



Behaviour Support Policy

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BEHAVIOUR SUPPORT AT THE LAKES COLLEGE

Assisting students to be self-managed in an environment of Safety, Respect & Learning provides the foundation of The Lakes College's *Behaviour Support Policy*.

At TLC we value relationships so through our daily interactions with students, we strive to develop core qualities of compassion, respect, responsibility, resilience, confidence, persistence, organisation, understanding and empathy. Our approach to behaviour support is essentially aimed at enabling students to reflect, repair and reconnect with others by utilizing the "Internal Control Psychology" model of restorative practices.

Within this model we aim to bring about effective behaviour change rather than impose punitive measures that have the goal of control. The use of any form of corporal punishment by staff is not permitted. We aim to have a respectful environment where high quality relationships enable all members of the community to learn and develop.

The Lakes College is committed to providing a safe, supportive and self-managed environment where:

- All community members feel safe and valued;
- All students are encouraged and supported to become self-managed learners;
- School practices are pro-active and supportive;
- Appropriate, positive language and behaviours are defined, modelled and reinforced.

The Lakes College behaviour support strategy recognises that the beliefs, practices and behaviours of all school community members influence student behaviour and learning.

At The Lakes College we believe that:

- Behaviour is internally motivated;
- We are responsible for our own behaviour;
- Every action has a consequence whether it be positive or negative;
- Behaviour is educative therefore it needs to be taught;
- Quality relationships between all school community members is paramount;
- Self-management can be developed through supportive co-management.

Our 3 Guiding Expectations at TLC are:

- Be Safe;
- Be Respectful;
- Be a Learner.

BEHAVIOUR SUPPORT POLICY

Aims

The Lakes College *Behaviour Support Policy* aims to:

- Be consistent with and emerge from our strategic plan, the College's aims and objectives, and the attitudes and values contained therein.
- Support College staff in developing a positive respectful learning environment.
- Encourage appropriate behaviour and discourage inappropriate behaviour in accordance with our Guiding Expectations.
- Develop student awareness that they are responsible for making choices with respect to their behaviour. Inappropriate choices will have clearly understood consequences.
- Provide appropriate support mechanisms for teachers in dealing with student behaviour.
- Ensure adequate and clearly understood communication procedures.
- Include appropriate procedures to monitor student progress.
- Encourage attitudes of self-respect, self-discipline and respect for others as people made in God's image.
- Promote a safe College environment which is conducive to effective teaching and learning, and where the teaching/learning process is rewarding for both staff and students.
- Support parents in their role by encouraging and reinforcing appropriate standards of behaviour.

Principles and Practices

Behaviour support at the College recognises that we all have rights and responsibilities. Students have the right to be a learner, be safe and be respected. Rights also require responsibility and therefore, students will be encouraged to understand there are choices, with negative consequences for inappropriate and unacceptable behaviour and positive consequences for acceptable and appropriate behaviour.

Our general rights include:
<ul style="list-style-type: none">• The right to be spoken to respectfully and treated fairly.• The right to work, play and learn in a happy and safe environment.• The right to own personal property and use College property appropriately.• The right to represent the College community to the best of our ability.
Therefore, staff and students each have responsibilities in acknowledging and safeguarding the rights of others in our College community.
Student Rights
<ul style="list-style-type: none">• The right to learn in an environment that is orderly, peaceful, safe, non-threatening and conducive to learning.• The right to have a caring, well-prepared teacher who instructs effectively and who limits inappropriate behaviour.• The right to be informed of playground rules and consequences when those rules are broken.• The right to redeem behaviour.• The right to tell their side of the story.• The right to be assisted by a supportive co-management process.

Student responsibilities

- It is the responsibility of each student to uphold the values and aims of our College by following all classroom, playground, uniform and homework expectations.

Teacher Rights

Teachers at the College have rights and responsibilities in order to cater for student needs and to maintain the values and aims of the College. Therefore, teachers have:

- The right to expect behaviour from students that contributes to their growth whilst also meeting their needs.
- The right to teach in a climate that is free from distractions.
- The right to ask and receive help from parents and other College personnel, including the Principal or other members of the Senior Executive.
- The right to have the role of the 'teacher' respected.

Teacher responsibilities

- To establish an optimal learning environment through careful, purposeful planning.
- To teach using methods that meet the learning and behavioural needs of students and help students realise their potential.
- To create a climate of trust and freedom, openness and cooperation that will foster the effective and personal growth of students.
- To foster a sense of care and compassion for one another.
- To explore a range of behaviour support techniques in order to cater for the range of classroom behaviours.
- To keep accurate records and pass information onto other staff where necessary.

