



Trauma Aware Behaviour Management Policy

Underpinning Ethos: trauma aware, culturally responsive & context relevant

Guiding Principles

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication – first we wonder: what is the function of the behaviour?
- Taking a non-judgemental, curious and empathetic attitude towards behaviour.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

- Putting relationships first – this requires a school ethos that promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour
- **Changing how we respond to behaviour does not mean having no expectations, routines or structure.** In order to help students, feel safe, their educational environment **needs to be high in both nurture and structure.** Students **need predictable routines, expectations and responses to behaviour.** These must be in place and modelled appropriately, within the context of a safe and caring school environment. **Natural rewards and consequences** that can follow certain behaviours should be made explicit, **without the need to enforce 'sanctions'** that can shame and ostracise students from their peers, school community and family, leading to potentially more negative behaviour.
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of students is within their control. Therefore, the language of choice (e.g. 'Good choice/bad choice') is not always helpful.
- **Encouraging parental engagement and involvement** is absolutely crucial when addressing and planning support for students with behaviour issues.



Trauma aware flexible behaviour policy

Section	Example behaviour	Example response/ consequence
Low Responsibility: Teachers and educators (AEs, SSO)	<ul style="list-style-type: none"> • Low level teasing • Not following instructions • Not engaging in learning • Walking out without a reason (staying on school ground) • Walking around in the class etc. • Low level Swearing 	-Try and identify the function of behaviour: are they being teased? Is the work too easy? Too hard? Are they hungry? etc. address need as necessary -sensory corner/activities-proactive- deflect and diffuse - -Redirect -Brain break -Focus on desired behaviours in others (parallel acknowledgement) etc. -Tactical ignoring - Verbal and non-verbal reminder of what it is to be a learner (visuals necessary) -Use now and then strategy -Stay in at lunchtime to complete work (as natural consequence NOT a punitive practice) -connect with AE/Anangu teacher for check-in/translation
Medium Teachers and educators/possibly leadership team	<ul style="list-style-type: none"> • High level teasing • Refusal • Risky play 	-Call for support if needed -Try above strategies -Use directive and simple language (e.g.: if on the roof of a building) - use co-regulation strategies -use empathy to prevent further escalation -direct to self-regulation place, quiet corner -may need time out in the office to reset -family visit



		-connect with AE/Anangu teacher for check-in/translation
High Teachers and educators/leadership team	<ul style="list-style-type: none"> • Verbal assault • Leaving school grounds • Physical violence eg. hitting, punching, throwing rocks/weapons/stabbing • Throwing things around the room 	<ul style="list-style-type: none"> -Call for support/let leadership know immediately if they have left the school grounds -Ensure safety of other students and yourself (lock the door, move students to safety etc.) -Family visit -Time out in the office -Take home for the day/session (only leadership can ever make this decision) -Restorative discussions with all involved -Repair of relationship (essential) -Natural consequences: Write apology, fix/ clean the mess, does a job for someone etc. -connect with AE/Anangu teacher for check-in/translation

Template by Judith Howard-QUT Graduate Certificate in Trauma Aware Education 2021

Notes

- Exclusion and/ or suspension are the absolute last resort and if they occur the time of exclusion/suspension will be kept to an absolute minimum (follow DfE SEE procedure <https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/suspend-exclude-or-expe!>)
- Staff needs to look after their own wellbeing and behave in a professional manner at all times (that could mean stepping away from a situation and asking someone else to take over if emotions are too high)



Proactive Strategies – to prevent the behaviour from happening or escalating

- Greeting students by name before entering class/school ground
- Sensory corners in the classroom
- Daily/regular wellbeing check ins
- Clear expectations cp-developed with students (displayed in the class and referred to regularly)
- 1:1 discussion (relationship based)
- Zen dens/chillout zones
- Brain breaks throughout the day
- Meeting basic needs (food, hygiene, sleep)
- Engaging & relevant curriculum pitched at the right level (ZPD)

QDTP/Differentiation----Pedagogy

- Culturally responsive approaches to teaching and learning (consider 8 aboriginal ways of learning, work collaboratively with Anangu educators, provide more self-directed learning opportunities, hands on learning, link the learning to their lived experiences/context, students' voice etc.)
- Strong structures and routines
- Clear learning routines
- Use of visual cues/ schedules
- Having mindfulness activities ready to go
- Yarning circles for connection/discussions
- Set SMARTAR goals for behaviours (pick one behaviour e.g. 'rock throwing' and have whole school approach activities, consistent language, visual etc)
- **Use of consistent language**
- **Positive learning environment supports positive behaviour for learning**