

Allenby Gardens Primary School

Behaviour Support for Learning

2023



Allenby Gardens Primary School Behaviour Support for Learning Vision Statement

At Allenby Gardens Primary School, we are focused on creating safe and supportive environments for all learners.

We believe that our school values of confidence, honesty, excellence and responsibility underpins everything we do, and we expect this to be a part of all interactions between students, families and staff.

We are committed to understanding and supporting the needs of all children. We facilitate this by using trauma sensitive practices such as the Berry Street Education Model and strategies of self and co-regulation using the Zones of Regulation.

Our consistent approach means that our responses to behaviours of concern are tailored to the specific needs of the child. Consistency means we respond to individual student behaviour the same way over time.

We believe behaviour is the child attempting to communicate an unmet need.

Student behaviour ranges from:

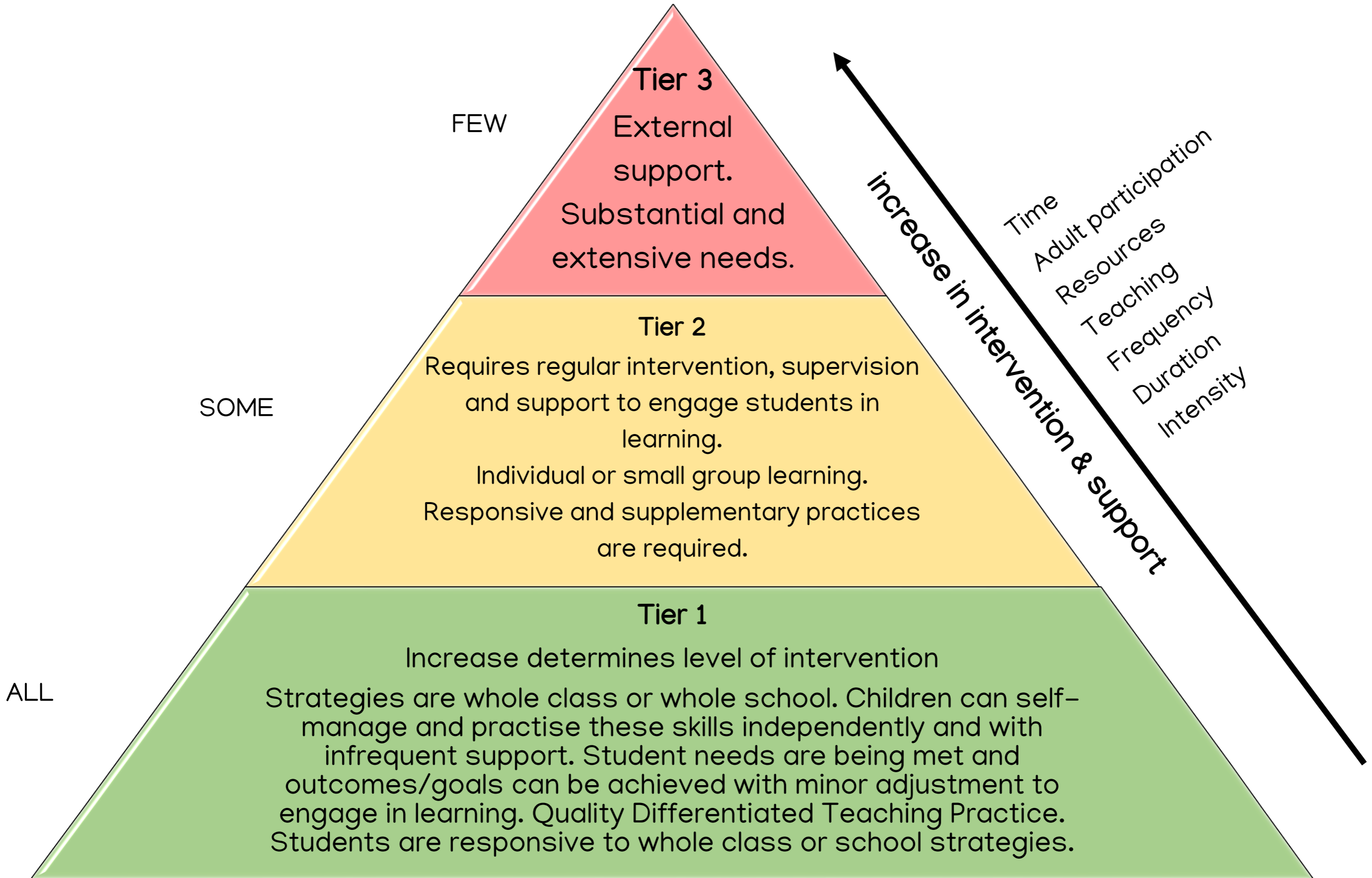
- Positive, inclusive and respectful behaviours
- Low-level, developmentally appropriate behaviours
- Challenging behaviours that raise more concern due to severity, frequency or duration
- Complex and unsafe behaviour