Behaviour Management Procedures at The Lakes College

This document aims to provide a clear framework for supporting behaviour, encompassing a balance between acknowledgement and correction strategies. Teachers are encouraged to adopt a planned approach to self-management that aims to respect the rights of others, develop self-discipline, self-control, responsibility for behaviour, responsible social attitudes as well as a positive social and learning environment. We aim to maintain an environment in which all members of the College community are safe, respected and can learn.

In creating a safe, cooperative learning environment and to maintain effective management of student behaviour, a plan establishing expectations, acknowledging and correcting behaviour is required.

At The Lakes College a well defined process is in place across all school settings via a matrix of expectations and consequences. Every student is aware of the consequences regarding their choice to not follow the expectations of Safety, Respect and Learning. Prior to the commencement of this process staff have utilised proactive strategies and those related to the Essential Skills of Classroom Management. All school personnel are expected to use a least intrusive to most intrusive approach to classroom management.

Pro-active Preventative Strategies: expectations, consequences, classroom organisation, curriculum, relationships.

- Establish clear classroom expectations in collaboration with students where appropriate, which are displayed clearly and regularly referred to for reinforcement.
- Communicate clear expectations about homework, level of noise, work habits.
- Keep the classroom clean, tidy and organised so that students know how to access and return equipment. Consider seating arrangements.
- Acknowledge appropriate and on task behaviour.
- Provide adequate resources.
- Organise an effective and high quality learning environment that caters for individual learning styles, gender and ability.
- Seek to establish a good working relationship with students based on mutual respect.
- Class meetings.
- Develop and maintain a climate of respect.
- Use logical consequences where there is a link to the inappropriate behaviour rather than arbitrary consequences.

When it is clear that despite the school's sustained and collaborative efforts, a student's behaviour has not improved and the good order and conduct of the school or class is threatened, suspension procedures will be implemented. A recommendation to exclude will be issued in those rare cases where all other responses have been considered.

Emergency or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that The Lakes College's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment

- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Written Documents

At The Lakes College, if we have knowledge that a student's behaviour is likely to lead to an emergency situation, we will prepare a Crisis Management Plan to reduce the likelihood of an event, defuse the incident if it happens and to have a well thought out response if physical intervention or crisis management is necessary:

- Crisis management plan (See Support Document D)

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The following records are used:

- Incident report (See Support Document E)
- Health and Safety incident record (link)
- Debriefing report (for student and staff) (See Support Document G)

Student Support

At The Lakes College all students are initially supported by their Class or Pastoral Care Teachers. Where ongoing or significant matters of concern require more specialised or intensive support, the student must be referred to the Head of Primary, Deputy Head of Primary or Head of Secondary.

The network of The Lakes College personnel (school based and external) providing support for students at The Lakes College includes:

- Class / Homeroom Teachers
- Buddy Class System
- An informed and supportive student population
- Deputy Head of Primary
- Head of Primary
- Head of Secondary
- Principal
- Head of Learning Enhancement
- Learning Support Staff
- Teacher aides
- Behaviour Support Educational Consultant

- School Chaplain
- Year 7 Coordinator
- Careers and Guidance Counsellor

Support may also be available to students through a number of government and community agencies.

Awareness of individual circumstances

The Lakes College considers the individual circumstances of students when applying behaviour support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, ability, emotional well-being, impairment, cultural background and other environmental circumstances.
- Recognising the rights and responsibilities of all school community members to:
 - express their opinions in an appropriate manner and at the appropriate time
 - work and engage in a SAFE, RESPECTFUL and LEARNING FOCUSED environment
 - receive adjustments appropriate to their learning and/or impairment needs

Consequences for unacceptable behaviour

Our behaviour goal for learners is self-management.

When discussing a learner's behaviour, we speak about being self-managed or needing co-management (higher).

Whilst the behaviour support focus at The Lakes College is based on proactive and preventive whole school approaches, for our students needing co-managing, our staff will record incidences of unacceptable behaviour on TASS.

We use a range of consequences for unacceptable behaviour, depending upon the individual situation, and building from the LEAST to MOST INTRUSIVE APPROACH.

The application of any consequence should be supportive, fair, logical and consistent.

