

School Context:

Doxa School Bendigo is a Child Safe community committed to providing an environment that is true to the values of our schoolwide expectations: being **Safe, Kind** and **Curious**. We promote care for all individuals in the school community and this is reflected in our support of students to learn to understand and regulate their own behaviour.

All of Doxa School's policy and procedural documentation is underpinned by our **5 key Pillars of the Doxa School Model: Student-Centred Approach, Trauma Sensitive Practice, Social and Emotional Literacy, Choice Theory and our Catholic Identity**.

These pillars inform the **Basic Beliefs** we have regarding this Positive Behaviour Support Policy, being that:

- Behaviour is communicative and all behaviour has a purpose
- Doxa School believes in the capacity of all students to learn to self-regulate their emotions and behaviours with teaching, encouragement and support
- Challenging behaviour provides opportunities for teaching and learning
- Positive Behaviour Support for all students must be educative and not punitive
- Positive Behaviour Support focuses on student strengths and ways to recognise and understand behaviours in order to overcome challenges
- Positive Behaviour Support uses encouragement and support to assist students to replace challenging behaviour with positive/expected behaviours
- Positive Behaviour Support occurs productively through approaches that strengthen relationships
- Positive Behaviour Support is a whole-of-school responsibility relying on the commitment of all staff to maintain predictable and consistent responses to all forms of behaviour
- Doxa School staff are expected to model Positive Behaviours

Student Support Context:

Students come to Doxa School displaying a range of social, emotional, behavioural, environmental, cognitive and mental health challenges that impact their accessibility to learning in mainstream educational settings. Doxa School believes that these complex challenges are most effectively supported through a range of interventions. These include:

- A well-structured **Positive Behaviour Support** framework
- Adjustments to student learning
- High-level wellbeing support
- Building of social and emotional literacy
- Targeted Personal Development support
- Emphasis on a safe and stable environment with consistent routines

Doxa School Commitment:

Doxa School is committed to utilising Positive Behaviour Support strategies across our school. As such, we will:

- Develop, enact and review a Positive Behaviour Support framework that assists students to build self-regulation of their emotions and behaviours
- Work to develop a shared, schoolwide understanding of our key school expectations – to be **safe, kind and curious**
- Ensure all staff experience quality professional learning to enable us to support our students' behaviour appropriately
- Provide support across all school areas (in classrooms, non-classrooms, when we are in the community and accessing cyber-technologies)
- Explicitly teach expected behaviours in all areas of school life
- Provide high-level and multi-faceted Wellbeing support
- Develop clear and consistent processes for dealing with challenging behaviour that is educative and supportive of students and parents/carers/families
- Apply the principles of natural justice and fairness in developing Positive Behaviours
- Not use physical approaches to intervene in challenging behaviour (outside of occasions where the direct safety to the student or others is significantly compromised and no other option is available)
- Never excuse, promote or accept any form of corporal punishment as part of our school

Preventing Challenging Behaviour:

The actioning of Doxa School's pillars of practice lends itself to the prevention of challenging behaviours at school (for example, a relationships-focussed methodology that is student-centred) and it is expected that all staff continue to engage with these practices.

Additionally, some important Positive Behaviour Support strategies can further assist in the prevention of challenging behaviour:

- Active supervision (the process of monitoring students by incorporating moving, scanning and interacting)
- Pre-correction (when anticipating a student/s having difficulty)
- Close supervision (with intent to positively influence student behaviour earlier and prevent higher-level challenging behaviours from occurring)
- Development of individual Positive Behaviour Support plans for students requiring specifically targeted responses

Managing Challenging Behaviour:

When students behave in challenging ways, staff at Doxa School are expected to respond in a consistent, considered and predictable manner. This means drawing on a range of Positive

Behaviour Support strategies to ensure that students are supported to build greater self-regulation in their emotions and/or behaviours.

Options for engaging students into more positive behaviours should be considered for the individual student, however they must adhere to Positive Behaviour Support principles. Options for consideration include:

- Encouraging expected behaviour
- Providing specific positive feedback by naming observable behaviour
- Providing correction to challenging behaviour by relating it to expected behaviour
- Re-teaching expected behaviour
- Holding individual support discussions with a key staff member
- Targeted Wellbeing support
- Environmental change to re-regulate in a safe space
- Supported discussions with the Principal, Deputy Principal or other leadership team member

Significant Behaviour/s of Concern:

In situations where student behaviour is significantly concerning, further action may be necessary to restore positive expectations. Examples of such behaviour may include, but are not restricted to:

- Fighting, physical assault or hurting someone on purpose
- Sexual assault, misdemeanours or harassment (including sexting, sexualised actions and/or words)
- Threatening, abusive, vilifying behaviour (physical, sexual and/or verbal)
- Theft
- Deliberately damaging property
- Drug possession and/or trafficking
- Bullying
- Leaving school without prior arrangements/discussion
- Chronic and/or serious disruptive behaviour
- Chronic and/or serious non-compliance (continuous refusal)
- Illegal actions
- Unsafe behaviour that is an unreasonable risk to the student, other students, staff and/or others
- Serious disruptions to others' learning

In response to such behavioural concerns, Doxa School expects staff will consider the individual needs of the student/s involved and develop a suitable support strategy with the Principal (or delegate). Options for considerations at this point include (but are not limited to):

- Targeted intensive teaching of expected behaviour
- Suitable restitution activities (such as making amends for inappropriate actions, carefully planned/considered to avoid shame-based experiences)
- Practicing and/or role-playing of positive behaviours for future situations
- Individual intervention planning (student specific)
- Specialist referral
- Parent/Carer/Family contact

On occasions, it may be necessary for students to experience down-time away from the school community to allow them to re-regulate their behaviour, allow others in the school community to re-establish/re-experience safety, and to allow for detailed planning to occur to support the needs of the student/s involved. In this instance, the following points must be considered as part of this process:

- Students understanding of the down-time as re-establishing positive behaviour at school and not a 'rejection' of them as a person
- Arrangements for safe transport home
- Opportunities for reflection to occur (as suitable)
- What planned supports (such as Student Behaviour Support Plan) are necessary before/upon return
- How additional responses will be completed and communicated (such as legally mandated actions required to be completed by the school and/or staff involved)
- Any other concurrent actions taking place (such as police investigations)
- Arrangements for a 'safe re-entry meeting' to occur with the student, parent/carer, Principal and designated Doxa support person (such as wellbeing worker)

Planned Exit from School Enrolment:

A planned exit occurs at the Principal's discretion after all other avenues have resulted in undesirable outcomes. This process involves consultation with the student, parent/carer/family, the Principal and, where necessary, the Catholic Education Office and other support services. This is Doxa School's least preferred outcome of behavioural intervention.

Staff Responsibilities:

The successful implementation of a Positive Behaviour Support program requires all staff to understand, support and participate in actioning this policy. As such, staff must:

- Model the school expected behaviours of being **Safe, Kind and Curious**
- Comply with all aspects of Doxa School's Child Safe Code of Conduct
- Approach the support they provide regarding student behaviour in a manner consistent with agreed protocols and in an educative manner
- Take responsibility for Positive Behaviour Support for the students in their care
- Work as a team with teaching and wellbeing staff coordinating Positive Behaviour Support for each student
- Develop a range of strategies to take account of the varied and complex needs of students
- Be patient, calm, considered and predictable in responding to student behaviour
- Maintain contact with, and work alongside, parents/carers/families to support Positive Behaviour development at school and, where practicable and sought, at home

Attached Documents:

Appendix One Positive Behaviour Support Process – Flowchart of Responses



