



YARRAVILLE

Special Developmental School

BEHAVIOUR SUPPORT POLICY

Yarraville SDS Principal:

Ashwini Sharma

Assistant Principal:

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CERTIFICATION:

Principal

Signed*Ashwini Sharma*.....

Date25/6/18.....

Assistant Principal

Signed*D. D'Menzie*.....

Date25/6/18.....

This policy ratified at School Council meeting



YARRAVILLE

Special Developmental School

BEHAVIOUR SUPPORT POLICY

RATIONALE:

YSDS is committed to providing a safe and supportive learning environment in order to maximise the learning opportunities. Our core business is teaching and learning and this policy is designed to maximise these opportunities for both students and staff.

PURPOSE:

Through the School Wide Positive Behaviour Support (SWPBS) framework, students are taught the expected behaviours in all areas of the school and are rewarded for demonstrating these throughout the day.

The benefits of SWPBS is to:

- Build a positive culture that promotes social and academic success
- Identify and prevent problematic behaviour in its early stages
- Explicitly teach appropriate social skills to all students
- Use data to assess and improve the culture of our school

IMPLEMENTATION:

SUPPORT TIERS

SWPBS is a three-tiered approach with specific intervention principles and strategies at each tier. This pyramid diagram (please see next page) represents the continuum of school-wide instructional and positive behaviour support strategies that are applicable at three levels. Students are also explicitly taught the expected behaviours as documented in the YSDS PBS Matrix.

REWARDS

Rewards are issued to encourage and acknowledge positive behaviour. They include:

Immediate rewards - verbal praise, hi 5s, shake hands, fist pumps, 'star' stamp and tangible rewards e.g. favourite toys.

Classroom rewards – a 1, 3 or 5 token system so that students can experience 'instant' rewards established by each classroom. Senior classroom also have a collective class token reward.

School-wide reward system- certificates/awards at whole school assemblies. Students choose their rewards from the Reward Choice Board. Award winning students receive a certificate and have their photo in the newsletter.

Behaviour Support Tiers

5% Tier 3

FBA charts
 1:1 support
 Code 1
 Individual timetable
 Case Conference
 Positive Behaviour Support
 Plans developed
 by therapists, teacher, Ass't
 Principal and parents
 Referral to external agencies

15% Tier 2

Individual Support Plan
 Individual schedules
 Social Stories
 Step by Step vVisuals
 1:1 support
 Choose Environments
 Increase Practice
 Offer Sensory Breaks
 Offer Resources that Support Regulation
 Mini FBA
 Repetition