List of LEAST to MOST INTRUSIVE Consequences

1. Tactical Ignoring, Selective Attending
2. Proximity, Proximity with Touch
3. Body Language Encouragement
4. Waiting and Scanning, Pause in Talk
5. Cueing (by acknowledgement of others)
6. Descriptive Encouragement
7. Non verbal redirection
8. Distraction or Diversion
9. Verbal redirections/ Question, Reminder, Statement
10. Curriculum redirection, Questioning to redirect
11. Individual close talk – class or playground
12. Give choices (outlining consequences)
13. Follow through with Consequences

14. Reflection area / thinking chair / designated playground area
15. Move student in the room (seating) or playground - (walk with teacher, move to another area)
16. Temporary loss of privileges- class, playground, special events
17. Loss of internet/IT usage – if internet/IT based incident
18. Removal of personal technology device if ever used inappropriately
19. Restorative discussion
20. Restorative discussion and restitution actioned, apology, make up for hurt or damage, make a plan for future events
21. Parent contact – standard letter, phone call
22. Playground monitoring program
23. Restricted playground program
24. Withdrawal from playground
25. Move student to reflection area, time exit class, student is willing
26. Individual Behaviour Support Plan for repeated incidences of removal to exit class
27. Have third party remove student from classroom
28. Remove rest of class from area
29. Crisis Management Plan
30. Physical Restraint (conditional)
31. Police intervention
32. Community conferencing and restorative intervention
33. In School Suspension
34. Suspension from school (up to 5 days)
35. Recommendation for Constructive Withdrawal

See Support Document A for full Primary and Secondary Matrix and Flow Chart.

SUPPORT DOCUMENT A

The Lakes College Behaviour Expectations Matrix

Primary Matrix of Expectations

	SAFETY	RESPECT	LEARNING
Classroom (All settings) Including Library and College Care	<ul style="list-style-type: none"> I keep my hands, feet and objects to myself. I am responsible for my own self management. I name all personal belongings and look after them. I wear my shoes. I keep my hands clean. I only go into classrooms when a teacher is there. I follow the Behaviour Policy. I keep valuable items at home. I walk on all walkways and concrete areas. 	<ul style="list-style-type: none"> I am kind and considerate. I listen to the speaker. I use polite language. I use manners. I am honest. I always look clean and tidy. I wear my school uniform correctly. I show pride in self and school. I respect the environment. I am tolerant of others differences/opinions. 	<ul style="list-style-type: none"> I GET ALONG with others. I ORGANISE myself for the school day by 8:30am. I PERSIST to be the best I can be. I am CONFIDENT in all tasks. I am RESILIENT when things go wrong.
Play Areas Undercover Area	<ul style="list-style-type: none"> I wear a TLC hat outside. I play school approved games – not swear. I stay in bounds. I play on the correct year level equipment in correct areas. I walk on concrete. I use equipment safely. I sit on and walk around seats. I keep my hands and feet to myself. 	<ul style="list-style-type: none"> I show good sportsmanship. I share equipment. I look after equipment. I include others in my game. 	<ul style="list-style-type: none"> I learn new games and activities. I use positive social skills. Eg taking turns, sharing, playing by the rules.
Computers	<ul style="list-style-type: none"> I report bullying or inappropriate messages I do not share my password. I do not reveal personal information to others. 	<ul style="list-style-type: none"> I send appropriate messages and pictures. I respect the privacy of others. 	<ul style="list-style-type: none"> I follow the school internet policy. I stay focused on my task when I'm using school computers.
Eating Areas	<ul style="list-style-type: none"> I sit while eating. I eat my own food. I use my own drink bottle. I am aware that some students have food allergies eg. Allergies to nuts and eggs I walk to pack my lunch box away. 	<ul style="list-style-type: none"> I sit and wait for permission to leave. I keep eating areas clean and tidy. 	<ul style="list-style-type: none"> I make healthy food choices.
Toilets	<ul style="list-style-type: none"> I wash hands. I use toilets for the proper use. I return to class straight away. 	<ul style="list-style-type: none"> I respect privacy of others. I use the toilet paper, soap and paper towels properly. I use the correct toilets. 	<ul style="list-style-type: none"> I use water responsibly.
Transition Lining Up	<ul style="list-style-type: none"> I wait quietly for my teacher. I walk quietly past other classrooms. 	<ul style="list-style-type: none"> I walk quietly and appropriately around all the buildings. I line up quietly. 	<ul style="list-style-type: none"> I return to class after the bell rings. I have a drink, visit the toilet and wash my hands during break times.
Tuckshop	<ul style="list-style-type: none"> I wait my turn. I only buy food for myself. I sit and eat my tuckshop in my area. 	<ul style="list-style-type: none"> I put my rubbish in the bin. I treat equipment with respect. 	<ul style="list-style-type: none"> I order lunch before school. I return equipment.
Off Site Excursions Bus Lines	<ul style="list-style-type: none"> I follow the Bus Code of Conduct. I stay with the group or in designated lanes. 	<ul style="list-style-type: none"> I show pride in myself and my school. I show respect and courtesy to others in the community. 	<ul style="list-style-type: none"> I listen to the teacher or bus duty teacher. I participate to the best of my ability.

