

Behaviour support policy

This is a mandated policy under the operational policy framework. Any edits to this policy must follow the process outlined on the [creating, updating and deleting operational policies](#) page.

1. Overview

This policy outlines how staff support safe and positive behaviour for children and young people in education settings and early childhood education and care services. It should be read and implemented in conjunction with other [related policies](#).

2. Scope

This policy applies to all behaviour strategies and responses used by staff in all education settings and early childhood education and care services including those:

- administered or delivered by or on behalf of the department
- delivered on a departmental site by a third-party provider.

The following services are out of scope:

- family day care (FDC)
- Guardianship family day care (GFDC)
- respite care program (RCP).

FDC, GFDC and RCP staff must refer to FDC and RCP operational policies and guides for educators.

For the purpose of this policy, 'education and care services' refers to all education settings and early childhood education and care services in scope.

This policy applies to all behaviour that occurs:

- at a site when a duty of care applies
- off-site when a duty of care applies (eg during official activities such as camps or excursions)
- off-site and outside of hours or outside of official activities, but there is a reasonable connection between the behaviour, the site or relationships within the education or care service. This may include behaviour:
 - that happens on the way to or from the education or care service
 - while wearing school uniform
 - in person or online towards another child or young person or staff, at home or in the community, for example, cyberbullying at the weekend where the children or young people attend the same site.



3. Contents

Behaviour support policy.....	1
1. Overview.....	1
2. Scope	1
3. Contents	2
4. Detail.....	4
4.1. Supporting children and young people	4
4.2. Policy principles	5
4.3. Policy requirements.....	6
4.4. Supporting positive behaviour	10
5. Roles and responsibilities	12
5.1. Chief Executive	12
5.2. Engagement and Wellbeing Directorate	12
5.3. Student Support Services	12
5.4. Learning and Behaviour Unit.....	12
5.5. Education directors.....	12
5.6. School and early childhood leaders (school principals and early childhood services directors)	13
5.7. Staff.....	13
5.8. Non-department staff.....	14
5.9. Incident Management Directorate.....	14
5.10. Employee Psychological Services	14
6. Definitions	14
6.1. behaviours of concern	14
6.2. bullying	15
6.3. child or young person.....	15
6.4. consistent	15
6.5. continuum	15
6.6. educative and non-punitive response	15
6.7. exclusionary response	15
6.8. equitable.....	16
6.9. fair and logical consequences.....	16

6.10. harmful behaviour	16
6.11. positive behaviour support (PBS)	16
6.12. preschool/school/business days	16
6.13. protective factor	17
6.14. psychological safety.....	17
6.15. reasonable adjustments	17
6.16. restorative practice	17
6.17. safe inclusion	17
6.18. special measures	18
6.19. trauma-informed	18
7. Supporting information	18
7.1. Related legislation	18
7.2. Related policies.....	19
8. Record history.....	19
8.1. Approvals.....	19
8.2. Revision record	20
9. Contact	20

4. Detail

The purpose of this policy is to:

- ensure effective, [consistent](#), proportionate and fair behaviour support for all children and young people that is [trauma-informed](#) and tailored to the unique circumstances involved
- help children and young people to be safely included and participate in a positive way that respects other children, young people and staff
- help children and young people build the personal and social skills they need to understand and act on their rights and responsibilities, so they can take part and contribute to their setting and the wider community as much as they are able.

Children's and young people's behaviours are part of developmental learning, always occur for a reason and span a [continuum](#) including:

- positive, inclusive and respectful behaviours
- low-level, developmentally appropriate transgressions that test the boundaries of established rules, standards and norms. These behaviours are usually able to be redirected and minimised through universal behaviour support strategies for all children and young people
- challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behaviour responses include targeted supports for the individual children and young people involved in addition to universal strategies
- complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person or those around them. Behaviours at this end of the continuum require intensive and individualised supports in addition to targeted and universal strategies.

