

Policy Statement

- Students who attend a special school setting may exhibit behaviours that are of concern. The behaviours may be associated with the student's disability, and may involve medical or health issues and frequently communication and sensory difficulties.
- Most behaviour has a purpose. Students with intellectual disability may have impairment in the areas of communication and social skill development. Students at Croydon SDS will require an individualised approach that focuses on understanding the individual's learning and emotional needs, knowledge of all the triggers that give rise to behaviours of concern, adaptation of the environment to avoid triggers and medication if required.

Aims:

- At Croydon Special Developmental School (Croydon SDS) we aim to address student behaviour in a way that promotes positive supportive behaviour strategies and skill development whilst minimizing any risks to students or staff.

Guidelines:

At Croydon SDS staff work within a School Wide Positive Behaviour approach to student behaviour support.

Recommended strategies include:

- Providing an effective communication system
 - Teaching the expected behaviour using Visual aids, Video Self Models and social stories
 - Modelling the skill
 - Providing opportunities to practice the skill
 - Reviewing correcting and testing the skill
 - Embedding it in the daily curriculum
 - Using positive rewards and reinforcement;
 - Ignoring negative attention seeking behaviours where appropriate.
- Student welfare and student behaviour support is a shared responsibility for all staff. All major incidents are recorded on Croydon SDS Behaviour Incident Report Records and read, signed and addressed by the Principal or Assistant Principal. Behaviour tracking charts are used to record focus behaviours on a daily basis including Antecedent, Behaviour and Consequence (ABC Charts and Behaviour Intensity and Frequency tracking charts. Clear data recording and analysis of behaviours of concern are documented and stored in the central student files in the assistant principal's office.
 - If staff, parents, volunteers or any member of the school community have concerns about student behaviour they are encouraged to bring it to the attention of teaching staff, Section Team Leaders, Assistant Principal or Principal.
 - Behaviours of concern can be addressed through section meetings, SSG meetings or meeting with the Principal or Assistant Principal. Staff are encouraged to bring data about the behaviour to the

meeting. Recommendations for student behaviour support will be made and are expected to be followed through.

Student Support Plans

- Through the processes of discussion and consultation with parents and carers, teacher, member of Positive Behaviour Support Team and Principal / Assistant Principal, a Student Support Plan may be developed.
- If a Student Support Plan is developed it will be endorsed by the parent / carer, the classroom teacher and the principal.
- **Please note that if devices used for therapeutic purposes or for safe transportation purposes or a calming area for a therapeutic purpose is a recommendation then it must be discussed, documented at a Student Support Meeting and endorsed by parents/ carers. (No student is to be left alone while in identified calming areas).**
- All Student Support Plans will be documented. A copy will be placed in the student's confidential file and network and in the classroom so it is available for staff to read. A copy will also be forwarded to all members of the Student Support Group.
- Behaviour support can also be addressed through a Student Support Group Behaviour Review Meeting. A Student Services Support Officer (SSSO), a member of the Leadership team and a therapist, may be a member of the Student Support Group in this instance.

Safety/Escalation Plan

Safety/Escalation plans are a one page plan designed to ensure consistency of response from staff working with a student.

- If a Safety/Escalation Plan is developed a copy will be provided to and discussed with the parent/carer and made accessible to all relevant staff.
- It is the responsibility of the classroom teacher to ensure that all relevant staff be informed of the Student Support Plan or Safety/Escalation Plan. Information should also be provided to Section meetings. All staff are expected to follow the plan.
- Curriculum development and implementation will support the development of responsible behaviours to replace behaviours of concern: So Safe, Positive Behaviour Support framework.
- Physical intervention or assistance must only be used if the student is/or is likely to cause injury to themselves or others. Please refer to the Restraint Policy.
- O.H. & S. Representatives, in consultation with therapists, are available to work with staff to provide risk management and assistance where needed for students who require assistance to stand and / or move.

Corporal Punishment is prohibited in all Victorian schools.

Corporal punishment must NOT be used at the School under any circumstances.

Our school has a commitment to **zero tolerance of child abuse**. We support and respect all children as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

APPENDICES (including processes related to this policy)

- Appendix A: Safety Escalation Plan Template
- Incident Report Form

Date Approved by school council	August 28 2017
Date for Review	August 2019

Appendix A: Student Safety Plan / Escalation Cycle Management Plan

Student: _____ School: _____ Date of Plan: _____

Topography of Students Behaviour	Topography of Planned Response
1. Atypical baseline behaviours -	
2. Potential problem behaviour triggering events -	
3. Escalation behaviours -	
4. Problem behaviours -	
5. De-escalation behaviours -	
6. Post-incident behaviours -	

INCIDENT REPORT 2019

Student first/ last name: _____

INCIDENT INFORMATION	INCIDENT INFORMATION	TYPE OF INCIDENT Tick ONE box (most applicable)
Person completing form: Date: Term:	People present: Section: <input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 2 <input type="checkbox"/> Secondary <input type="checkbox"/> Transition	<input type="checkbox"/> Undesired physical contact (risk of harm or touching private body parts) <input type="checkbox"/> Leaving/ attempting to leave school grounds <input type="checkbox"/> Throwing object (risk of harm to others or self) <input type="checkbox"/> Student refusing to leave an area (15 minutes or more) <input type="checkbox"/> Undesired defecation/ Smearing (requires additional support to manage) <input type="checkbox"/> Minor behaviours may be considered major when they are new/ unusual significant occurrence for the student <hr/>
LOCATION	TIME	
<input type="checkbox"/> Classroom <input type="checkbox"/> Community Access <input type="checkbox"/> Outside/ Playground <input type="checkbox"/> Out of class activity (e.g. MPR, P.E, Gym...)	<input type="checkbox"/> 8.30 <input type="checkbox"/> 9.00 <input type="checkbox"/> 9.30 <input type="checkbox"/> 10.00 <input type="checkbox"/> 10.30 <input type="checkbox"/> 11.00 <input type="checkbox"/> 11.30 <input type="checkbox"/> 12.00 <input type="checkbox"/> 12.30 <input type="checkbox"/> 1.00 <input type="checkbox"/> 1.30 <input type="checkbox"/> 2.00 <input type="checkbox"/> 2.30 <input type="checkbox"/> 3.00 <input type="checkbox"/> 3.30	

Session	Please write a factual description of what happened
Cooking 11.00	Example Description: <i>During our cooking session, Bob got up from his chair, walked over to another student and with an open palm hit the student on the back of the head. (Tick the box undesired physical contact).</i>

Classroom Teacher notified	Yes	No	
Restraint/ Seclusion (if yes, complete restraint form) ¹	Yes	No	
Edusafe Report submitted (staff) ²	Yes	No	
First Aid Form Completed (student) ³	Yes	No	

¹ Staff member involved/ present at the incident must complete the form (located in front office) detailing observations of the incident and forward it directly to the principal to notify them that same day.

² Fill this out when you sustain an injury because of a major or minor incident that has occurred. Located on CSDS Intranet. Login using your staff ID number and edumail password. Once you have completed the report both the Education Department and Principal will have a copy.

³ Follow first aid management flow chart (located in all classrooms, alternatively contact school nurse)

