Cannington Community Education Support Centre

Student Behaviour Policy

Contents

CANNINGTON COMMUNITY EDUCATION SUPPORT CENTRE

"AIR"

ACHIEVEMENT INDEPENDENCE RESPECT

AIM—OBJECTIVES

The purpose of the garden is to provide a focus for student involvement in a meaningful community endeavour and at the same time promote an appreciation of a healthy lifestyle.
Cross–Curricular Health Program

SOCIAL DEVELOPMENT

Healthy relationships - the garden provides a year round venue where students can "hang out" with their friends.

PHYSICAL ACTIVITY

Lopping, pruning, mulching and digging – all in a day's work.

SENSE OF PRIDE

Freshly harvested vegetables and herbs, proudly sold under the "Fantastic and Fresh – It's Gotta be Green" marketing label.

TEAM BUILDING

Together
Everyone
Achieves
More

Preparing nutritious meals using vegetables and herbs from the garden supplemented with Foodbank produce.

ENTERPRISE

"Hire a Plant Program" - keeping classrooms and local businesses green.

HEALTHY AND ACTIVE LIFESTYLES

- Nurturing a healthy Mind, Body and Spirit
- Experiencing Achievement, Leadership, Enjoyment and Friendship.
- Making informed decisions for a healthy and active lifestyle is Learning For Life!

Cannington Community Education Support Centre, 147 Wharf Street, Cannington WA 6107   Phone: (08) 9351 2480   Fax: (08) 9451 6103

Behaviour Management – PBS Purpose Statement

The purpose of Positive Behaviour Support at Cannington Community Education Support Centre is to create and maintain a safe and supportive learning environment for all. We encourage positive attitudes through the explicit teaching and modelling of our core values, achievement, independence and respect.

- foster **Achievement, Independence** and **Respect**
- encourage the pursuit of personal goals
- support academic achievement
- promote social and civic responsibility
- maintain cultural harmony
- Develop self-regulation, resilience and personal responsibility.

Behaviour Management Policy includes strategies to:

- maintain a positive school environment
- encourage positive behaviours and personal best
- have students take personal responsibility for their actions

Cannington Community Education Support Centre's behaviour management policy complies with the School Education Act (1999) and relevant Department of Education Regulations and Policies. As Cannington Community ESC is a specialised high school for students with Intellectual Disabilities, Autism and Severe Mental Health Disorders the Behaviour Management Policy recognises that some forms of disability may involve symptoms or manifestations over which the student has little control, but may look like poor discipline. As a result the school's Behaviour Management Policy reflects the Departmental requirements that reasonable adjustments are made to assist the student with a disability to achieve the desired behaviour.

Where a student's actions breach school discipline and these actions are the symptom or manifestation of a disability, the principal will not, on the basis of the student's disability, treat the student in a way that is different to other students such that this different treatment causes disadvantage to the student.

	Cannington Community ESC	Positive Behaviour Expectations Matrix	
	Whole School		
	Classroom **Learning Areas**	**Around** **the school**	**Community** **WPL**

Achievement	Be organised
	  o Be on time
	  o Bring equipment needed for the day
	  o Be responsible for your property
	
	Follow Instructions
	  o Actively listen
	  o Follow set tasks
	  o Speak when it's your turn
	
	Always try your best
	  o Actively participate in every opportunity
	  o Don't give up
	  o Stay on task
		Play sensibly and safely
		  o Active games are played in active areas
		  o Include others in activities
		  o Use sporting equipment appropriately
		  o Stay within boundaries
		  o Follow game rules
			Be organised
			  o Be on time
			  o Wear correct uniform and PPE
			  o Be prepared for the outing
			
			Follow Instructions
			  o Listen to staff when entering and exiting transport
			  o Follow procedures as instructed

Independence	Make positive choices
	  o Wear school uniform
	  o Be accountable for own behaviours
	  o Solve issues with peers and staff in a respectful way
	
	Be safe
	  o Use responsible and safe online behaviour
	  o Follow Health and Safety Rules and Procedures
	  o Keep work area clean and tidy
	  o Report safety issues to staff
	  o Store personal belongings appropriately
		Make positive choices
		  o Keep hands and feet to yourself
		  o Choose appropriate activities and games
		  o Solve issues with peers and staff in a respectful way
			Make positive choices
			  o Know and follow code of conduct
			  o Know how/who to approach if feeling unsafe
			
			Be safe
			  o Use No, Go, Tell
			  o Follow road and pedestrian rules
			  o Wait in designated bus/train area
			  o Enter and exit transport safely
			  o Ensure staff know where you are