Challenging, complex and unsafe behaviours can be harmful to others. See the definition of [harmful behaviour](#).

4.1. Supporting children and young people

A safe relationship between a child or young person and a caring adult is the fundamental basis of all behaviour support. Children and young people are more able to behave in a regulated, positive, inclusive and respectful manner when they feel safe and are supported by a caring adult who models this behaviour and who teaches, guides and supports the child or young person to do the same.

Research indicates that most children and young people are able to behave in safe, respectful and inclusive ways. A small number demonstrate challenging behaviours. Complex and unsafe behaviours involve a very small proportion of children and young people. It is important to note that children's and young people's behaviours of concern can change over time.

Challenging, complex and unsafe behaviours ([behaviours of concern](#)) are an indicator that children and young people need support to be included in education and care services.

Inclusion in education and care services can be a [protective factor](#) for children and young people. Transitions into and between education and care services are a crucial time for children and young people and require support to ensure continuity and consistency, especially for priority groups.

Early, targeted and individualised supports can assist children and young people who face barriers to learning and wellbeing. The department is committed to supporting equity and inclusion for all children and young people, in particular for priority groups, including:

- Aboriginal children and young people
- children and young people in care
- children and young people with disability
- gender and sexually diverse children and young people
- children and young people experiencing mental health challenges
- children and young people from culturally and racially marginalised groups.

4.2. Policy principles

Consistent with the *Education and Children's Services Act 2019* and the *Education and Early Childhood Services (Registration and Standards) Act 2011*, the safety, rights and best interests of children and young people are the primary and paramount consideration in all decisions and actions under this policy. Inclusive practices are to be implemented to the fullest extent possible, provided they maintain the physical and psychological safety of all members of the education or care community.

The department endorses a positive behaviour support approach to behaviour. All behaviours of concern by children and young people will receive an [educative and non-punitive response](#). The nature of the response will be equitable and reflect the child's or young person's needs and what is required to support safe and positive behaviour in future. [Exclusionary responses](#) are used as a strategy of last resort in response to behaviour that endangers safety or interferes with teaching and learning, where safety and/or the continuation of teaching and learning cannot be reasonably achieved using a different response.

Strategies to support children's and young people's positive behaviour development reflect the department's goal of [safe inclusion](#) for all children and young people. They also reflect the following principles:

- All behaviour has a purpose. Behaviour supports will build on a child's or young person's strengths to support them to meet that purpose in a safe and positive way.
- Behaviour arises within the context of a child's or young person's development, their environment, their family experiences and social settings. Behaviour supports will recognise and seek to influence the social, family and environmental factors around the child or young person.
- Behaviour is learnt over time. Children and young people will be supported to:
 - understand the cause, context and impact of their behaviour (in non-shaming and strengths-based ways, using restorative approaches where safe and in the best interests of all those involved)

- learn and practice new positive behaviours over time.
- Parents, carers, family members, community members, peers and professionals influence children's and young people's behaviour development. They are key partners in supporting positive behaviour change.
- Staff are responsible for providing the boundaries and supports necessary to support children's and young people's emotional regulation, safe and positive behaviour and learning. Children and young people, especially younger children, cannot do this alone.

The policy principles uphold the rights of children and young people to access safe, inclusive and effective education and care, as outlined in [related legislation](#).

4.3. Policy requirements

4.3.1. Core functions of behaviour support

Behaviour support strategies must be purposeful and directed at achieving the following core functions of behaviour support. In supporting children's and young people's behaviour, staff will:

- promote, model, recognise, acknowledge and support safe and positive behaviour
- explicitly teach positive behaviour and expectations about behaviour in ways that recognise children's and young people's learning abilities
- intervene by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern
- work with children and young people, their families, professionals and other key adults to understand the developmental, environmental, social and family context of a child's or young person's behaviours of concern, and use the capacity of these parties to support positive behaviour change
- provide visible and equitable behaviour responses, including [fair and logical consequences](#), that foster confidence and trust
- repair and restore relationships that have been harmed by behaviours of concern, when it has been assessed that it is emotionally and physically safe and in the best interests of everyone involved
- establish safety and wellbeing for people involved in behaviour incidents and others.

