

BEHAVIOUR MANAGEMENT POLICY

Whyalla Special Education Centre seeks to provide a safe and secure environment for all students and staff.






Whyalla Special Education Centre believe negative behaviour is intensely linked to communication. Our behaviour management policy and strategies focus on teaching pro-active strategies using the 5 point scale and 5 against the law, to foster personal student calming and controlling their own behaviour skills.

Aim:

Our aim is to:

- create a safe, caring, orderly environment which is conducive to learning. It will endeavour to be free from physical, verbal, sexual and racist harassment and harassment on the basis of impairment or socio- economic background.
- encourage students to be responsible for their own behaviour by assisting them to use critical communication skills, manage their emotions, identify triggers and utilise alternate, more appropriate strategies to convey messages.

The 5 point scale

5		Crisis
4		Personalised student plan
3		Student
2		Class
1		Whole School

Whole School

- Positive whole school culture – caring, considerate, cooperative, courteous, friendly, inclusive and encourage participation
- Build positive respectful caring relationships with students and families based on student strengths and successes
- Positive school experiences and opportunities for successful interaction/engagement with others
- Scaffolded and supported when challenged within learning and new experiences
- Work in partnership with families and support agencies to enhance student engagement in

learning

- Every student will have a behaviour focus in their individual learning plan
- Establish and review strategies to reduce and if possible eliminate the need for reactive strategies
- All students will have motivators identified, ensuring programs/events are personalised and meet needs of learners
- Review policy and procedures to ensure all individuals are included
- All staff trained in Ziggurat model, anxiety curve and crisis intervention

Classroom Level

- All aspects of Ziggurat Intervention are being supported
- Differentiated learning programmes supporting engagement for all are developed and implemented
- Changing the physical, programmatic and interpersonal environment to better fit the person's characteristics and needs
- Learning programs interweave whole class social and behaviour management strategies
- Consistent routines and preparation prior to change are established
- Targeted communication programmes are implemented
- Programs such as The Incredible 5 Point Scale, 5 is Against the Law, will be used to teach positive behaviours
- Structured opportunities for development of social skills will be provided – role playing, modelling
- Social stories, visuals, schedules, work for reward, redirection to communication systems will be used to ensure structure and predictability, increase independence and reduce anxiety
- All students will be given time to process instructions
- All students will be assisted to develop effective critical communication skills, manage emotions, identify triggers and learn relaxation/coping techniques to manage their own behaviour

Individual Level

- Use identified break strategies(sensory areas, drinks), as needed
- Positive reinforcement—motivators for students identified
- Personal / Social goal developed (NEP)
- Communication / Literacy goal developed (NEP)
- Environmental accommodations utilised (eg particular play area) to ensure safety while a particular skill is being learnt
- Personalised social stories are developed for any known trigger points
- Aim for external motivators to be reduced as students move toward intrinsic motivation
 - Cue, reminder of task, in preferred mode of communication
 - Specific praise, acknowledgement of behaviour
 - Personalised incentive charts, choice of activity, Free time
 - Certificates — in class, and assemblies
 - Show other staff, class, preferred person successes
- Distractors or fidgets etc will be utilised where appropriate to reduce anxiety

- Ignoring, praise when on task
- Thinking time — on own, in class, in buddy class, principal's office
- Non-participation in lesson, play until task completed, time made up personalised for each situation

Personalised Student Plan

- Personalised, relevant and meaningful positive behaviour support plan for individual students. (positive support plans see appendix)
- Specific professional development accessed for staff
- Relevant Integrated service staff involved
- Additional resourcing – additional within school, challenging behaviour, and RAAP applications
- Where appropriate external support will be accessed

Crisis Situation

- Must take into account developmental stage of the student
- Avoid escalating situations
- Staff to remain calm and ensure staff are not alone dealing with the issue
- Ensure student, other students and staff are safe
- Remove audience or student, if safe to do so
- Ensure protective practises for staff is being followed (no restraint)
- De-escalate situations in a positive non-physical way, offer preferred calming devices
- Holding students is **only to happen** if documented permission in individual behaviour plans / NEP has occurred
- Take home, Suspension, Exclusion, Expulsion (SEE procedures)(as detailed in DECD procedures) at the discretion of the leadership in consideration of the Disability Standards of Education

Re-establishing calm on site

Review and Reflect — for students

Once calm:

- Using students preferred mode of communication to review situation
- Discuss with students:
 - Level on the 5 point scale
 - What I did?
 - What caused me to do this?
 - What do I need to do now?
 - What can I do next time?
- Assisting the student to reconnect with staff and the environment is essential to moving forward. Questions such as:
 - How can I help?
 - Who can help if this happens again?

Review and Reflect — staff

- Debriefing for all staff involved
- Complete any forms: Behaviour management or ED155 stating facts
- Reports written after an incident and when the staff member is calm

The report:

- Is a legal document and should be a brief summary of what happened
- must be written using an objective tone
- Provides valuable information to assist in future planning/programming etc
- Review behaviour plans

<ul style="list-style-type: none"> ○ How can you avoid the same thing happening again? (put onto 5 point scale) 	<ul style="list-style-type: none"> ● Adapt and change approach, strategies or environment if possible ● Re-establish positive relationship with students ● No one has all of the answers ● What ‘worked’ one time, may not ‘work’ the next! ● What you could cope with one day, you might struggle with the next
<p>If SEE procedures used</p> <ul style="list-style-type: none"> ● Parent meeting held with leadership. ● Re-entry and behaviour plan established or reviewed. ● Parents and caregivers to support with strategies. 	<p>CHECK IN BEFORE YOU, CHECK OUT</p> <p>Leadership and colleagues are not mind readers— They will try to be aware and proactive in offering support but it is up to the individual to let someone know if they are OK or if they need to talk further following an incident.</p>