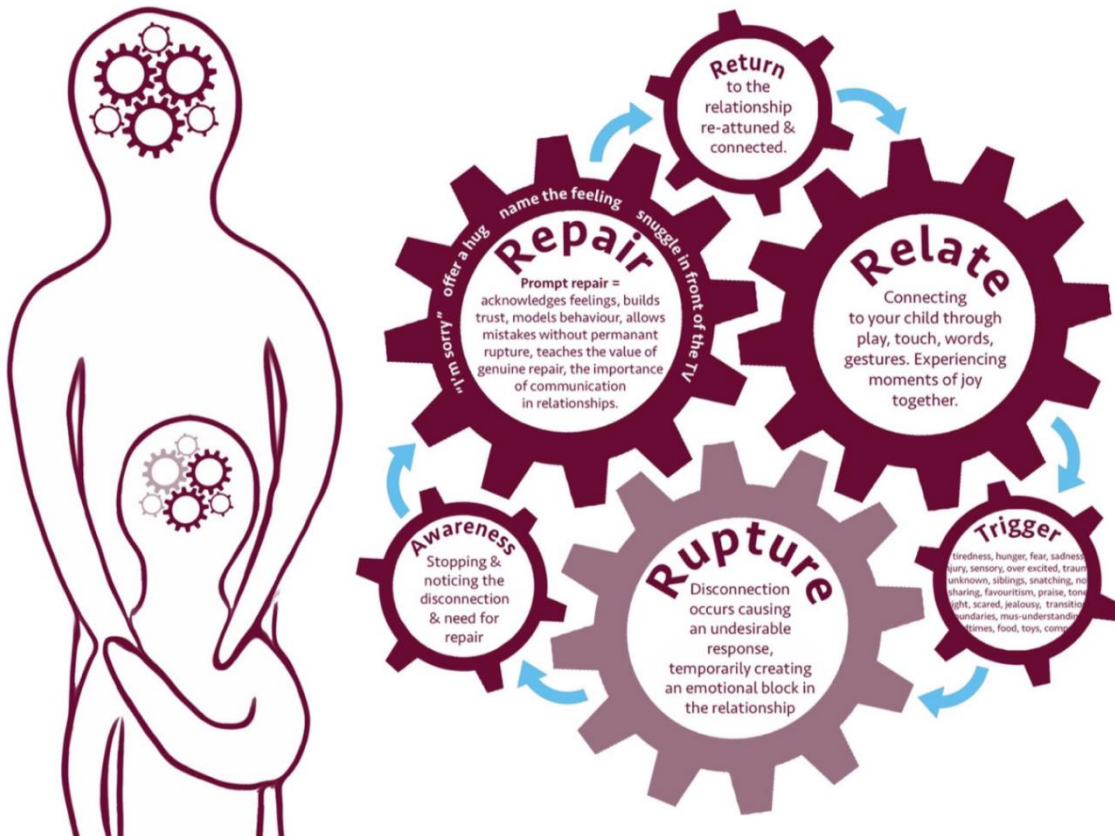


## IF YOU ARE PART OF THE DISREPAIR, YOU NEED TO BE PART OF THE REPAIR.

### REASONS

At Hackham West R-7 School we believe in providing a *safe learning space for staff and students*. We are aware that students come to school with *different lived experiences*, which lead to varying behaviours throughout their school day. In order to support all of our community, we strive for repairing relationships.

### CYCLE OF REPAIR



### UNDERSTANDING AND ACCEPTING THAT ALL BEHAVIOUR IS COMMUNICATION

When children feel *right* they can behave *right*; however this takes some time. As the adult in relationships, if we can help them make sense of their behaviour by naming the underlying hidden feeling, and responding to them in a calming and safe way; then over time, you are repairing their behaviour. (Beacon house, 2019)

## HOW WE SUPPORT STUDENTS

Through our **nurture philosophy** we actively teach positive behaviour strategies and self-regulation as part of our daily learning and social skills programs at Hackham West. This supports students to value each other and express their concerns about behaviours they see at school.

When a child needs support to regulate **OPTIONS** include:

- Breaks away from class supported by an adult
- Kimochi / sensory object
- One to One time with a safe person
- Time away (supported)/ Time in
- Sensory Walk
- Jobs to redirect their attentions
- Interoception activity with an adult
- Restorative justice session with teacher and students
- Use co educator / leader to take class and enable teachers to build relationships
- Give space to calm

## WHAT CHILDREN NEED



## Polyvagal Theory



Grounded in the work of Dr Dan Siegel, Dr Stephen Porges and Dr Bruce Perry

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## OUTCOMES

ALL STUDENTS TO FEEL SAFE, SECURE AND ABLE TO LEARN



Government of South Australia  
Department for Education

## FURTHER ACTIONS

### WHEN DOES A CHILD NEED A TAKE HOME?

- When a student is beyond bouncing back for the day
- Beyond regulation and need longer time to settle
- The threat of a violent incident that they are not willing to step down from
- Disrespectful behaviour which cannot be repaired
- Refusal to follow staff instructions

### WHEN DOES A CHILD NEED A SUSPENSION?

- Pattern of behaviour is escalating and they have repeated in class consequences (rethink)
- Circuit breaker to get back on track and gain parent involvement
- Violence
- Property Damage

### WHEN DOES A PART TIME PROGRAM BECOME APPROPRIATE?

- When the pattern of behaviour needs to be changed
- When a student has capacity to learn, but can't make it through a whole day
- When it is clear that a student is no longer coping with full time schooling
- When it is impacting other students repeatedly and the child is emotionally becoming stressed
- When parent involvement is required to support behaviour change

### WHEN DOES A CHILD NEED EXCLUSION?

When we have exhausted all other options

## ROLES AND RESPONSIBILITIES

TEACHER	CO EDUCATOR	LEADER	STUDENT
Set classroom expectations and consequences	Support individual classroom expectations and consequences	Support individual classroom expectations and consequences	Set classroom expectations and consequences
Follow up behaviours that are occurring in the classroom with leaders (when support required)	Support further behavioural follow up with staff and students	Support further behavioural follow up with staff and students	Follow classroom expectations and consequences
Case note behaviours and conversations	Case note behaviours and conversations	Case note behaviours and conversations	<b>PARENT</b>
Collaborate to complete a behaviour plan when 1:1 support required, on part time or higher consequence actioned	Collaborate to complete a behaviour plan when providing 1:1 support	Collaborate to complete a behaviour plan when 1:1 support required, on part time or higher consequence actioned	Discuss behaviour concerns with classroom teacher Involve their child in the conversations and support them to talk freely
Boxall profile or behaviour assessment when a child is continuously displaying maladaptive behaviours		Make final decisions about, take home suspension and part time school in consultation with classroom teacher	Request meeting with leadership if ongoing support is required