These core functions support a continuum of layered preventative (universal), proactive (universal and targeted) and responsive (targeted and individualised) behaviour supports to address the continuum of children's and young people's behaviours.

4.3.2. Timeframe and requirements to initiate a response to harmful behaviour

Education and care services must initiate a response to any observed or reported [harmful behaviour](#), within 2 [preschool/school/business days](#) of being aware of the harmful behaviour, noting that some circumstances will require a quicker or an immediate response to meet duty of care obligations to keep children and young people safe from reasonably foreseeable harm.

Initial responses involve early safety and support planning, action to prevent further harm and initial communication. Further time may be required to fully address the harmful behaviour and support the needs of all involved.

An initial response to harmful behaviour may include some or all of the following, depending on the unique circumstances of the behaviour and the context:

- taking immediate action to provide for safety
- beginning to collect information to inform the required response
- developing an initial response plan to support safety, decision making and problem solving and identify clear roles, responsibilities and actions
- making a report to [police](#) or other relevant authorities
- promptly contacting parents and carers, subject to the advice of police or other relevant authorities
- providing initial wellbeing support
- reporting a critical incident through the department's [incident management system](#), noting the timeframes required in the [reporting critical incidents, injuries, hazards and near misses procedure](#) as follows:
 - early childhood sites - within 12 hours for any critical incident
 - other sites - within 24 hours for critical incidents of extreme severity or within 2 working days for other critical incidents.

4.3.3. Support and safety planning for a child or young person affected by the harmful behaviour of another child or young person

A planning process must be undertaken and documented¹ for any child or young person at ongoing risk or with support needs due to the harmful behaviour of another child or young person at the same site.

¹ Education and care services must use the [support and safety plan for children and young people affected by the concerning or harmful sexual behaviour of others \(DOCX 63 KB\)](#) where the behaviour is sexual in nature. There is no

Support and safety planning occurs across a continuum of supports. Universal and targeted support is implemented where appropriate. Individual support and safety plans are developed for children and young people requiring intensive and individualised supports.

In developing support and safety plans consideration should be given to:

- information obtained through an assessment of the physical and psychological risks related to contact between the children or young people involved
- arrangements to support those involved not to have contact with one another, for example, alternative classes, times and venues for breaks or off-site learning.

Where the harmful behaviour may be criminal in nature, the above actions should be considered regardless of whether or not criminal action is being taken against the child or young person allegedly responsible for the harmful behaviour.

Plans should be reviewed and updated at least once a term or sooner if risk or needs change. Plans should not be in place for any longer than required.

4.3.4. Behaviour support planning for a child or young person who has engaged in behaviours of concern

Behaviour support planning must occur for any child or young person:

- whose behaviour poses a risk of harm to others
- who has support needs related to their behaviours of concern.

Behaviour support planning occurs across a continuum of supports. Universal and targeted behaviour support is implemented where appropriate. Individual behaviour support plans² are developed for children and young people requiring intensive and individualised supports.

Plans must be reviewed and updated at least once a term or sooner if risk or needs change. Plans should not be in place for any longer than required.

4.3.5. Communicating actions in response to harmful behaviour and maintaining privacy

Education and care services must communicate what actions have been taken and why, to those involved or impacted, as much as possible while protecting everyone's privacy.

Without disclosing the identity of those involved, reassure parents and carers that a plan is in place for ensuring the safety, support and wellbeing needs of all.

mandatory template for support and safety planning in response to other types of behaviour. A template is provided [to be linked on publication] or sites can use their own preferred template.

² Education and care services must use the [behaviour support plan for children and young people who have engaged in concerning or harmful sexual behaviour \(DOCX 63 KB\)](#) where the behaviour is sexual in nature. There is no mandatory template for developing a behaviour support plan in response to other types of behaviour. [Behaviour support plan templates](#) (staff login required) are provided or sites can use their own preferred template.