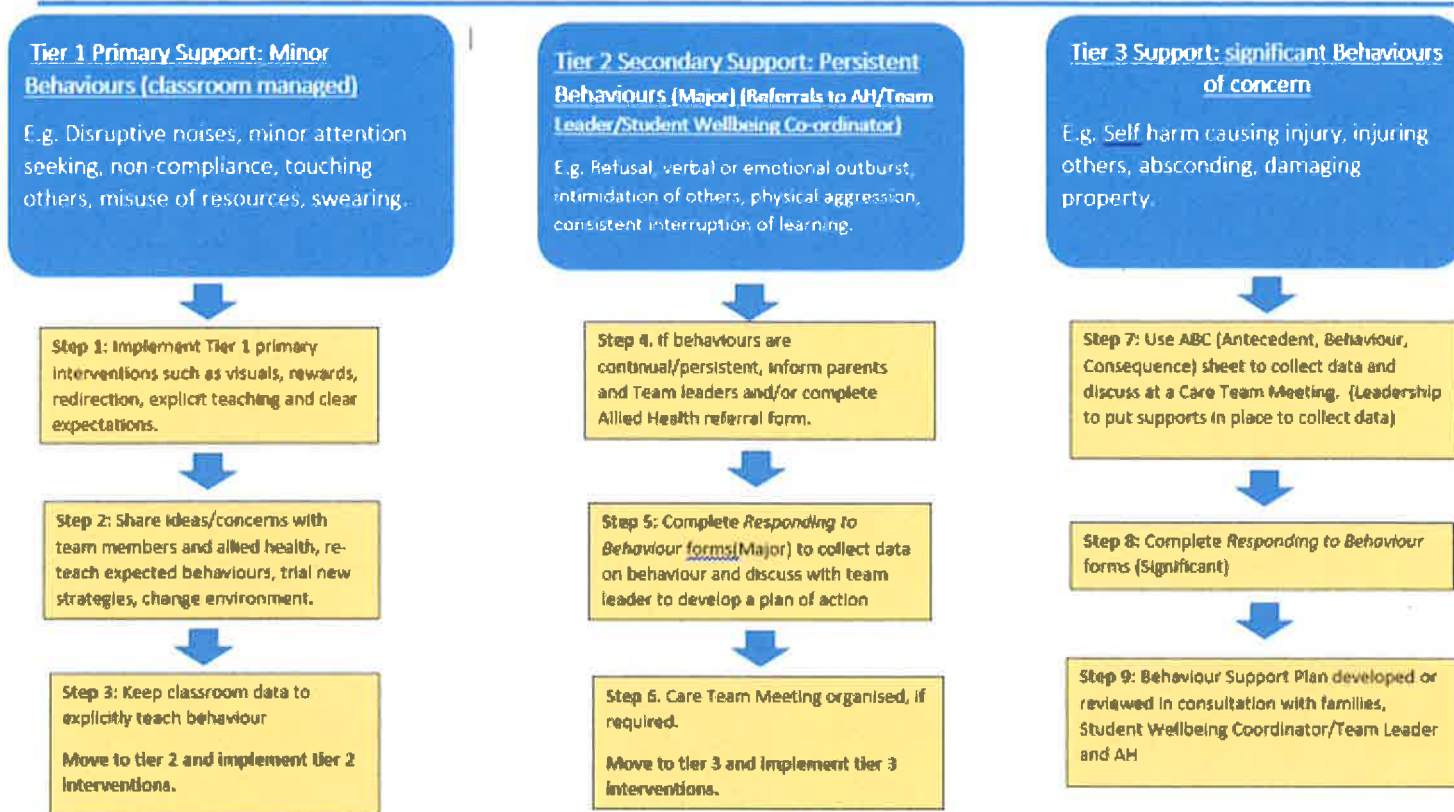
80% Tier 1

Visuals
 Proloquo 2 go
 Redirection
 First/Then cards
 Rewards & Praise
 Modelling by teachers
 Clear expectations
 Providing engaging activities
 Schedules/routines
 Access to therapists
 Choice making
 Communication with home
 Explicit teaching - Simple instructions
 Working Towards - Opportunity to choose
 Allow for processing time
 SSG meetings
 IEPs
 Teaching expected behaviours across environments (Matrix)
 Preferred communication tools accessible across all environments

FLOWCHART

Below is a flowchart explaining the process of identifying and responding to a minor, major and

Yarraville S.D.S. Procedure for Tier Support



significant behaviour:

PROTOCOLS FOR CHALLENGING BEHAVIOURS OF CONCERN

DE ESCALATION

The risk of violent and dangerous behaviours of concern can often be minimised by actions taken immediately before or as a behaviour begins to escalate. Therefore, it is important for teachers to strive to identify a student's triggers and early signs of escalation so they know when and how to act.

If a student is becoming agitated, but their behaviour is not placing them or others at imminent risk of harm, teachers should employ de-escalation tactics to prevent behaviours from escalating.

Some recognised de-escalation strategies include:

- acknowledging the student's anger/distress
- using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- adopting a non-threatening body stance, body language and limit eye contact
- allowing adequate personal space

- using non-verbal cues
- distracting the student from the source of their anger or distress by discussing another topic of their interest
- provide choices (within limits) to help the student feel they are still in control of their decisions.

For students with a pattern of behaviour escalation, effective de-escalation techniques should be detailed in a Behaviour Support Plan.

When attempting to de-escalate a student's behaviour, staff members should observe whether the student's agitation is lowering or if the behaviour is continuing to escalate. If it appears the behaviour is escalating to the point that it is placing the student or others at imminent risk of harm, the staff member present will need to move from a de-escalation approach to an emergency situation.

EMERGENCY CALLS

A student's behaviour may reach the point where their behaviour threatens the safety of themselves or others. This may occur following a period of escalating behaviour, when de-escalation techniques have been employed but have not been effective. In either scenario, the actions of school staff should focus on protecting the safety of all students (including the student behaving dangerously), themselves and other staff.

It is important that all staff have a consistent understanding of how to call/respond to emergencies or incidents involving challenging behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

"Code 1 in group ..." – medical or challenging behaviour emergency (Tier 3: repetitive kicking, hitting, punching, biting, pulling hair, scratching, and head butting, or self-harm that can cause injury such as persistent head banging) to be actioned by a member of the leadership team.

