



INTRODUCTION

Kilparrin is a specialist facility catering for students 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 students and staff.

WHAT IS BEHAVIOUR SUPPORT?

The management of behaviour at Kilparrin is individualised for all students. Kilparrin students, through a range of behaviours, may significantly disrupt their own learning program and may put at risk the rights of other students 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 'student'.

A range of behaviour management strategies is employed at Kilparrin to support the diverse needs of students. Responses to challenging behaviour are timely, consistent, and specific to the observed behaviour and student. All Kilparrin staff are expected to be familiar with the behaviour management strategies planned for specific students 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 students.

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 students, and use a range of teaching methodologies.

Therefore students:

- 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 student'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 student's physical management and in the staff-student interaction.

LEARNING ENVIRONMENT

At Kilparrin, we continually review the individual goals for students, 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 students respond positively to routine, familiarity, purposeful challenges and that engagement in learning experiences will minimise disruptive behaviours.

COMMUNICATION

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

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

Therefore:

- programs are designed to develop students' receptive and expressive communication skills
- each student'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 students. Their purpose is to minimise risk to the student and to the school community through specific individualised interventions. This may or may not result in the suspension or exclusion of a student 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 student 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 students as a means of meeting their duty of care **and supporting their learning**. Touch itself may be an agreed form of communication between students, their families and staff (e.g. tactile signs, *Intensive Interaction* approach). Staff are involved in supporting students 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 students
- do not presume that touch is acceptable to a particular student
- communicate with each student and encourage their involvement rather than merely physically moving them
- respect and respond to signs that a student 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 student behaviour. Where a need for support becomes apparent, non-physical interventions may include;

- directing/moving other students and staff away from the situation
- communicating with the individual student
 - telling the student 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 student to a safe place
- involving assistance from other staff (caring for other students, enabling student to spend time in another class)

If another student is involved in the incident staff should provide comfort in a manner that does not escalate the emotional response to the incident. The student 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 student has been injured).

It is not appropriate to make physical contact with a student 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 student is;

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand or arm, shepherding a student 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 student 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 students when required.

Kilparrin staff involved in the incident will;

- continue communicating with the student 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 student involved
 - location of incident
 - names of witnesses, staff involved, teacher in charge
 - incident outline (including student's behaviour, what was said, steps taken, the nature of restraint applied)
 - student's response and outcome
 - details of any injury sustained by student/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)

Reviewed annually. Last reviewed 2017.