Respect	Be caring	Be respectful of others	Be respectful of others
	o Help others if they ask or need it o Give everyone their own personal space o Be mindful of other peoples' needs Be respectful of others o Use appropriate language o Use volume appropriate to learning area o Greet others politely 'hello/goodbye' o Say please and thank you o Say 'excuse me' if interrupting o Work cooperatively Be respectful of property o Use equipment for its intended purpose o Use equipment safely o Only use people's personal items with their permission	o Wait your turn patiently o Walk calmly when going to class o Talk quietly when passing classrooms o Allow room for others to pass o Walk on paved areas Be respectful of property o Keep the area free of rubbish o Put equipment away at the end	o Wait for others to exit public transport before boarding o Speak politely to everyone *please, thank you, excuse me* o Use appropriate volume on transport Be respectful of property o Use community space, resources, facilities and equipment appropriately

Staff roles and responsibilities of staff in implementing whole school positive behaviour support

Staff have a responsibility to ensure that behaviour management at Cannington Community Education Support Centre occurs in a mutually supportive and cooperative manner

Duty Staff

- Explicitly teach the desired PBS expected behaviours in the matrix.
- Review students behaviour management plans
- Recognise and respond to individual needs appropriately
- Provide a safe working environment
- Model respectful, honest, courteous behaviour
- Follow all strategies outlined in the students' profiles and behaviour plans (see attachments A-D)
- Record Tier two behaviour issues on SIS (see attachment E)

Classroom Staff

Classroom staff have the responsibility for the overall management of student behaviour in their classes, developing student behaviour plans, assisting staff in managing student behaviour and liaising with the school administration in situations which require school consequences and responses

- Establish and maintain a safe, positive and friendly relationship and environment with students, parents, carers and therapists.
- Follow the procedure for encouraging positive behaviour in the Cannington Community ESC PBS staff handbook
- Explicitly teach the desired PBS expected behaviours in the matrix.
- Provide an organised, motivating learning environment
- Provide an individualised and age appropriate program of education
- Report regularly to parents and carers about issues affecting their child.
- Recognise and respond to individual needs appropriately
- Communicate with colleagues
- Provide relief teachers with details of students behaviour / plan
- Provide learning experiences to equip students with social and self- management skills.

Student Services

The Student Services Team aims to create a supportive learning environment by attending to students' individual and collective emotional and social needs. The Student Services team is responsible for providing teaching staff with information about students which may affect or influence learning outcomes and behaviour. The Student Services Team includes a: Manager of Student Services, Student Support Coordinator, AIEO, Chaplain, School Psychologist, consultant Psychologist and consultant Speech Pathologist.
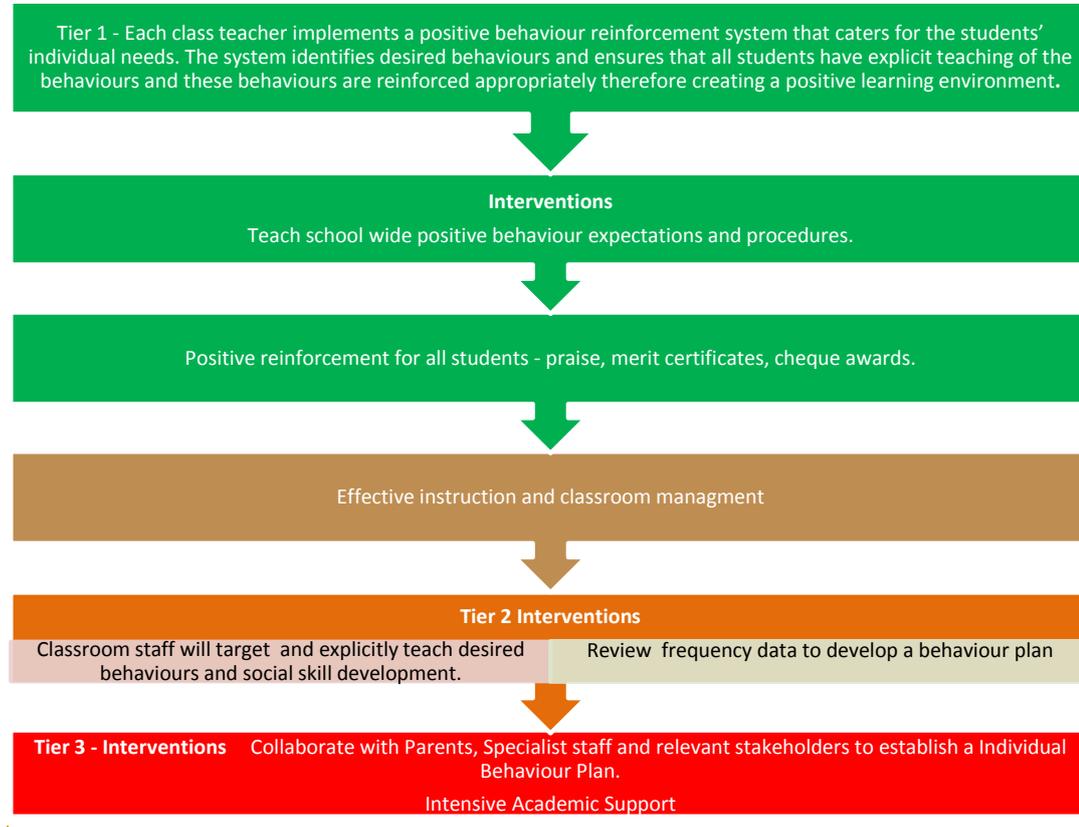
- Support the classroom teacher to develop effective behaviour management plans with students who exhibit extreme behaviours.
- Provide staff with professional development to increase the skills and understanding in social and emotional learning and Behaviour Management.
- Assist in the case management of students who have been identified as needing additional support in managing extreme behaviours, resiliency or self-harm.

