



# Behaviour Support Procedure

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## Principles

Centennial Park School approaches behaviour through a range of lenses, including unconditional positive regard, trauma-informed practice, restorative practice, and collaborative and proactive solutions. We assume that students do well if they can.

We use the least-intrusive interventions that will achieve the required change. We aim to collaboratively problem-solve with students to promote long-term, meaningful growth and help them gain the skills they need to navigate the complexities of human relationships in school and beyond.

Our approach is intended to be used proactively, though we anticipate reactive behaviour supports will be needed.

The intended outcomes of these strategies are that students will:

- feel safe
- value difference and feel their differences valued
- have a clear understanding of what is expected of them
- develop competencies which will enable them to build positive relationships such as: flexibility, frustration tolerance, problem solving, conflict resolution skills and emotion regulation
- take responsibility for their actions
- building resilience in navigating disruptions that occur in all learning contexts

## Primary Expectations

The following school expectations are articulated, accepted and signed off during enrolment, and reinforced throughout the year:

- Minimum 80% attendance
- Try your best (we will work with whatever your best is on any given day)
- Give everything a go before you say no
- Be kind

## Supports within the classroom

The following will help students meet expectations within the classroom, while promoting positive behaviour and effective learning:

- Providing a positive, safe learning environment
- Building rapport and trust
- Designing and delivering engaging learning content, based on the principles of universal design for learning
- Understanding and meeting students' individual needs and providing reasonable adjustments as detailed in students' Personalised Learning and Support Plans
- Utilising strategies discussed during professional learning
- Using clear, consistent instruction and routines
- Providing additional scaffolding when required

Teachers will check in frequently with students who are struggling to meet academic, social and/ or environmental expectations in the school context. If the behaviour is not significantly affecting anyone else, then this is a longer-term problem that should be addressed through proactive problem-solving.

We are in it for the marathon, not the sprint.

Solutions that tend to help in the moment include, but are not limited to:

- Academic- negotiating a way to adapt the work, offering a scribe, providing rest/ movement/ drawing breaks. Remember: For example, for every five minutes of instruction, you should allow three minutes of processing time
- Social- moving to an alternate seat or seating an SLSO nearby to support the social dynamic, naming inappropriate comments and reinforcing the school rules (be kind), specifying what a better option would be, offering students a redo to demonstrate their prosocial skills
- Environmental- providing a visual support that indicates expected noise level and current noise level, negotiating the lighting and fan as a class as facilitated and managed by the teacher, offering noise-cancelling headphones or the school's Bluetooth headphones (students are able to listen to music during independent work time)

When needed, we will always provide students with time to regulate before attempting resolutions for problem solving.

If a solution is not able to be reached in the moment, the teacher can bring it up during their next supervision meeting to plan a Collaborative and Proactive Solutions conversation.

### Supports beyond the classroom

CPS has a number of therapeutic and support staff onsite that are able to work with students one-on-one to develop skills and address ongoing issues – they work in close collaboration with the executive team.

Executive staff should be called immediately if a student demonstrates any of the following behaviours:

- Directing verbal abuse towards staff, students and/or community
- Bullying or deliberately provoking other students
- Language that is derogatory against any particular group e.g. racist, homophobic
- Behaviour that endangers self or others
- Property damage
- Disruptive, persistent behaviours that are affecting the learning environment
- Aggressive or violent behaviour

When addressing behaviours that have arisen, executive staff will apply the principles outlined at the beginning of this document to address the behaviour on a case-by-case basis. This will often involve collaborative consultation between staff, caregivers and other agencies.

While focused on problem-solving, certain behaviours may be addressed according to Departmental policies and procedures.