We are guided by the following Department for Education and Allenby Gardens Primary 'School Behaviour to support for Learning' processes:

Document	Explanation and Use
Allenby Gardens Primary School <i>Vision Statement</i>	Outlines our perspectives and understanding of behaviour and how we support student behaviour for learning.
Allenby Gardens Primary School <i>Behaviour for Learning Tier Responses Flow Chart</i>	Explains how we can respond to student behaviours using a supportive Tier 1, 2 and 3 strategies or interventions.
DfE Behaviour Support Toolkit <i>Behaviour Matrix</i>	Used to determine specific and observable behaviours for different age groups of children along the continuum of behaviour including developmentally appropriate, concerning and serious behaviour.
Allenby Gardens Primary School <i>Tier 1, 2 and 3 Behaviour Strategies</i>	A comprehensive list of ideas and examples of strategies and interventions used at Allenby Gardens Primary School to support student behaviour for learning.
Allenby Gardens Primary School <i>Definition of Tiers</i>	A definition of the tier 1, 2 and 3 strategies and interventions.
Allenby Gardens Primary School <i>Wellbeing Agreement</i>	A document that outlines our processes and practices to support the wellbeing for learning at a whole site level

Allenby Gardens Primary School Behaviour Support for Learning

Definition of Tiers



Allenby Gardens Primary School Behaviour Support for Learning

Tier 1, 2 and 3 Behaviour Strategies

<p>Green (Universal school and classroom strategies) Behaviours in this category respond well to universal classroom management strategies or require minor adjustments to engage children in learning.</p> <p>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. Students are responsive to whole class or school strategies.</p>	<p>Amber (target strategies) 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.</p> <p>Requires regular intervention, supervision and support to engage students in learning. Small group or individual learning. Responsive and supplementary practices are required.</p>	<p>Red (intensive and specialised strategies) 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.</p> <p>External support. Substantial and extensive needs.</p>
ALL	SOME	FEW
<ul style="list-style-type: none"> • Berry Street Education Model lessons explicitly taught • Berry Street circles used in class • Zones of Regulation explicitly taught • Visual times for class • Visual routines for class • Visual expectations for class • Visual daily lesson schedule for class • Relationship with teacher • Development of class culture • Three way interviews conducted • Calm corner or relax area • House points • Whole class positives acknowledged • Check -ins or reminders • Brain breaks • Modelling • Verbal prompts • Learning intention / success criteria • Flexible / purposeful seating (wobble stools, wedge cushions, dot spots) 	<ul style="list-style-type: none"> • Small group or individual de-escalation skills explicitly taught • Learning then preferred task option – ‘First this, then that’ • Communication with families regarding behaviour support • Visual timer for the student • Timed break with break cards • Individual visuals/ charts/rewards • Support Services referral (Psychology/Special Ed/ Speech/ Behaviour Coach) • Leadership support • Student Review Team/Case management • Reconnect Space • Restorative conversations – with re-entry & repair facilitated by leadership, class teacher or SSO • Calm corner or relax area • Social stories • Reflection class • Sensory tools (chew/fiddle/head phones) • Office reflection • Play plan • Visual strategies for solving play problems • Reflection seat • Velcro spot on carpet • SSO support • One Plan • Tracking behaviour support / intervention on EDSAS (white slip) • What’s the Buzz? (small groups social skills) 	<ul style="list-style-type: none"> • Individual learning plan • Individual visuals/ charts/rewards • Leadership support and case management • Team Around the Child meeting – with family, site and services/ agencies • Restorative conversations – with re-entry & repair facilitated by a member of leadership, classroom teacher or SSO • SSO support / 1:1 in classroom or yard • Take home • Internal suspension • Suspension • Positive Pathways • Exclusion/ Learning Centre referral e.g. Cowandilla Learning Centre • Safety and risk plan (DfE intranet) • Functional Behaviour Plan (DfE intranet) • Support Services referral (Psychology/Special Ed/ Speech/ Behaviour Coach) • Aboriginal Liaison Officer – Flinders Park • One Plan • Tracking behaviour support / intervention on EDSAS (white slip) • Student Review Team/Case management • Alternative / part timetable (Form B)

Allenby Gardens Primary School Behaviour Support for Learning

Tier Response Flow Chart