Do not give out identifying information about the children or young people involved, even when their identities are known in the education or care service community.

If a child or young person will not be attending the education or care service for a period of time, the parents or carers of the children or young people affected by the harmful behaviour should be advised of the period of non-attendance and when the child or young person is expected to return – so they can support their child to know what to expect. The confidential details of the absence, for example, suspension, exclusion or exemption, must not be shared.

Children and young people affected by the harmful behaviour of others must be told what restrictions or expectations have been placed on the other children or young people involved and how they can report any breaches of the restrictions or expectations.

4.3.6. Local policy requirements for schools

All schools are required to develop a local behaviour support policy consistent with this 'behaviour support policy'. The local behaviour support policy should detail the school's values, behaviour expectations and strategies and responses to support safe and positive behaviour. It must be available on the school's website. See [developing a school behaviour support policy](#) (staff login required).

All schools are required to develop a [local bullying prevention and response policy](#) consistent with the department's bullying prevention and response procedure [to be linked on publication]. The school's bullying prevention and response policy must be available on the school's website. When responding to bullying, school staff must follow the department's 'behaviour support policy' and 'bullying prevention and response procedure' along with their school's own local behaviour support policy and bullying prevention and response policy.

Schools' local behaviour support policies and local bullying prevention policies must describe clear escalation pathways where responses have not effectively resolved an incident of harmful behaviour. This includes information about or a link to the [department's complaints process](#).

4.3.7. Local policy requirements for preschools

Preschools are not required to have a local behaviour support policy or a local bullying prevention and response policy. However, early childhood education and care services are required under regulation 168(2)(j) of the *Education and Care Services National Regulations 2011* to have policies and procedures related to (amongst other things) interactions with children, which are contextualised to the service's operations and its unique context.

Regulation 168(2)(j) includes the matters set out in regulations 155 (interactions with children) and 156 (relationships in groups). These provisions include ensuring that the early childhood education and care service provides:

- education and care to children in a way that gives each child positive guidance and encouragement toward acceptable behaviour
- children with opportunities to interact and develop respectful and positive relationships with other children, staff and volunteers at the service.

A preschool's 'interactions with children policy and procedures' must outline how staff support positive interactions and provide consistent responses and behaviour guidance to ensure the safe inclusion of all children. An [exemplar](#) has been developed to assist early childhood education and care services.

4.4. Supporting positive behaviour

The [Australian Student Wellbeing Framework](#) identifies the importance of staff, students and families cultivating a shared understanding of positive behaviour and how this supports effective teaching and learning.

We each have a role to play in making sure our education and care services are safe, positive and inclusive environments that promote positive behaviour. This involves addressing behaviours of concern when they occur and supporting those involved and affected by these behaviours.

In addition to the responsibilities mandated by this policy, it is important to recognise that supporting positive behaviour requires a partnership between staff, parents and families, and children and young people.

4.4.1. Staff

All staff have responsibilities to create and maintain safe and supportive education and care environments. Staff must:

- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people and promotes a positive culture and climate
- explicitly teach children and young people about safe and inclusive behaviours and the core values of the education or care setting, ensuring that instruction is tailored to their developmental abilities and learning needs
- support the participation of all children and young people, taking [special measures](#) to support the inclusion of those who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care and children with disabilities)
- consult with children and young people with disability or their parents or guardians, to determine and implement reasonable adjustments and monitor their effectiveness
- take steps to prevent and respond to bullying and other harmful behaviour for all children and young people and in particular, those in [priority groups](#) who are at higher risk of experiencing bullying and other harmful behaviours
- participate in professional learning to build skills, knowledge and confidence in developing positive education and care environments and recognising and responding to behaviour incidents
- work with parents, carers, families, service providers and the community to support children and young people affected by behaviours of concern. This may include recovery from harm, [restorative practices](#) (when it has been assessed as emotionally and physically safe and in the best interests of everyone involved) and supporting children and young people to develop positive social relationships

