



ARMADALE
EDUCATION SUPPORT CENTRE

Armada Education Support Centre

Student Behaviour Policy

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Armadale Education Support Centre Behaviour Management Policy: Positive Behaviour Support

The AESC behaviour management policy complies with the School Education Act (1999) and relevant Department of Education Regulations and Policies. As AESC 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. As a result, the school's Behaviour Management Policy reflects the Departmental requirements that reasonable adjustments are made to assist students with a disability to achieve the desired behaviours. When a student's actions are the symptom or manifestation of their 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.



Improving students' educational and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. Positive Behaviour Support (PBS) provides an operational framework for achieving these outcomes.

At Armadale Education Support Centre (AESC), we encourage emotional & social growth, respect for others and create opportunities for all our students in a safe and caring learning environment. We explicitly teach positive behaviour and social skills whilst providing a quality curriculum to prepare students for life beyond school.

The AESC Positive Expectations Matrix explicitly identifies teachable behaviours that are broadly categorised as Growth, Respect and Opportunity (GRO). The PBS framework focuses on positive reinforcement of our school's expected behaviours, learned by students through explicit teaching and modelling. Expected behaviours are displayed on our school-wide Behaviour Matrix and reinforced through our GRO token system.



What it means to be a fulfilled student here at AESC as designed by Niall Cavanagh 2018.

 <p>Armada Education Support Centre Positive Behaviour Expectations Matrix</p> 	Classroom Learning Areas	Around the school	Community
Growth	<ul style="list-style-type: none"> • We take responsibility for our choices. • We set goals and work towards achieving them. 	<ul style="list-style-type: none"> • We report any negative behaviour seen to staff. • We listen to feedback and adjust our behaviour. 	<ul style="list-style-type: none"> • We use our classroom skills in the community. • We participate in new experiences.
Respect	<ul style="list-style-type: none"> • We are mindful of other peoples' needs and right to learn. • We use appropriate language and voice volume. • We listen and follow instructions. 	<ul style="list-style-type: none"> • We walk safely around the school. • We use appropriate language. • We accept and are considerate of other people's differences. 	<ul style="list-style-type: none"> • We listen to other members of the community. • We are respectful of property, community space, and equipment. • We behave in a safe manner; looking after ourselves and others.
Opportunity	<ul style="list-style-type: none"> • We are prepared for learning. • We encourage others to contribute. 	<ul style="list-style-type: none"> • We have a go at different activities. • We take responsibility for tasks given to us. 	<ul style="list-style-type: none"> • We cooperate with others positively. • We work as a team to aim for success.

Staff roles and responsibilities in implementing whole school positive behaviour support

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

All AESC Staff

- Explicitly teach the desired Positive Behaviour Support (PBS) expected behaviours identified in the matrix
- Review student's 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.
- Record Tier 2 behaviour issues on SIS as Antecedent Behaviour Consequences (ABC) data.

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 Student Services team and 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 agreed procedures for encouraging positive behaviour
- 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 plans and thorough relief notes.
- 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 consists of the Manager of Student Services (Deputy), Student Support Officer, Aboriginal Islander Education Officer (AIEO), Family Liaison Officer and the School Psychologist.

The role of the Student Services Team is to:

- Support the classroom teacher to develop effective behaviour management plans with students who exhibit Tier 3 behaviours.
- Provide staff with professional development to increase their skills and understanding in social and emotional learning, specifically trauma informed practice 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.

Behaviour Support - Referral System for SAER – Students at emotional/educational risk

All AESC staff will fulfil their roles and responsibilities in implementing PBS and engaging our students.

Classroom staff seek resources to support the student in the classroom
Tier 1 – Whole school interventions should be in place here. Following PBS guidelines and the matrix.
PCP techniques are implemented
1-Page learner profile completed



Teacher seeks further supports from SS to assist engagement of the SAER.
This is still at a classroom level, teacher has a concrete plan[s] in place that are shared with EA's and SS Staff
Behaviour plans
Risk management plans
Safety Plans

These are written by the classroom staff with support from SS
ABC Data is being collected on the targeted behaviour
Frequency of behaviour is recorded



Teacher requests higher level of support from SS to assist with a student and their plan.
ABC Data is analysed from this point
Function of behaviour is established



SS interventions are in-place in line with classroom expectations. This involvement may be daily. All actions and responsibilities are reflected in the behaviour plan.



