> <li>• Co-regulation</li> <li>• Play plan</li> <li>• SSO support</li> <li>• Tracking behaviour support / intervention</li> <li>• Small group social skills programmes</li> </ul>	<ul style="list-style-type: none"> <li>• One to one support in class or yard</li> <li>• Leadership support</li> <li>• Team around the child</li> <li>• Alternative learning plans/program/environment</li> <li>• Behaviour plan</li> <li>• Risk and safety Plan (DfE intranet)</li> <li>• Restorative conversations with re-entry and repair facilitated by a member of leadership</li> <li>• SSO support in the classroom and/or yard</li> <li>• Take home/internal suspension/suspension</li> <li>• Functional Behaviour Plan (DfE intranet)</li> <li>• Student support services referral (Psychology/Special Educator/Behaviour Coach)</li> <li>• Aboriginal Liaison Officer (Flinders Park)</li> <li>• Outside Providers</li> <li>• Assessments and diagnosis referrals</li> </ul>

# Woodville Primary School Behaviour Support for Learning | Tier Response Flow Chart



**Circle routine explained**

- 1 Greeting/check-in** 

Every Circle starts with a greeting so we all feel welcome and included.
- 2 Values** 

After our greeting we move onto values as this connects us to our educational setting and strengthens our sense of belonging.
- 3 Expectations** 

We now share expectations for learning and positive behaviour. This space also provides time for communicating changes to the daily routine.
- 4 Announcements** 

During announcements we celebrate good news. This helps build a kind and caring classroom.
- 5 Positive Primer** 

A Positive Primer helps us start the day feeling good in our bodies. It primes our brains for learning.
- 6 What went well** 

We finish every circle with what went well. We do this because when we see the things we do right, we more easily notice our successes throughout the day.

# Circle



- Morning Greeting
- Values/Rules
- What's on today
- Announcements
- Positive Primer
- WWW  
(Track the Speaker)



# Ready to Learn Plan

Name:

Review date:

**Sometimes at school, I get escalated or frustrated when this happens:**  
For example, when someone in my group is too loud and I cannot learn.

**When I get escalated or frustrated, my behaviour can look like:**  
For example, I tell them to be quiet and move away from them.

**The physical response in my own body is:**  
For example, I can feel my heart rate increase and I take shorter breaths.

**Some things I can do that support me to de-escalate are:**  
For example, have a drink of water, go for a quick walk, take some deep belly breaths.

**What else works for both me and my teacher?**

# BSEM COMMON LANGUAGE

## BEGIN EVERY DAY WITH A MORNING CIRCLE

1. Greeting
2. Values
3. Expectations
4. Announcements
5. Positive Primer
6. WWW



## WWW - WHAT WENT WELL

This is a reflection strategy that classes can use to recognise the positive aspects of a lesson/time frame/day. The class generally stands in a circle for this strategy.

WOODVILLE  
PRIMARY SCHOOL



**BERRY STREET  
EDUCATION MODEL**

## TRACK THE SPEAKER

When someone is speaking to the class it is respectful to give them eye contact and listen. There is only one speaker at a time.



## FOCUS PLAN

Every student in the school has a personalised focus plan that outlines their de-escalation strategies and how they can be ready to learn if they are feeling escalated.

## ESCALATION AND DE-ESCALATION STRATEGIES

These are used in brain breaks. Escalation strategies are used to re-engage children after periods of intense rigour. De-escalation strategies are used to help children re-focus on their learning when their mind is over stimulated.

## POSITIVE PRIMER

This phrase refers to a fun and uplifting 2 minute activity that helps students feel energised, happy and in a positive frame of mind therefore ready to LEARN!

## BRAIN BREAK

Brain breaks are small activities throughout the day to improve student engagement in learning. It is up to the teachers discretion to decide when escalating and de-escalating brain breaks are needed to ensure students are ready to learn.



# The BSEM Repair Conversation

BSEM's repair conversation describes when a student will benefit from safe, supportive and restorative dialogue with trusted adult(s) to

- repair relationships that have been ruptured by the student's actions
- ensure clear expectations to enact a school's positive behaviour agreements and policies

## Check-in

Ensure everyone is de-escalated. Can you walk and talk?

## My strengths

"I've seen you show the strengths of..."  
Encourage them to consider some of their own strengths.

## Our Values

"And I know you have the values of..."  
Consider if they understand your school's values in action.

## This was not your moment...

### What happened?

"Let's talk about what we need to restore the relationships that have been challenged today."

### My feelings

"How did you feel?"

### Their feelings

"How do you think they felt? What can we do to get relationships back on track?"

### Back on track

"One more thing, let's talk about how you will catch up on the work you missed."

### WWW

"What Went Well in this conversation?"



## Repair Conversation



BSEM recommends restorative meetings with students to ensure a school's fair processes are enacted and ruptured relationships are repaired