- report behaviours of a criminal nature to South Australia Police in accordance with relevant departmental policies and procedures (see [contacting the police about children's and young people's behaviour](#))
- provide timely intervention in response to behaviours of concern, including incidents that have occurred online, out-of-hours or off-premises, when there is a reasonable connection between the child's or young person's behaviour and the education or care setting
- provide visible, consistent, equitable and personalised behaviour responses, including fair and logical consequences, that foster trust and confidence
- support children and young people to be physically, psychologically and culturally safe.

4.4.2. Parents and families

Parents and families are their child's or young person's first and ongoing teachers. Parents and families shape and support their child's or young person's positive behaviours when they:

- model and promote safe, respectful and inclusive relationships with their own child or young person, other children and young people, other parents and carers and staff
- support their child or young person to develop safe behaviours by actively monitoring and supervising their social interactions both online and offline
- talk to their child or young person about behaviour, including unsafe behaviour, to help them to understand what it is, why it is harmful and how to respond
- work collaboratively with the education or care service to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the education or care service's policies) and collaborating on the development of plans
- consider recommendations and engage in specialist support through Student Support Services and external organisations
- support their child's or young person's best interests to continue to attend the education or care service while a behaviour issue is being resolved
- support their child or young person to actively participate in addressing behaviour related matters in accordance with their developmental abilities and best interests.

4.4.3. Children and young people

All children and young people can safely participate in their education or care service when they:

- treat others in a way that demonstrates respect and inclusiveness
- ensure their verbal, physical and online interactions are safe, respectful and inclusive
- take action when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene

- support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults
- work with staff to develop strategies that meet their behaviour support needs.

5. Roles and responsibilities

5.1. Chief Executive

Ensure the establishment, maintenance and promotion of effective behaviour support for children and young people.

5.2. Engagement and Wellbeing Directorate

Establish, maintain and promote an effective 'behaviour support policy' and supporting resources, that reflect evidence informed practice.

Support school and early childhood leaders to plan, implement and evaluate behaviour support approaches.

Ensure information about the 'behaviour support policy' and 'bullying prevention and response procedure' are accessible across the department and to the public.

5.3. Student Support Services

Provide specialist advice and services to support universal behaviour support strategies and the promotion of positive behaviour for children and young people.

Provide specialist advice and services to support targeted and intensive behaviour supports for children and young people who require support to be safely included in education and care services.

Model and coach behaviour support strategies and provide practical support to staff.

5.4. Learning and Behaviour Unit

Provide specialist advice and services to support the promotion of positive behaviour for children and young people.

Provide targeted and intensive behaviour supports for children and young people who require additional support to be safely included.

5.5. Education directors

Ensure each school and preschool in their portfolio is effectively applying this 'behaviour support policy' to provide a safe and positive learning environment for children and young people and those working with them.

Oversee reports and analysis of behaviour data for their schools.

Provide support for school and early childhood leaders impacted by or responding to harmful behaviour. Seek critical incident support from Employee Psychological Services where an incident has negatively impacted wellbeing. Phone 8226 0744 or email education. EmployeePsychologicalServices@sa.gov.au.

5.6. School and early childhood leaders (school principals and early childhood services directors)

Ensure this 'behaviour support policy' is effectively applied and implemented at their education or care service to provide a positive environment for children and young people and those working with them by:

- schools developing and effectively applying a local school behaviour support policy and a bullying prevention and response policy, ensuring both are available on the school website
- preschools or early childhood education or care services developing and effectively applying a local 'interactions with children policy and procedures', ensuring it is available on the site website.

Ensure appropriate documentation and record keeping regarding behaviour support, including responses to bullying and other harmful behaviour.

Ensure regular reporting and analysis of behaviour and bullying data to inform site behaviour support and bullying prevention practices.