Secondary Matrix of Expectations

	SAFETY	RESPECT	LEARNING
Within the classroom	<ul style="list-style-type: none"> ▪ I keep my hands, feet and objects to myself. ▪ I am responsible for my own self-control and behaviour. ▪ I use all equipment responsibly. ▪ I only go into classrooms when a teacher is present. 	<ul style="list-style-type: none"> ▪ I follow the instructions given to me. ▪ I use polite language. ▪ I listen to what others have to say, raise my hand if I would like to contribute and patiently wait for my turn to speak. ▪ I am always well presented, in my correct uniform, looking neat and tidy. 	<ul style="list-style-type: none"> ▪ I organise myself for my classes so that I have the correct equipment. ▪ I always complete my homework. ▪ I attempt every task set for me. ▪ I ask for help when I am having difficulty.
During lunch breaks	<ul style="list-style-type: none"> ▪ I wear a hat if I am in the sun. ▪ I keep my hands, feet and objects to myself. ▪ I dispose of my rubbish properly in a rubbish bin. ▪ I use equipment safely. 	<ul style="list-style-type: none"> ▪ I abide by the TLC hands-off expectation. ▪ I show good sportsmanship to others. ▪ I share the College's equipment. ▪ I return any equipment that I have borrowed. 	<ul style="list-style-type: none"> ▪ I learn new games and activities with a sense of fair play. ▪ I engage positively with my peers. ▪ I teach others appropriate social behaviours by modelling responsible behaviour around the tuckshop, resource centre and secondary facilities.
Engaging with technology	<ul style="list-style-type: none"> ▪ I turn my phone off as soon as I am on campus. ▪ I keep my username and password information private. ▪ I respect that others have a right to be safe online and am cautious about revealing their personal details online. 	<ul style="list-style-type: none"> ▪ I only use my mobile phone outside school hours or with permission. ▪ I follow the College Acceptable Use of Technology Policy. ▪ I only send appropriate messages and pictures to others. ▪ I respect the privacy of others online. 	<ul style="list-style-type: none"> ▪ I stay focused on my classwork when using my laptop and technology. ▪ I only access appropriate websites or programs when I am at the College. ▪ I only use my laptop when I have been asked to. ▪ I make sure that I charge my laptop overnight.
Off campus	<ul style="list-style-type: none"> ▪ I listen to the instructions of my teacher in relation to safe behaviour expected. ▪ I follow the rules put in place in venues and the wider community to guarantee my safety and that of others. 	<ul style="list-style-type: none"> ▪ I model the College values when representing the College. ▪ I ensure that I am always well presented, in my correct uniform, looking neat and tidy when off-campus. 	<ul style="list-style-type: none"> ▪ I listen to the instructions from supervisors while off-campus. ▪ I engage fully in all activities. ▪ I keep an open-mind to all new learning experiences.

Consequence Flow Charts

PRIMARY		SECONDARY	
Step 1.	Re-direction – reminder of expectations	Step 1.	Re-direction
Step 2.	Warning	Step 2.	Warning
Step 3.	Move to thinking chair / reflection area Restorative chat to occur prior to re-engagement with class	Step 3.	Reflection area Restorative chat to occur prior to re-engagement with class
Step 4.	Exit to another designated classroom Restorative chat to occur Parents notified by Classroom teacher of this exit via diary or phone call	Step 4.	Exit to another designated classroom Restorative chat to occur Parents to be notified by classroom teacher of this exit via diary or phone call
Step 5.	Exit to Head of Primary or Deputy Head of Primary Parents to be contacted by Head of Primary or Deputy Head of Primary	Step 5.	Exit to Head of Secondary School Parents to be contacted by Head of Secondary School
		Step 6.	Exit to Principal Parents to be contacted by Principal

* Please note that physical violence or SEVERE inappropriate behaviour will result in immediate withdrawal to the Head of Primary, Deputy Head of Primary, Head of Secondary or Principal.

