



Black Hill Primary School Managing Challenging Behaviour Policy

BACKGROUND/PURPOSE:

When concerns arise about a student's behaviour, or when a student is displaying ongoing patterns of challenging behaviour, a targeted response will be required which may include both support and disciplinary measures.

Successful interventions are underpinned by strong staff-student relationships, as they require an understanding of the underlying factors influencing behaviour and the immediate triggers for its occurrence. Whilst a detention might be an appropriate response to a student who is being highly disruptive in a class, the teacher or appropriate staff member should also seek to identify the reasons and triggers for that student's behaviour and address these where possible to reduce the likelihood of future problems.

Any decisions made in relation to addressing challenging behaviours should be clearly documented and discussed with the student's parent or guardian.

GUIDELINES:

- DEECD guidelines
- National Safe Schools Framework (http://foi.deewr.gov.au/system/files/doc/other/national_safe_schools_framework.pdf)
- <http://bullyingnoway.gov.au/teachers/school-strategies/resources.html>
- Student Welfare Policy
- Professional Learning Portal
- Calmer Classrooms
- http://education.qld.gov.au/student-services/behaviour/qaav/docs/working_together_toolkit.pdf

AIMS:

- Understanding and assessing students with challenging behaviours.
- Referring students to Student Support Services if challenging behaviours persist
- Applying for funding through the Program for Students with Disabilities (PSD) under the Severe Behaviour Category.

IMPLEMENTATION:

Where a student repeatedly demonstrates challenging behaviour, schools implement more structured intervention strategies as part of a staged response to address the behaviour. Intervention strategies that should be implemented include:

- Assessing the behaviour, focusing on its influences, triggers and function (ie what purpose it serves). This should involve observation and talking with the student, their family and relevant wellbeing professionals.
- Developing a Behaviour Support Plan and/or Individual Education Plan.
- Considering if any environmental changes need to be made, for example changing the classroom set up or areas within the playground.
- Explicit teaching and modelling of replacement behaviours (recognise students will need time to practice these before they become habit).

- Engaging appropriate support services, such as Assistant Principal support, Student Support Services or community agencies to undertake assessments and/or provide specialist support.
- Establishing a student support group (SSG) to establish the student's needs and supports required.
- Implementing appropriate disciplinary measures that are proportionate to problem behaviours.
- Considering alternative learning or behaviour management options such as re-engagement programs, time in other classrooms, attending special lunch time clubs
- Ensuring that staff obtain relevant and practical professional training to manage and support students with challenging behaviours.

In the event of serious behavioural issues that could lead to suspension, the school will ensure it documents evidence of a staged response to the behaviour before a suspension can be considered. (this will be done by classroom teacher, other teachers, Assistant Principal and/or Principal.

In determining the most appropriate response to challenging behaviour, it helps to consider the following questions:

- how serious is the behaviour of the student?
- how frequently is this type of behaviour being exhibited?
- what are the educational needs of the student?
- does the student have a disability or additional learning need?
- what is the age and development stage of the student?
- what are the residential and social circumstances of the student?
- is the student from an Aboriginal and Torres Strait Islander or culturally and linguistically diverse background?
- what is the student's learning style and how does this match with the teaching approaches used?
- will the proposed strategy produce the desired outcome for both the student and the school?

Classroom Teachers are those who spend the most time with students, therefore responses (both support and discipline) should always involve the classroom teacher. Where there are ongoing behaviour issues, teachers should work with school leadership and/or school-based wellbeing staff to engage specialist support for the student.

For serious behavioural issues where suspension or expulsion is being considered, the Principal must be directly involved in decision-making.

Record keeping

Black Hill Primary school should keep detailed records of instances of challenging behavior and behaviour management responses as reported by students, teachers, non-school based staff and the school community.

Records of behavioural incidents should focus on the facts of a situation and not include vague or unsubstantiated claims or value judgments.

Good record keeping practice serves a number of purposes including:

- allowing staff to monitor the behaviour and wellbeing of individual students
- ensuring that student behavior is being responded to in a consistent and staged manner
- monitoring the effectiveness of strategies used
- supporting principals in their decision-making process concerning suspensions and expulsions.

The Principal or delegate are required to record suspension in CASES21. CASES21 also has a section to record disciplinary action taken and sanctions imposed on a student involved in a behavioural incident. For more information on using CASES21 to record behavior incidents

In addition, the Student Online Case System (SOCS) is a referral and data system for schools to support the case management and service delivery for students referred to Student Support Services. The data provided via SOCS will facilitate more effective interventions and ensure accurate record keeping.

In the event of an incident threatening life or property, schools must contact emergency services by calling **000**.

Schools must also immediately report to Security Services Unit (phone: 03 9589 6266) any incident posing a: risk to the safety of a student, parent, visitor or staff member including:

- serious injury or death
- allegations of or actual physical or sexual assault
- threat to property or the environment.

This policy was ratified by School Council in: August 2015