Principal

The Principal is required to organise the school to ensure that the Behaviour Management Policy operates within the requirements of the Education Act and the Regulations and Policies of the Department of Education. The Principal makes final decisions regarding suspensions and exclusion of students.

- Support staff with implementing the school behaviour management practices.
- Provide support and professional development to staff to assist them in developing their behaviour management skills and strategies.
- Ensure consistency in the implementation and maintenance of the Behaviour Management practices within the school.

Teaching and Classroom Management Strategies Promoting Positive Behaviour Support:

Tier 1 - Each class teacher implements a positive behaviour reinforcement system that caters for the students' individual needs. The system identifies desired behaviours and ensures that all students have explicit teaching of the behaviours and these behaviours are reinforced appropriately therefore creating a positive learning environment**.**

Interventions
Teach school wide positive behaviour expectations and procedures.

Positive reinforcement for all students - praise, merit certificates, cheque awards.

Effective instruction and classroom managment

Tier 2 Interventions

Classroom staff will target and explicitly teach desired behaviours and social skill development.

Review frequency data to develop a behaviour plan

Tier 3 - Interventions Collaborate with Parents, Specialist staff and relevant stakeholders to establish a Individual Behaviour Plan.

Intensive Academic Support

The school's strategy for communicating with parents on students' behaviour

Cannington Community ESC uses person centred planning when developing their documented plan. Person Centred Planning process involves intensive collaboration with educators, students, parents, caregivers and other relevant stakeholders. To achieve this staff are encouraged to maximise their contact with parents/caregivers.

- Ensure communication is a shared process. For example, as well as providing information about school or classroom activities, teachers seek input from parents about the needs and aspirations of their children and their expectations for their children.
- Use effective communication to build trust between school staff and parents. This includes clear and respectful messages, effective listening, following up on commitments and providing opportunities for 360 degree feedback.
- Ensure communication is focused as much as possible on student learning. Develop clear and proactive advice about school policies, routines and other operational matters so that more time and effort is available for communicating about students' needs and progress.

Topics requiring timely communication with parents:.

- Attitude to school
- Academic progress
- Social relationships
- Emotional wellbeing
- Specialised learning programs
- Behaviour

How can staff communicate with parents and care givers?

- Notify parents of the students' progress and achievements via merit awards, cheque awards, SIS generated letters, phone calls home and acknowledgements in the school newsletter and school assemblies.
- Encourage maximum attendance and participation in scheduled events such as Parent information sessions – the school holds parental workshops on topical issues such as Post school option information, mental health issues, and behaviour management strategies.
- Staff must contact parents/caregivers when a child's behaviour is adversely affecting the learning of that child. A behaviour management plan will be developed in consultation with the parents / caregivers and other relevant stakeholders.
- Website – will notify parents of class activities and school notices.
- Class teachers can communicate with parents and caregivers via apps such as see-saw.

The school's strategy for deciding on the application of disciplinary measures

This section covers disciplinary measures that schools can apply when students breach the behaviour expectations established by the school community and published in the Schools Positive Behaviour Matrix.