SUPPORT DOCUMENT B

Short Restorative Conference Format

Key Principles:

- There must be a recognition of harm
 - There is acceptance of the effect of that harm
 - Reparation is offered
 - An agreement is drawn up – can be recorded by teacher or a written agreement by older students.
1. Ask questions to the wrong doer (see restorative chat)
 2. Ask questions to the victim (see restorative chat)
 3. You have just heard how has been affected by what you did and how what you did has caused harm. Is there anything you would like to say?
 4. Wrong Doer’s response.
 5. What can you do to put things right? *This may be difficult so allow time for the wrong doer to come up with something. If still struggling, then ask if they would like you to make some suggestions.*
 6. Ask victim how they feel about the other?
 7. To wrong doer ... ‘On (day) you made the choice to (summarise incident) and today you have made another choice and have offered to (summarise reparation offered). Which choice do you feel better about?
 8. Both parties agree on reparation.
 9. To wrong doer “You have said you have taken responsibility for what you did and that you are going to put things right by (sum up agreement). How do you feel now? How will ... feel if you do not keep to the agreement? How will ... feel if you do keep to the agreement? How will you feel if you keep to the agreement?

The Restorative Chat

Reflect Repair Reconnect

To the wrong doer	To the victim	When stuck
<ul style="list-style-type: none"> - What happened? - What were you thinking? - What did you feel? What are you feeling now? - Who do you think has been affected by what you did? - In what way? - What do you need to make things right? - How can we make sure this doesn’t happen again? 	<ul style="list-style-type: none"> - What happened? - What did you think when it happened? - What are you feeling? - What has been the hardest thing for you? - What is needed to make things right? - How can we make sure this doesn’t happen again? 	<ul style="list-style-type: none"> - Was it the right or wrong thing to do? - Was it fair or unfair? - What exactly are you sorry for?

SUPPORT DOCUMENT C
INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Student:	Year level:	Teacher:
Date of Birth:	Commencement Date:	

Student Profile/Case History/Setting:

Medical & External Agency Information:

Student Strengths:

Student Challenges:

Triggers:

Usual Consequences:

Possible Function of Behaviour:

Data Collected:
Teacher:
Student:
Family:
Other:

Behaviours of Concern:

Identified Behaviour Goal/s: For **STUDENT** to:

Preventative and Teaching Strategies

Strategies	Responsible	When
Curriculum adjustments		
Communication Adjustments		
Environmental Adjustments (Playground support, etc)		
Organisational Adjustments (transitions, arrivals, departures and supervision)		

Replacement Behaviour Teaching

Strategies	Responsible	When

Response Adjustments

What	Responsible	When
Problem Behaviour		
Desired Behaviour		

Parental Support and Strategies

Points	Responsible	When
Problem Behaviour		

This plan has Parent/Carer agreement: Yes / No (Circle one)

Review Date: __/__/__

Signature Date: __/__/__

Principal /HOP/DHOP/HOS _____

Classroom/Pastoral Teacher _____

Parent _____

**SUPPORT DOCUMENT D
CRISIS MANAGEMENT PLAN**

1. ESTABLISH THE CONTEXT	4. EVALUATE RISKS
2. IDENTIFY RISKS	5. TREAT RISKS
3. ANALYSE RISKS	6. COMMUNICATE & MONITOR

Student name: _____

Date: _____ Place: _____ Time: _____

Recorder: _____

What is the behavioural risk?

Where/when is the behavioural risk most likely to occur?

What happens when the behavioural risk occurs? (describe the possible phases of behavioural escalation and its effects)

A) to the child _____

B) to the adult _____

C) to others _____

D) to the environment _____

What actions are likely to reduce / stop the risk?

What exactly will you do to gain rapid safe control?

1. _____
2. _____
3. _____
4. _____

What can others do to assist? _____

Peers: _____

Other staff _____

Admin: _____

Parents: _____

Contact details of significant others

Parents/Carers: _____

Medical Specialist: _____

Police / CYHHS / DOCS: _____

SUPPORT DOCUMENT E

What is Behaviour Management?