Develop the capacity of educators to plan and implement curriculum and pedagogy that supports the positive behaviour of children and young people and maximises their wellbeing, engagement, intellectual challenge and achievement.

Lead the creation and maintenance of a safe, inclusive and positive environment for all children and young people, parents, families and the wider education or care service community.

Provide professional development for all staff about creating positive, safe and inclusive environments and effective practices to respond to behaviour.

Ensure regular, ethical and valid data collection and reporting on issues related to children's and young people's safety and wellbeing and use the data to inform supports, strategies and actions.

Ensure information about effective behaviour support strategies used for a child's or young person's challenging, complex or unsafe behaviour is shared with the new education or care service when a child or young person transfers to a new site.

Provide support for staff impacted by or responding to harmful behaviour. Seek critical incident support from Employee Psychological Services where an incident has negatively impacted wellbeing. Phone 8226 0744 or email education. EmployeePsychologicalServices@sa.gov.au.

5.7. Staff

Ensure behaviour responses to children and young people at their site or service are consistent with relevant policies.

Ensure appropriate documentation and record keeping regarding behaviour support.

Use the relevant curriculum (Early Years Learning Framework, My Time Our Place Framework, Australian Curriculum, SACE, Keeping Safe: Child Protection Curriculum) to intentionally design and teach learning that promotes the positive behaviour of and respectful relationships for children and young people and maximises their wellbeing, engagement, intellectual challenge and achievement.

Engage children and young people as active partners in the design, delivery and evaluation of teaching and learning.

Create and maintain a safe, inclusive and positive environment for all children and young people.

5.8. Non-department staff

Non-department staff working with children and young people and providing a service on behalf of the department or delivering a service on a departmental site must comply with this policy.

5.9. Incident Management Directorate

Receive and assess reports of critical incidents from education and care services via the department's incident management system.

Ensure that all follow up actions occur in a timely manner in liaison with the Education Director and the site.

5.10. Employee Psychological Services

Support site leaders and education directors to manage critical incidents, including offering consultation and advice on:

- the incidents and the impact on those involved
- developing effective responses
- making referrals to internal and external services for appropriate supports.

6. Definitions

6.1. behaviours of concern

Challenging, complex or unsafe behaviours that are of greater severity, frequency or duration and require more persistent or intensive intervention to address.

Does not include low level, developmentally appropriate transgressions that test the boundaries of established rules, standards and norms but are usually able to be redirected and minimised through universal behaviour support strategies.

6.2. bullying

An ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over 1 or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

6.3. child or young person

A person under the age of 18.

Where a school provides a service to students aged 18 years and older, the term 'child or young person' also applies to those students.

6.4. consistent

Done in the same way over time and considering the same factors to determine the most appropriate response. Consistent responses to behaviours of concern does not mean that all children and young people receive the same response. Behaviour responses are tailored to the specific needs and context of the child or young person and unique circumstances involved.

6.5. continuum

A series on a scale where the 2 opposite ends are distinctly different from each other.

6.6. educative and non-punitive response

An educative and non-punitive response focuses on teaching children and young people the behaviour expectations and the skills to meet those expectations. It does not involve punishment and is not intended to punish. It does not mean that fair and logical consequences, including exclusionary behaviour responses (as a strategy of last resort to support safety and/or the continuation of teaching and learning), cannot be applied. Responses to behaviour may involve restorative practices when safe and in the best interests of all involved.

6.7. exclusionary response

Responses that exclude children and young people from participation in the school setting or school activities, for example suspension, take-home or being excluded from camps or other activities. Part-time programs are considered exclusionary when applied to children or young people who are able to be safely

included in the school setting full-time and where full-time attendance is in the best interests of the child or young person.

It should be noted that take-home, suspension, exclusion and expulsion are not permitted in preschools, early childhood services and out of school hours care services.