Schools can discipline students for behaviour incidents occurring at school; at a school activity away from school grounds; or while travelling to or from school. Disciplinary measures should form part of a teacher's classroom management plan and be consistent with a whole school approach to behaviour management.

In-school discipline

As with all forms of discipline, graded in-school disciplinary measures should be clearly set out and aligned with the school's Positive Behaviour Policy and Individual Student's Behaviour Plan.

Withdrawal of privileges

A student's privileges can be withdrawn as a consequence of breaching classroom behaviour standards.

When withdrawing a student's privileges as a disciplinary measure, classroom teachers should ensure that:

- The withdrawal is time limited
- The reason for, and period of, the withdrawal is clearly communicated to the student.
- The student is made aware of the behaviour standard expected in order for the privileges to be reinstated.
- Consideration is given to the impact of the student's engagement (i.e. where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).

Withdrawal from class – Use of Chill-Out Areas

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time. Staff have a duty of care to ensure that students are supervised at all times during a student's withdrawal from the classroom. The teacher where appropriate should inform the parents and carers.

Detention

A teacher can keep a student in during recess or lunch in order for the student to:

- Have the opportunity to calm down and reflect on their behaviour.
- Talk about behaviour management strategies

If a student is kept in from recess or lunch breaks, the supervising staff member needs to ensure that the student is given a supervised break at another time. Staff must ensure that the student's parents or carers are informed of the detention and the incident is recorded onto SIS.

Suspension

The School Principal may decide to suspend a student who has breached the school's code of conduct and, as a result, have threatened the safety of others, caused significant damage to property or significantly disrupted the education of other students.

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days. The principal will consider the individual circumstances and where a student's actions breach school discipline, and these actions are the symptom or manifestation of a disability, the principal will not: on the basis of the student's disability, treat the student in a way that is different to other students such that this different treatment causes disadvantage to the student.

If a student is suspended from school the principal will issue a letter to parents and caregivers confirming:

- The reason for the suspension
- The duration of the suspension and the date the student may return to school
- The name of the school staff member that parents/carers can contact
- Information regarding any particular conditions attached to the suspension

All students who are displaying significant behaviours can have access to the School's Student Services Team who will work with the class teacher to develop a relevant documented plan such as; Escalation Profiles, Individual Behaviour Plans or Student Profiles.

The school's approach to coordinating with external agencies where required

Cannington Community Education Support Centre develops Individual Education Plans for each student. Our philosophy is based on involving all stakeholders to ensure that relevant information is gathered and a collaborative plan of action is implemented to ensure the students educational success. All meetings are confidential and staff are to gain parent permission before the school collaborates with external agencies.

External Agencies that collaborate with the school include; The Disability Services Commission, Child and Adolescent Mental Health Service, Department for Child Protection and Family Support, Therapy Focus, Autism Association, The Charles Street Clinic, Ability Centre and other relevant organisations.

Measures to address: bullying, aggression, drugs, weapons, self-harm

1. All forms of Bullying:

We aim to provide an environment that is physically, emotionally and intellectually safe for all members of our school community.
We seek to achieve this by

- Educating the school community on what is Bullying and what to do if you see or experience bullying.
- Provide structured recess and lunch activities that provide students with a safe and supervised recreational option.
- Prevent the occurrence of bullying by educating students on how to establish positive relationships and reinforce the rights and responsibilities of all school members.

2. Aggression

Verbal Aggression

When a student is displaying verbal aggression staff will utilise the Nonviolent Crisis Interventions Verbal Intervention Model. The staff members main aim is to set limits without escalating the situation. Staff use strategies such as empathic listening, providing options and rational detachment while communicating with the student. After the incident staff review the precipitating factors and record the events in SIS to help tailor any self-regulating education programs the student may be involved in.

Physical Aggression

If a student is displaying physical aggression staff, are to respond by using strategies from the Nonviolent Physical Crisis Intervention Model. While communicating with the student staff, are to use the CPI's personal safety stance. Staff, are to only use physical restraint if the student is putting themselves or others in immediate physical danger as per Regulation 38c of the School Education Regulations 2000. All incidents of physical aggression are to be recorded in SIS and staff, are to notify Administration and the student's parents/carers.

3. Drug and alcohol misuse by student

Drugs and alcohol are prohibited on school grounds. If staff suspect that a student is under the influence of either parents will be informed.

