



INTRODUCTION

Kilparrin is a specialist facility catering for learners who have sensory (vision and/or hearing) impairments and additional disability. Teachers, School Services Officers and families work together to create supportive learning environments that address safety and wellbeing for all Kilparrin learners and staff.

WHAT IS BEHAVIOUR SUPPORT?

The management of behaviour at Kilparrin is individualised for all learners. Kilparrin learners, through a range of behaviours, may significantly disrupt their own learning program and may put at risk the rights of other learners to learn and teachers to teach. While the behaviour may not be frequent, in some cases the intensity can threaten the safety and wellbeing of peers and staff. It is recognised that it is not possible to completely eliminate the potential for violent and unpredictable behaviours, so behaviour management aims to minimise and deter such behaviours and critical incidents. Challenging behaviours usually serve a purpose or function, and it is important to separate the 'behaviour' from the 'learner'.

A range of behaviour management strategies is employed at Kilparrin to support the diverse needs of learners. Responses to challenging behaviour are timely, consistent, and specific to the observed behaviour and learner. All Kilparrin staff are expected to be familiar with the behaviour management strategies planned for specific learners by their class teachers. Behaviour management strategies and/or Behaviour Support Plans need to be regularly reviewed (eg as part of the NEP review meeting) It is expected that all staff will follow the plan to ensure a consistent and managed response to challenging behaviour. Kilparrin staff are encouraged and supported to critically reflect on classroom management practices and develop the knowledge and skills needed to support learners.

PROMOTION OF POSITIVE BEHAVIOUR

At Kilparrin we are committed to providing a safe, supportive, welcoming and culturally inclusive educational environment. Teachers structure the teaching program to facilitate learning, cater for the developmental, social and emotional needs of individual learners, and use a range of teaching methodologies.

Therefore learners:

- are treated with respect and consistency
- are encouraged to behave appropriately and inappropriate behaviour is responded to according to the Kilparrin Behaviour Code and/or the individual learner's Behaviour Support Plan
- are assisted to modify their inappropriate behaviour
- have the development of social skills extended and encouraged
- are supported to self-regulate in a safe environment
- know what is expected of them and expectations are realistic
- are supported in making appropriate choices.

Evidence of these positive practices is reflected in the learner's physical management and in the staff-learner interaction.

LEARNING ENVIRONMENT

At Kilparrin, we continually review the individual goals for learners, including positive social skill development and wellbeing. The Kilparrin learning environment promotes active engagement and hands-on experiences that are structured within routines.

At Kilparrin, we are aware that our learners respond positively to routine, familiarity, purposeful challenges and that engagement in learning experiences will minimise disruptive behaviours.

COMMUNICATION

Kilparrin staff acknowledge that learner behaviour is often synonymous with communication.

At Kilparrin successful two-way communication is the essence of positive relationships between learners, staff, families and the community. Meaningful communication and positive interactions are the most effective method of supporting learners in conjunction with their other networks and a balanced curriculum.

Therefore:

- programs are designed to develop learners' receptive and expressive communication skills
- each learner's communicative intent and the appropriate adult responses are documented in a Personal Communication Dictionary (PCD)
- teachers communicate with the Principal/Deputy Principal and parents when additional support is required
- teachers and families communicate through the diary on a regular basis
- at times Kilparrin may seek help from other agencies.

SUPPORT AND SAFETY PLANS

Support and Safety Plans are a response to escalated behaviour by individual learners. Their purpose is to minimise risk to the learner and to the school community through specific individualised interventions. This may or may not result in the suspension or exclusion of a learner according to DECD policies and procedures. These documented plans are developed in consultation with families, teachers, the Principal and other agencies, in particular, Regional Support Services to whom the learner will be referred.

PHYSICAL TOUCH (adapted from *Protective Practices for Staff in their Interactions with Students*)

Kilparrin staff need to engage in physical contact and touch with learners as a means of meeting their duty of care **and supporting their learning**. Touch itself may be an agreed form of communication between learners, their families and staff (e.g. tactile signs, *Intensive Interaction* approach). Staff are involved in supporting learners with their hygiene, personal care and wellbeing needs, all of which may involve physical touch.