6.8. equitable

Treating children and young people without favouritism or discrimination in a way that reflects their learning and behaviour needs. Equity is not about treating all children and young people the same. Equity recognises that children and young people have different circumstances, so it provides them with the specific, tailored support they need to succeed.

6.9. fair and logical consequences

A consequence is what follows a behaviour. It is not a punishment. Fair and logical consequences are directly related to the behaviour. For example, explicitly teaching a child who displayed dysregulated behaviour the skills for self-regulation, or requiring a young person who knocked over the rubbish bins at recess to pick up the rubbish that has blown around the yard. Fair and logical consequences can include the use of [restorative practices](#) when safe and in the best interests of all involved.

6.10. harmful behaviour

Behaviour that threatens a child's or young person's right to a safe education or care environment or the rights of staff to a safe work environment. Harmful behaviour may occur as a once-off incident or as a pattern of repeated behaviour. Its impact can vary depending on the context, the nature of relationships involved, and personal circumstances. This includes bullying, cyberbullying and other online harms, violence and aggression (including physical, verbal and sexual), harassment (including sexual and gender-based harassment, homophobia, transphobia, racism, ableism, misogyny and ageism), discrimination and emotional abuse.

6.11. positive behaviour support (PBS)

An approach to behaviour that is built on the principles that positive behaviour can be learnt and that environments can be changed to support effective teaching and learning for every child and young person. PBS involves a range of systems and practice elements at universal, targeted and intensive levels.

6.12. preschool/school/business days

Days when the education or care service is open and delivering education and care services to children and young people. Public holidays, school holidays, pupil free days and weekends are not considered preschool/school/business days.

6.13. protective factor

Increases the likelihood of positive outcomes and reduces the effects of risk.

6.14. psychological safety

Psychological safety is when individuals feel respected and empowered and comfortable speaking up, asking for help and support, and taking risks without fear of retribution. Mistakes are viewed as opportunities for learning and growth and diversity is celebrated. It considers and provides for what each person needs to be successful in the education or care service.

6.15. reasonable adjustments

Actions or measures that enable a child or young person with disability to access and participate in learning on the same basis as their peers. Adjustments may include modifications to the learning environment, methods of communication, pedagogy (that is, teaching methods and practices), curriculum and behaviour support. Reasonable adjustments are made by balancing the safety, needs and interests of the child or young person with disability, staff and other children and young people, while considering the costs and benefits of making these adjustments. See part 3.4 of the [Disability Standards for Education 2005](#) for more information about reasonable adjustments.

6.16. restorative practice

A relationship-centred approach that focuses on both building community and repairing harm when it occurs. It operates at all levels within the community to support children, young people and adults. It teaches empathy and accountability and helps individuals to respond to conflict in ways that promote learning, personal growth and the repair of relationships.

Restorative practice aims to:

- actively build and maintain healthy relationships within the community
- prevent behaviours of concern by teaching and modelling responsibility, empathy and respect
- restore safety and repair harm when conflict or issues occur
- empower staff, children and young people to learn and work together in safe and inclusive environments, alongside other whole school approaches.

Careful assessment is required to determine if the use of restorative practice will be emotionally and physically safe and in the best interests of everyone involved.

6.17. safe inclusion

The inclusion of all children and young people, including those who engage in behaviours of concern, in the setting to the fullest extent possible, while maintaining the physical and psychological safety of children, young people, staff and the broader school community.

6.18. special measures

Special measures acknowledge that some groups have been disadvantaged by inequality and discrimination and may need special assistance to address that disadvantage, rather than simply being treated equally or the same.

6.19. trauma-informed

When support for behaviour is trauma-informed, the educator:

- understands [behaviours of concern](#) as communication of an unmet need
- proactively considers how trauma and stress may affect the child's or young person's ability to engage successfully in learning and creates safe learning environments that support this
- creates opportunities for children and young people to regulate their arousal levels and calm their stress response through coregulation and relational pedagogy.