4. Presence of weapons on school sites

If staff and students are at immediate risk the police will be informed immediately. Incidents involving weapons are dealt with as a serious breach of the school discipline and students will be suspended immediately under Regulation 44(2) of the School Education Regulations 2000.

5. Risk of suicidal behaviour and/or non-suicidal self-injury

The school follows the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non- Suicidal Self – Injury (NSSI). Any evidence of suicidal behaviour or NSSI will result in the student having a 'risk assessment' with a member of staff who is trained in Gatekeeper Suicide Prevention. The Student Services Team will case manage all students that staff have identified as "at risk' in this area and a risk management plan will be developed in collaboration with the classroom staff.

The rules regarding personal use of mobile and other electronic devices and responses to breaches of these rules:

As stated in the student's enrolment form the use of mobile phones, personal music players and cameras must be controlled during the school day. Students may bring them onto school premises for safety, security or emergency purposes only but the use of phones for social reasons is not permitted. Students who use mobile phones without permission may have their phone confiscated and returned to them at the end of the school day.

The strategy for record keeping and the use of data in accessing the effectiveness of whole school behaviour support

All behavioural incidents are recorded onto SIS under the behaviour management tab. This information is used when reviewing a student's behavioural goal s.

Tier 1

The students that demonstrate Positive Behavioural Expectations will receive a cheque award. All cheque award information is centrally recorded on to SIS under positive behaviour.

Student achievements are acknowledged at school assemblies.

Each classroom has class rewards that are recorded and recognise students achieving expected behaviours.

Information relating to the students interests/ triggers and sensory needs are recorded on a 1 page profile and accessible by all relevant staff.

Tier 2

If a student is involved in a behavioural incident that involves physical aggression the class teacher will ensure that is immediately recorded onto the SIS.

An incident should be reported and recorded as a critical incident if it adversely affects or disrupts the safe and orderly operation of the school, threatens the safety or wellbeing of staff or students or is an incident categorised as a "Near Miss" that may have resulted in a serious injury.

Types of notifiable incidents include:

- Any staff injury
- Physical or verbal assaults involving students, staff or parents/caregivers.
- Any theft, vandalism or burglary
- Any sexual behaviour
- Believed self-harm or attempted suicide.

These incidents are recorded on the Online Incident Notification System.

An "at risk management plan" will be developed if a student is displaying physical aggression.

Staff can notify Employee Support Bureau if involved in a physical assault, restraint or contact.

Tier 3

All Tier 3 behaviour incidents are recorded onto SIS Admin and the student's parents are to be notified. Incidents that have resulted in physical or verbal assaults, property damage, vandalism or any sexual behaviour is a critical incident and is to be recorded on the Online Incident Notification System. Administration will develop a risk management plan and parents/carers are to be notified.

Attachment A – One Page Profile

Photo	

Student Name: DOB   **Age:**
People involved in developing this profile: (teacher)
     (Ed Assistant)   (Therapist)   (Caregiver ESC)
Review Dates: Transition   Yr 7   Yr 8   Yr 9   Yr 10
Primary School   Secondary

What we like and admire about
- Personal qualities
- Strengths
- Talents

What is important for?
- My important activities and hobbies
- My favourite lessons
- Routines
- People who are important to me.
- Important things

Health and wellbeing
- Diagnosis
- Medical needs
- Mobility Issues
- Medical Action Plan
- Medication
- Behaviour Management Plan

What is important to?
- My important activities and hobbies
- My favourite lessons
- Routines
- People who are important to me.
- Important things

Life Experiences
- Who I live with
- Activities I do during the week
- Activities I dislike/like
- Places I like/ dislike
- Kind of people I like/dislike
- What kind of person I am.

Communication and social skills
- What do I understand?
- How do you help me to understand more?
- How do I make choices?
- Can I tell you about the future or the past?
- How do I initiate interactions?

Support needs
- Routines that I have in my life.
- How I plan my day.
- How I cope with change or stress.
- How I learn new things.
- Do I need to be taught new things in a variety of settings?
- Do I need time on my own during the day?

Behaviour supports
(please also see my Positive behaviour Support plan
- How I express my happiness.
- How I express boredom.
- How I express confusion or misunderstanding.
- How you know I am stressed
- How I tell you about things I like or dislike
- Behaviours that I display when I can't cope. Where/when/ looks like!

