

Whyalla Special Education Centre Behaviour support policy

Whyalla Special Education Centre's behaviour support policy guides

- the behaviour we expect of children and young people
- how staff, parents and carers will support positive behaviour
- safe inclusion of children and young people.

Whyalla Special Education Centre's policy aligns with:

- the Department for Education [Behaviour Support Policy](#)
- values of Whyalla Special Education Centre.

About behaviours

Children and young people's behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

Range of behaviours

- Positive, inclusive and respectful behaviours.
- Developmentally appropriate boundary testing. This behaviour can interrupt learning but can be redirected.
- Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts learning and needs consistent guidance and support.
- Complex and unsafe behaviour which can place children, their peers and others in danger.

All along the continuum, the policy and practice approach is proactive, consistent, and responsive and tailored to the child or young person's needs.

How we implement the department's policy

We will support the safe inclusion of children and young people in learning with these actions.

Promote

We will promote, model and support productive and positive behaviour.

Our actions

- By implementing then maintaining the School Wide Positive Behaviour Implementation System.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

Our actions

- We have embedded School Wide Positive Behaviour Implementation System into our community. Using lessons prepared from a staff list of important teaching topics in 2019. The topics are presented in suggested lessons that have activities, songs and resources for junior, primary and secondary years

Intervene

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

Our actions

- We will consider the physical, emotional and social wellbeing of the student as well as their disability and causation effect of that disability on student behaviour. We will work with medical practitioners, staff and parents to support improvement in student behaviour.
- We will report out of the ordinary (for that student) behaviours in EDSAS and in class documentation for collation. If the **unusual** behaviours remain we may request a family meeting or TAC (team around the child)meeting.

- Should, behaviour of any child be consistently unusual and or require one to one management or explicit training for new behaviours staff may well write a RAAP, requesting financial support and an extra SSO.

Work with others

We will work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviour. We will draw on these people to support positive behaviour change.

Our actions

- Staff will consider student One Plan, written in agreement with parents/caregivers. Staff will consider all formal documentation and reports received from a Paediatrician, district Disability Coordinator, district Behaviour Coordinator and Therapists involved with the child.
- On occasion there will be communication initiated by staff to DCP and police. This might be initially achieved by staff completing an ECarl, online and handing the Principal a paper copy of the Mandated Notification.

Respond

We will respond to behaviours visibly and fairly. Responses will help grow confidence and trust.

Our actions

- At Whyalla Special Education Centre we consider the whole child before we decide whether a punitive measure is required or more probably whether we can train the child by offering specific teaching and learning with multiple opportunities for the child to practice in a caring and supportive environment.

Repair and restore relationships

We will repair and restore relationships harmed by behaviours of concern.

Our actions

- Staff will continue to determine to keep healthy relationships with all students.

Create safety and wellbeing

We will create safety and wellbeing for people involved in behavioural incidents, and others repair and restore relationships harmed by behaviours of concern.

Our actions

- The safety of students and staff is paramount to all decisions at Whyalla Special Education Centre.
- Staff will maintain records and documentation of extraordinary student behaviour and use this information to reassess possible alternative actions and expectations.

Behaviours of concern

Behaviours of concern:

- are challenging, complex or unsafe behaviours
- are more serious, happen more often or last a long time
- significantly interrupt learning for the child or others
- could put the child or others in danger
- need consistent guidance and support.

Behaviours that disrupt learning or safety will always receive a response that considers:

- the needs of the child or young person with behaviours of concern
- other people's rights to learning and safety.

How we respond to behaviours of concern

At Whyalla Special Education Centre we use specific responses to behaviours of concern.

Educator responses

- Provide quality differentiated teaching practice. This is a way to meet each child and young person's learning styles and needs. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Report behaviours of concern to Line Manager.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Staff will consider students One Plan, written in agreement with parents/caregivers. Staff will consider all formal documentation and reports received from a Paediatrician, district Disability Coordinator, district Behaviour Coordinator and Therapists involved with the child.

Leader responses

- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impacts relationships at Whyalla Special Education Centre.
- Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.
- Report criminal offences to the police.
- All staff to complete classroom documentation then ECarl reports, sometimes making IRMS online reports and phone calls to DCP and police or organising a TAC meeting.

Department level responses

- Negotiate other learning options away from school to make sure the school community is safe. This is after we consider other options to reduce danger.
- Support staff and local leadership in how they respond to a child or young person.

Responsibilities

Children and young people

- Treat others with kindness, respect and inclusiveness.
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Support their friends and peers to seek help from trusted adults if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour to the class teacher or a member of Leadership.
- If an incident happens, work collaboratively with WSEC staff to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website or in our front office.
- Show and encourage safe, respectful and inclusive relationships with:
 - their own children
 - other children and young people
 - other parents and carers
 - staff.
- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.

- Take part in learning opportunities about safe and inclusive behaviour. Find out how we work with parents, carers, children and young people.
- Know our behaviour support policy and procedure and School Wide Positive Behaviour Implementation System. Know how to identify and report behaviours that are concerning or unsafe.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond. Use the same messages that Whyalla Special Education Centre promotes.
- Make sure their children keep coming to our site while a behaviour issue is being resolved. This is in the child or young person's best interest. If you feel that your children coming to our site is not in their best interest, talk to us about your concerns.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to the site staff for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come on-site if they have the leader's written approval.

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