7. Supporting information

[Behaviour support in schools including suspension and exclusion](#)

[Behaviour support and interactions with children in preschools](#) (staff login required)

[Behaviour support plans for students](#) (staff login required)

[Behaviour support toolkit](#) (staff login required)

[Bullying prevention and response tools and resources](#)

[Bullying prevention requirements](#) (staff login required)

[Contacting the police about children's and young people's behaviour](#) (staff login required)

[Developing a school behaviour support policy](#) (staff login required)

[Personalised learning](#) (staff login required)

[Violence prevention and response in schools](#)

7.1. Related legislation

[Disability Discrimination Act 1992 \(Cth\)](#)

[Disability Standards for Education 2005 \(Cth\)](#)

[Education and Children's Services Act 2019 \(SA\)](#)

[Education and Children's Services Regulations 2020 \(SA\)](#)

[Education and Early Childhood Services \(Registration and Standards\) Act 2011](#)

[Education and Care Services National Regulations 2011 \(Cth\)](#)

[Equal Opportunity Act 1984 \(SA\)](#)

[Sex Discrimination Act 1984 \(Cth\)](#)

[United Nations Convention on the Rights of the Child](#)

[United Nations Convention on the Rights of Persons with Disability](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

7.2. Related policies

[Assault, weapons, sexual, drug and other offences reported on site: site responsibilities procedure \(PDF 669 KB\)](#) (staff login required)

Bullying prevention and response procedure [to be linked on publication]

[Children and students with disability policy \(PDF 195 KB\)](#)

[Duty of care to children and young people policy \(PDF 182 KB\)](#) (staff login required)

[Gender diverse and intersex children and young people support procedure \(PDF 246 KB\)](#)

[Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education or care settings guidelines \(PDF 3 MB\)](#)

[Reporting critical incidents, injuries, hazards and near misses procedure \(PDF 234 KB\)](#) (staff login required)

[Responding to online safety incidents in South Australian schools guidelines \(PDF 456 KB\)](#)

[Sexual behaviour in children and young people procedure and guideline \(PDF 2 MB\)](#) (staff login required)

[Suspension, exclusion and expulsion of students procedure \(PDF 1 MB\)](#)

8. Record history

Published date: TBC

8.1. Approvals

OP number:

File number:

Status:

Version: 1.5

Policy Officer: Policy Officer, Engagement and Wellbeing

Policy sponsor: Director, Engagement and Wellbeing

Responsible Executive Director: Executive Director, Support and Inclusion

Approved by: Director, Engagement and Wellbeing

Approved date:

Next review date:

8.2. Revision record

Version: 1.5

Approved by: Director, Engagement and Wellbeing

Approved date:

Review date:

Amendment(s): Detail added to 'scope', 'roles and responsibilities' and 'definitions'. New requirements to:

- initiate a response to harmful behaviour within 2 preschool/school/business days
- undertake support and safety planning and behaviour support planning under certain circumstances
- communicate actions in response to harmful behaviour and maintain privacy
- provide support to staff impacted by or responding to harmful behaviour.

Version: 1.4

Approved by: Director, Engagement and Wellbeing

Approved date: 9 September 2025

Review date: 9 September 2028

Amendment(s): Clarified which education and care services are in scope, and aligned with other departmental policies, procedures and requirements.

Version: 1.3

Approved by: Director, Engagement and Wellbeing

Approved date: 19 September 2022

Review date: 19 September 2025

Amendment(s): Updated broken hyperlinks and names of related policies.

Version: 1.2

Approved by: Director, Engagement and Wellbeing

Approved date: 30 April 2020

Review date: 30 April 2023

Amendment(s): Change of reference to the Act and Regulations. Added *Disability Standards for Education* in 'related legislation' section.

Version: 1.1

Approved by: Chief Operating Officer

Approved date: 26 June 2019

Review date: 1 December 2021

Amendment(s): Updated version of the 'school discipline policy'.

9. Contact

Engagement and Wellbeing

Email: education.BehaviourPolicy@sa.gov.au