Behaviour supports: Sensory
- Am I a sensory seeker or sensory avoider?
  Do I have
  - visual
  - auditory
  - gustatory (taste)
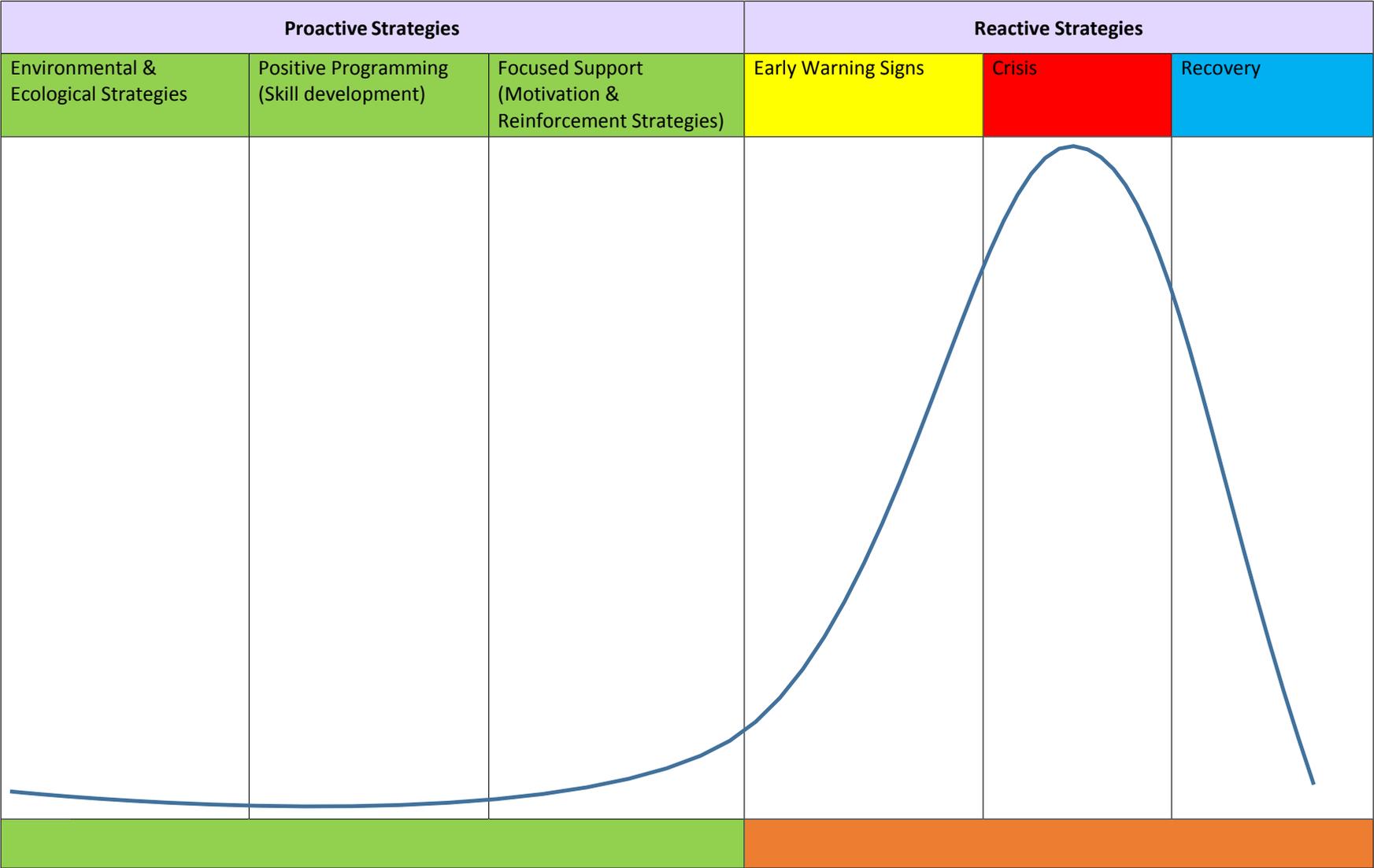 - olfactory (smell)
  - tactile sensitivities or obsessions

Personal Care
- Do I need physical activity during my day?
- Where do I sit in the classroom or on the bus?
- What support I need with personal care.?
- Do I need support to move from place to place?
- Do I have any dietary requirements or need mealtime support

Academic
- I am really good at….
- I need lots of help with….