"Code 2 in group ..." – extra support required in the classroom to be actioned by any staff member. When assistance is no longer required, announce, "Assistance received."

"Big/small yard out of action" – student with challenging behaviour is outside with a staff member and requires support from a member of the leadership team. All other staff and students to stay/go indoors. When situation is safe, announce, "All clear in big/small yard."

"Room Check Please" – ensure all iPads are locked away and doors are locked. This allows students to move through corridors independently and safely. "Thanks for room, checks" means student is no longer in the corridor.

"Code Red" and location of where you require the help – refers to student attempting to run away from school.

"Code Red" and name of student and location of where you require the help – refers to student successfully running away from school.

FURTHER INFORMATION AND RESOURCES:

- Student Engagement and Inclusion Guidance
- Students running Away From School Policy (YSDS)

OTHER RESOURCES:

SWPBS Training Materials FUSE Links :

Video 1: SWPBS Overview	http://fuse.education.vic.gov.au/?5ZSFB8
Video 2: Behaviour Purpose Statements	http://fuse.education.vic.gov.au/?SDYW2H
Video 3: SWPBS Leadership Team	http://fuse.education.vic.gov.au/?7MQWN2
Video 4: Expectations	http://fuse.education.vic.gov.au/?RWM7Y7
Video 5: Matrix of Expectations	http://fuse.education.vic.gov.au/?WL59CB
Video 6: Team Implementation Review 2	http://fuse.education.vic.gov.au/?BB2P88
Video 7: Teaching expected behaviours	http://fuse.education.vic.gov.au/?LMZY5F
Video 8: Feedback and acknowledgement systems	http://fuse.education.vic.gov.au/?Q2XJNQ
Video 9: Inappropriate behaviour continuum	http://fuse.education.vic.gov.au/?TQQS9S
Video 10: No longer relevant, replaced by video 12	
Video 11: SWPBS Induction for new staff	http://fuse.education.vic.gov.au/?J9LN28
Video 12: Tiered Fidelity Inventory – Tier 1	http://fuse.education.vic.gov.au/?M2XXY4
Video 13: Tier 2 teams	http://fuse.education.vic.gov.au/?4F97F8
Video 14: Universal screeners	http://fuse.education.vic.gov.au/?MZ9KZK
Video 15: Core features Tier 2	http://fuse.education.vic.gov.au/?2K7TLZ
Video 16: Team Implementation Review 3	http://fuse.education.vic.gov.au/?PGS4LR
Video 17: Check In Check Out (CICO)	http://fuse.education.vic.gov.au/?K27ZL2
Video 18: Check and Connect	http://fuse.education.vic.gov.au/?YGTHW5
Video 19: Other Tier 2 interventions	http://fuse.education.vic.gov.au/?8FHF8W
Video 20: Tracking Tier 2 interventions	http://fuse.education.vic.gov.au/?J2RZ5Y
Video 21: Tiered Fidelity Inventory – Tier 2	http://fuse.education.vic.gov.au/?Z8WMKQ
Video 22: Tier 3 teams	http://fuse.education.vic.gov.au/?ZDJHC7
Video 23: Tier 3 core features	http://fuse.education.vic.gov.au/?CZ2JNM
Video 24: Measuring behaviours	http://fuse.education.vic.gov.au/?2ZPYTG
Video 25: Functional behaviour assessments	http://fuse.education.vic.gov.au/?SK5HHG
Video 26: Individual behaviour plans	http://fuse.education.vic.gov.au/?BBB7SX
Video 27: Evaluating individual behaviour plans	http://fuse.education.vic.gov.au/?GCH9SH
Video 28: Wraparound supports	http://fuse.education.vic.gov.au/?SX5ZMX
Video 29: Tiered Fidelity Inventory – Tier 3	http://fuse.education.vic.gov.au/?P8NDD4

EVALUATION:

This will be reviewed on a 2 year basis following analysis of school data on reported incidents of major or significant behaviours to ensure that this policy remains up to date, practical and effective.

Data will be collected through:

- Cases 21 records
- Edusafe records
- Responding to Behaviour forms completed
- Parent opinion surveys

REVIEW CYCLE:

This policy was last updated on June 2018 and is scheduled for review in June 2020.