1. Keys for Effective Behaviour Management

- **Enjoy our work.** Enjoyment is infectious.
- **Show unconditional regard for everyone.** We are models for children. If we give kindness, kindness will be returned, if we give respect, it will be returned....
- **Know what we want.** If we have high expectations we have a chance of achieving them. Children give what we expect.
- **Remember that body language and tone make up most of the message.** We need congruence of body, tone and message.
- **Manage using strategies from the least to the most intrusive.** The issue is certainty not severity. If we start off too strongly, where do we go next? The message needs to be about the unacceptable nature of certain behaviour not our ability to coerce.
- **Know and use a range of strategies.** 'There is nothing so unequal as the equal treatment of unequals'. Not all children are the same – not all situations are the same. Each situation requires different messages, different understandings and different actions but within a shared understanding of what is appropriate and inappropriate behaviour.

2. Levels of Intrusiveness

- Our aim is to develop self management skills and so our interventions need a focus on redirecting the student to take effective control rather than us taking over control. (Internal Control Psychology vs External Control Psychology)
- The least intrusive principle means that: we can remain calm, the student has no reason to 'get their back up', we have modelled a rational communication skill, we have given ownership of the ensuing behaviour to the student and the student has a chance to back down, redirect, stop etc without losing face.
- When the most intrusive principle (referral or withdrawal) is reached, we need to know that we have not exacerbated the issue and that it needs stronger checking or higher levels of support. It may remove the student from the present situation but we still have to deal with the issue later.

3. Choice Theory (William Glasser)

- To have the greatest influence in our classrooms, we need to create a class environment where we are seen as part of the student's quality world. This is achieved by creating a classroom which is needs fulfilling for our students. We need to recognise that each person has five needs which must be met in order to achieve optimal functioning.
- These needs are SURVIVAL, LOVE (and belonging) POWER, FREEDOM AND FUN.
- It is these needs that drive behaviour – we behave in ways which satisfy these needs.
- All behaviour is total behaviour that is made up of 4 components: Thinking, Doing, Feeling & Physiology.
- Our behaviour is our most effective attempt at the time (with our current knowledge and skills) to satisfy our needs.
- All our behaviours are a result of choices and as such we are all responsible for our behaviours.
- We can make better choices if our current ones are not getting us what we want or we are not satisfying our needs.
- What we want is based on the picture we have of our world (Quality World Picture).
- A responsible person satisfies their needs in a way that allows others to do the same.

- To change behaviour, we need to:
 - Challenge the quality world picture that somebody holds and
 - Change our own behaviour as we can only truly manage ourselves. When we change what we do, we change the environment in which our children function and this allows them to make different and hopefully more appropriate decisions to meet their needs. This process is called Reality Therapy.

Meeting Needs / Improving Behaviours

When we meet student needs, we:

- Help them to feel better adjusted
- Help them feel valued
- Help them be more motivated to work
- We become part of their quality world.

e.g.

<p><u>Belonging - Acceptance</u> Cooperative learning Group work Shared stories/books Shared class rules Warm/welcoming disposition Focus on class strengths Display of work Involve parents</p>	<p><u>Power – Competent, Capable</u> Planning work Peer tutoring Conferencing Earning privileges Involvement in PT interviews Chairing meetings Self-evaluation Keeping portfolios</p>
<p><u>Fun - Learning, Laughter</u> Art Sport Excursions, camps Educational games Guest speakers Visits to other classes Singing Dance</p>	<p><u>Freedom – Freedom from & freedom to</u> Task order Topic choice Selection in seating plan Selection of groups Independent projects Use of outside areas Creative activities – Dance, Drama, Art</p>

Survival
 Room temperature
 Food
 Clothing
 Safe environment

SUPPORT DOCUMENT F

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Related legislation

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992

Some related resources

- National Safe Schools Framework
(ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools
(www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools –
Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullingnoway.com.au)
- Cybersmart (www.cybersmart.gov.au)
- Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

POLICY RELEASE DETAILS

Date of Policy

January 2013

Replaces Behaviour Management Policy (2008)

January 2014

January 2015

Reviewed January 2016

Reviewed January 2017

Reviewed January 2018

Approved by

The Lakes College Board

Chairman

Date

Review Date:

Annually, after initial review by Student Services Committee (Chaplain, Educational Consultant, Head of Learning Enhancement, Year 7 Coordinator, Careers and Guidance Counsellor) and in consultation with the Principal, Head of Primary and Head of Secondary.

Related Policies and Documents:

Anti-Bullying Policy

Social Media Policy

Duty of Care Policy