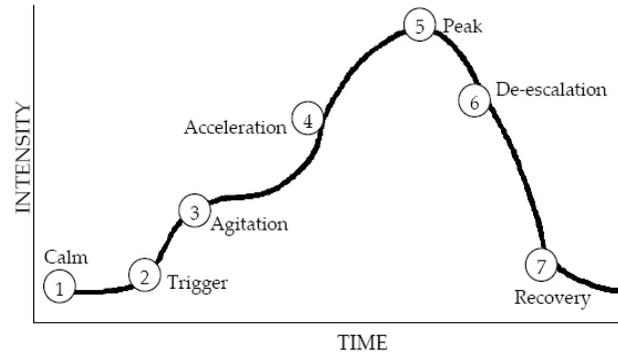| Proactive Strategies			Reactive Strategies		
Environmental & Ecological Strategies	Positive Programming (Skill development)	Focused Support (Motivation & Reinforcement Strategies)	Early Warning Signs	Crisis	Recovery

BEHAVIOUR ESCALATION MANAGEMENT PLAN - Example

Student name: Student X   Plan developed by:

Date of development: Review date:

② Triggers	③ Agitation behaviours	④ Acceleration behaviours	⑤ Peak behaviours	⑥ De-escalation behaviours
• New staff • Playing slow games with another person/s • If another person can't perform the task • If he can't get his own way • Being late for school • Having to wait or losing games • Being told his help isn't needed when he offers it • Having to apologise for his negative behaviour	• Getting up from chair • Copying staff • Mild swearing *(e.g. shut up, leave me alone)* • Raising voice • Walking around the room • Touching with mild aggression *(e.g. punching, poking, pushing)* • Taking other students possessions • Tensing teeth and body, growling	• Touching with moderate aggression *(e.g. punching, poking, kicking, pushing or hitting)* • Refusing to comply with activities • Refusing to complete work • Leaving the classroom without permission • Saying expletives • Louder voice • Clearing his table of objects. •	• Throwing objects in the classroom • Touching with extreme aggression *(e.g. hitting, tripping, pushing in a threatening manner, punching, choking, hitting)* • Extreme loud voice	• Crying • Denies he did anything wrong • Blaming others • Tries to bargain • Quiet • Looks at the computer

ADULT INTERACTION STRATEGIES THAT APPLY TO ALL STAGES
• Maintain a neutral facial expression by avoiding any movements that Brandon can misinterpret as anger or rejection
• Keep your body calm by controlling your breathing by taking deeper and slower breaths to stay calm
• Do not stare at Brandon as it can be interpreted by him as a challenge. Instead look at him sideways from time to time
• Lower your voice and keep your tone even and avoid standing in front of Brandon.

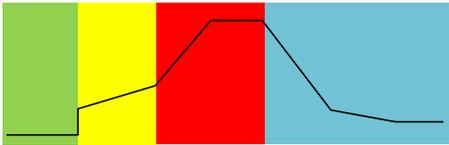| De-escalation strategies for Brandon when he is at ③	De-escalation strategies for Brandon when he is at ④	De-escalation strategies for Brandon when he is at ⑤	De-escalation strategies for Brandon when he is at ⑥
• Incentive chart • Planned ignoring • Rule reminder as privately as possible and walk away (e.g. In a low voice when you are standing next to him say 'We don't swear in class or that is inappropriate. • Tension reduction through humour (e.g. You're right I am a goose. I made a mistake, hopefully I won't do it again) • Providing more information (e.g. I know we still have five more minutes on the clock but we are running a bit late so could we please start a bit early)	• Keep your physical distance when disciplining • Be prepared to ignore behaviours • Prompt calming strategies • Protect others • Don't discipline during this stage • Remove the audience • Plan a graceful exit strategy	• Take time to regroup yourself • Provide space • Do not refer to the incident, ask for an apology or talk about how it hurt your feelings • Use physical restraint as appropriate	• Reintroduce demands slowly and calmly • Redirect to a successful activity or special interest

Risk Management Plan

School	Cannington Community ESC	Principal	
Student	Student X	Class Teacher/s	
Year Level	8	Education Assistant	
Date	01/01/2017	Parent / Carer	

CONCERNING BEHAVIOUR
What is happening now?
What specific behaviour/s places the student or others at risk?
e.g. *physical abuse of students/adults, verbal abuse, self-harm, inappropriate sexual behaviour, leaving school grounds….*
	Physical Aggression
	• Uses physical gestures to threaten
	• Throwing - objects at staff and students
	     - Furniture into desks and across the room
	     - himself against walls and furniture
	• Punching walls
	• Slamming doors
	Verbal Aggression
	• Claims to be hearing voices which tell him to do things
	• Threatens to kill staff and students