In providing such care, staff;

- are respectful in their physical interactions with learners
- do not presume that touch is acceptable to a particular learner
- communicate with each learner and encourage their involvement rather than merely physically moving them
- respect and respond to signs that a learner is uncomfortable with touch (for example; stiffening, pulling away, walking away).

USE OF PHYSICAL INTERVENTION (adapted from *Protective Practices for Staff in their Interactions with Students*)

Non-physical intervention is the preferred means of supporting learner behaviour. Where a need for support becomes apparent, non-physical interventions may include;

- directing/moving other learners and staff away from the situation
- communicating with the individual learner
 - telling the learner to stop the behaviour
 - telling them what will happen if they do not stop
 - telling them what they should be doing.

Specific language/signs/symbols may be in place for this.

- directing the learner to a safe place
- involving assistance from other staff (caring for other learners, enabling learner to spend time in another class)

If another learner is involved in the incident staff should provide comfort in a manner that does not escalate the emotional response to the incident. The learner should be reassured that they are safe and the incident is

under control. Families will be informed of the incident in writing in the diary (or by phone if the learner has been injured).

It is not appropriate to make physical contact with a learner in order to ensure they comply with directions (e.g. pushing, grabbing, poking, pulling).

Kilparrin staff may use physical intervention (including physical restraint) as a planned response, if all non-physical interventions have been exhausted and a learner is;

- attempting to harm another learner or staff member
- posing an immediate danger to themselves or others.

Physical intervention can involve coming between learners, blocking a learner's path, leading a learner by the hand or arm, shepherding a learner away by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in documented extreme circumstances, physical restraint.

Safe practice guidelines when using physical restraint

Where physical restraint is considered as a possible strategy clear documented plans are put in place in collaboration with Regional Support Services and families.

The use of restraint with a learner in situations where safety is threatened is to prevent injury. The restraint must be reasonable in the particular circumstances and must be in proportion to the circumstances of the incident. It must always be the minimum force needed to achieve the desired result. It may be a valid decision for a staff member not to use physical restraint where the staff member believes that doing so would increase the likelihood of injury to him/herself. Safe practices need to be developed for individual learners when required.

Kilparrin staff involved in the incident will;

- continue communicating with the learner throughout the incident
- grip clothing rather than the body, whenever possible
- ensure sufficient staff are alerted to enable a safe, manageable procedure, however one teacher only is to be in charge of the incident
- provide a written report of the incident to the Principal as soon as practicable, the record should include
 - the name of the learner involved
 - location of incident
 - names of witnesses, staff involved, teacher in charge
 - incident outline (including learner's behaviour, what was said, steps taken, the nature of restraint applied)
 - learner's response and outcome
 - details of any injury sustained by learner/s or staff, or damage to property
- inform families promptly and fully of any incident involving the physical restraint of their child and provide them with opportunity to discuss the matter at the time they are informed (communications managed in collaboration with the Principal)
- debrief (see Emergency Management Folder)
- access further debriefing and/or counselling support as required
- complete WHS documentation (ED155 Incident Report) where physical restraint was used.

RESOURCES

Protective Practices for Staff in Their Interactions with Children & Young People (Govt. of SA, DECS, 2011)
School Discipline Policy DECS (March 2007)

Supporting and Managing Children's Behaviour DECS (2004)

Your Classroom - Safe, Orderly and Productive DECS (2008)

Contributing to a Safe and Positive learning Community (DECS 2008)

Behaviour Support Plan and *Support and Safety Plan* (descriptions and templates)

<http://www.decd.sa.gov.au/childrensservices/default.asp?web=childrensservices&group=policies&id=childsafenvironment>

Document No. 3: March 2013 *(Review approved at Staff Meeting on 8 April 2013)*
To be reviewed in 2015 or earlier if needed