Statewide Services - Request for assistance put in place at this level. This is where Tier 3 adjustments are necessary.

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

Armadale ESC uses Person Centred Planning when developing their documented plan. The Person Centred Planning process involves extensive collaboration with school staff, 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 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, SIS generated letters, phone calls home and acknowledgements in the school newsletter and at school assemblies.
- Encourage maximum attendance and participation in scheduled events such as Parent information sessions – the school will publicise and promote parental workshops on topical issues such as Post School Options information, mental health issues, and behaviour management strategies through our Facebook page and Website.
- Staff must contact parents/caregivers when a child's behaviour is adversely affecting learning for that child. A behaviour management plan will be developed in consultation with the parents, caregivers, any relevant stakeholders and relevant Student Services staff.
- Website, Facebook, Text Messages and Consent2Go will be used to inform parents of class activities, excursions, incursions and school notices.
- Class teachers can communicate with parents and caregivers via phone-calls and texts.

Good standing requirements

Schools can deliver consequences to 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.

The processes embedded within good standing requirements are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- A restorative approach leads to individuals taking responsibility for their behaviour.

The following provides an outline of key processes in implementing good standing requirements:

Shared responsibility

- In partnership with students, their parents/carers and the local community, we have established shared expectations and responsibility for behaviour.
- As with all forms of discipline, graded in-school disciplinary measures should be clearly set out and aligned with the school's PBS Policy and the Individual Student's Behaviour Plan.

Good standing

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour policy.

Loss of privileges

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 or excluded from a school excursion or social activity. This will involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of privileges. Staff have a duty of care to ensure that students are supervised at all times during a student's withdrawal from the classroom.

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).

Suspension

The School Principal may decide to suspend a student who has breached the PBS expected behaviours and, as a result, have threatened the safety of others, caused significant damage to property or significantly disrupted the education of other students. At the discretion of the Principal, the school may implement an in-school suspension and use the day to work with the student to understand the impact of their behaviour on others.

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 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; Individual Behaviour Plans or Reward Systems.

Return from Suspension

The school will implement a restorative and educative return to school process to re-establish positive behaviour. After suspension a re-entry plan and/or individual behaviour plan focusing on the identified areas for improvement will be implemented. When a student is suspended from Armadale Education Support Centre they lose their 'Good standing', when they return from their suspension their 'Good standing' is reinstated.

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 Individual Behaviour Plans or Reward Systems.

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

Armadale Education Support Centre develops Individual Education Plans (IEPs) 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, Langford Aboriginal Association, Yorganup National Disability Insurance Scheme (NDIS) Providers including Therapy Focus, Autism Association, Ability Centre and Intelife, Senses and other organisations that provide support for AESC students and their parents/caregivers.

AESC liaises within the Department of Education with the Statewide Support Services including the School Psychology Service, School of Special Education Needs: Disability, School of Special Education Needs: Medical and Mental Health, School of Special Education Needs: Behaviour and Engagement and School of Special Education Needs: Sensory.

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

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 about identifying bullying and providing strategies for staff and students who 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.

Aggression

Verbal Aggression

When a student is displaying verbal aggression AESC staff will utilise Team-Teach positive behaviour management including verbal and non-verbal communication, diversion and de-escalation skills. The 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/Team-Teach de-escalation model. While communicating with the student staff, are to use the Team-Teach 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.

1. 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.

2. 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.

3. 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. School Psychologist will be called immediately on their mobile no matter of their site location for the day. 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 GRO token. All GRO token data is collected fortnightly and is centrally recorded.

Student achievements are acknowledged at school assemblies. Middle school student/senior school of the fortnight are placed on the PBS Board in the front office, and into the newsletter.

Each classroom will use their collated GRO tokens to purchase their own rewards. Information relating to the student's 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 using the ABC format.

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.

A 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.

These attachments are all located in the 'Relief File/PBS File' in each classroom at AESC.

- One Page Profile (All Students)
- Process for Minor-Major Behaviour
- Behaviour Support Summary- All Students with Tiers 2/3 Behaviours
- Proactive & Reactive Strategy Planner (Optional)
- Risk Management Plan (All students displaying tier 2/3 behaviours)