ENVIRONMENT Where is the concerning behaviour occurring? e.g. *classroom, playground, excursion….*	**When** • First thing in the morning • During transition times • When relief staff are present • Sensory issues e.g. bright lights, loud noises **Where** • Classroom • Music room • Wherever he is in the school when his is escalated and in the proximity of staff
PREVENTION STRATEGIES What will be done to reduce the likelihood of the concerning behaviour occurring? e.g. *teach social skills, develop IBP with student, communication with parents, positive correction, school-wide time out plan, modify academic work, inform other staff….*	• Develop a mental health plan in collaboration with specialists i.e. parent, GP, external therapist, • A reduced timetable and curriculum • Utilize sensory breaks and areas e.g. library and therapy room • Inform staff and students of management strategies, including removing the rest of the class

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WARNING SIGNS/TRIGGERS How will we know if the concerning behaviour is beginning or likely to escalate? e.g. *body language, verbal signs, repetitive behaviours, change in routine, after recess/lunch breaks, work too demanding, consequences of behaviour….*	**Triggers** • School attendance – when he comes to school he will already be escalated. • Transition times • When he is encouraged to complete work • Being asked to do work • If he feels restricted or can't perform a necessary function e.g. opening a water bottle or getting up from a chair. **Warning Signs** • When XXXX comes to school he will be wearing his hood on his head with his hands in his pockets and his face will be showing visible signs of anger. • Push his work away • Says he needs to walk around the basketball court to calm down
RESPONSE What will be done when the behaviour escalates? e.g. *redirection/ take up time/ provide options and choices, class behaviour management plan severe clause, communication system with Admin and neighbouring classes, plan for removal of student, plan for removal of other students….*	**Physical Aggression** • Clear the area of students • XXXX to call admin once students are removed **Verbal Aggression** • Don't verbally engage with XXX when he is escalated • Using a calm voice, give XXX choices e.g. would you like to go to the basketball court or sit outside? • Staff must record incident on SIS and notify parent via text using the school system
CONSEQUENCES AND REVIEW What needs to happen after the incident? e.g. *repairing and rebuilding (how), counselling (who by?), suspension, review of Safety Plan….*	• Staff and family need to collaborate with mental health professionals • Debrief meeting for classroom staff to be held Thursdays after lunch to reflect upon the Risk Management Plan • Risk Management Plan to be reviewed
SIGNATORIES	**Date of implementation** _____ **Date of review** **Copy to District Office Representative** **sent:**_____ (if applicable) **Principal** _____ **Parent** _____ **Teacher(s)** _____ **Education Assistant**_____ **Other (specify)** _____ **Date** _____

Behaviour Support Summary – (Example)

Name: Student X	DOB: 01/01/00	Year:

Diagnostic Information:
Intellectual Disability
Autism

Relevant Background Information:
- Challenging behaviours reinforced at home.

Goals and objectives:
1. Use appropriate language to peers and staff
2. Follow staff instructions
3. Arrive to class on time

Challenging Behaviour/s	Skills to be taught/increased
• Swearing • Non compliance / task avoidance	• Understand her own Behaviour • How to be kind / how to be a friend • Identifying her own emotions

Escalation Profile	Motivators/Reinforcement Schedule
	• Continue with tick chart • Use Choice Chart • Recess and Lunch provided by class. • Staff consistency using IBP.

Phase 1 (CALM): What she does	Phase 1 (CALM): What to do
• Laughs • Compliant • Lighter tone	• Frequently praise • Focus on the task she is completing • Use a tick reward

Phase 2 (TRIGGER/AGITATION): What she does	Phase 2 (TRIGGER/AGITATION): What to do
• Refuses to follow instruction • Begins to try and bargain with the staff • Swearing	• Redirect to task • Ignore her bargaining • Give her the choice Chart

Phase 3 (ACCELERATION): What he does	Phase 3 (ACCELERATION): What to do
• Swears • Leaves the classroom • Argues with staff • Becomes visibly angry – red face • Becomes personal in her criticism.	• Staff give her 5 minutes and then present her with the choice chart once. • If she continues to be non compliant she will be redirected to the therapy room. • If she continues to be non compliant she will have privileges removed.

Phase 4 (DE-ESCALATION/RECOVERY): What he does	Phase 4 (DE-ESCALATION/RECOVERY): What to do
• While try to reconnect with the classroom staff by starting a conversation. • We want to re-enter the classroom. • Engage in class activity	• Discuss the situation with her asking her to reflect on her own behaviour. • Use the timetable as reflection. • Brief her on future event and return her into the classroom