

Our approach to Student Behaviour Management at Northern Support School

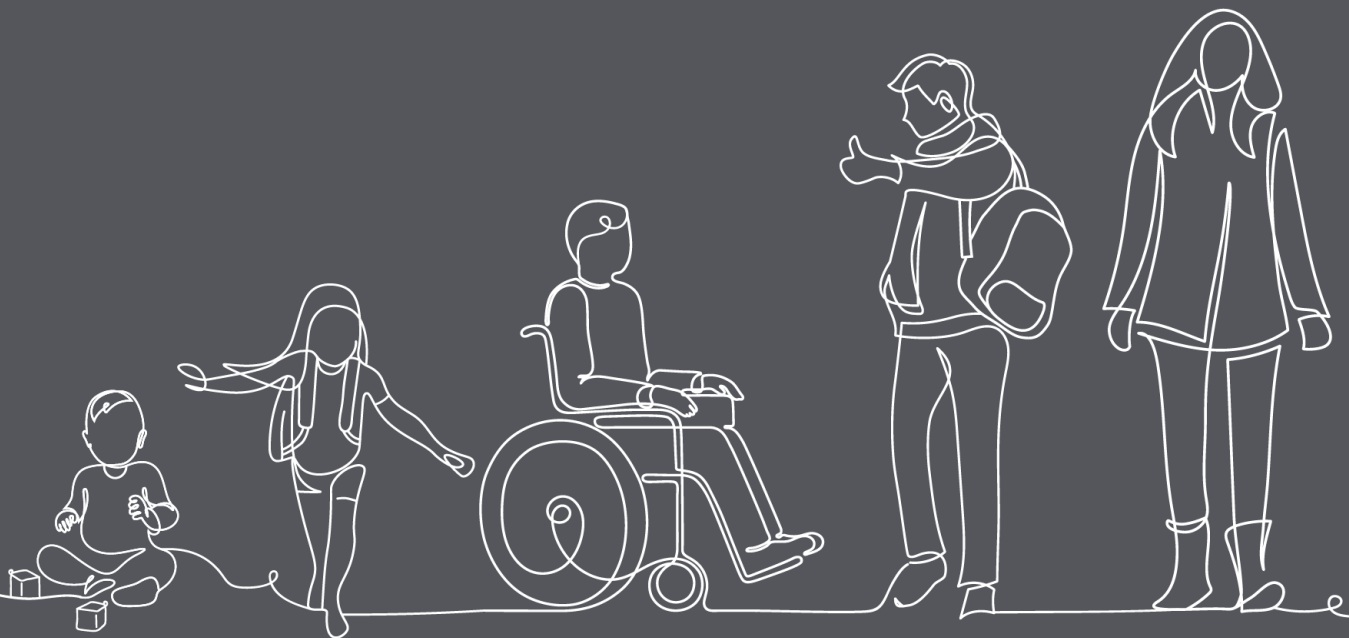


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Version 1.0 20/02/2023

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1 Purpose

- This document outlines the Northern Support Schools approach to Student Behaviour Management.
- This document supports the Department for Education, Children and Young People (DECYP) Student Behaviour Management Policy and Procedure.
- The document applies to all students enrolled at Northern Support School.

2 Roles and responsibilities

- The Principal, Teachers, and support staff have a responsibility to ensure students are safe while at school.
- How our students behave is their responsibility. Parents or carers and our school share a responsibility in responding to the unacceptable behaviour of our students.
- Parents and carers have a responsibility to work with the school in accordance with these guidelines and play a key role in supporting their child to behave respectfully.
- We have a responsibility to support our students to behave safely and respectfully. We use restorative practices and principles, where appropriate, to support our students to reflect on their behaviour, build and repair affected relationships and work with students and their parent or carer to respond to unacceptable behaviour.
- At Northern Support School, we expect students to follow our school rules/expectations to Be Safe, Be a Learner and Be a Friend

3 Unacceptable behaviour of students

In addition to [Secretary's Instruction No 3 for Unacceptable Behaviour of Students and Volunteers at, and Visitors to, State Schools or School Activities](#), which outline unacceptable behaviours of students at our school – Northern Support School considers the following behaviours unacceptable for students while at School or a school activity:

- a. Making derogatory comments related to disability
 - b. Racist, sexist or other discriminating comments
 - c. Speaking in an aggressive/threatening tone
 - d. Swearing or using inappropriate language
 - e. Physically intimidating someone by standing very close or making physical contact
 - f. Pushing, biting, spitting, or hitting (slapping, punching or kicking)
 - g. Failing to respond to Positive Behaviour Support interventions and continuing to persistently engage in known unsafe behaviours (particularly for students who possess a level of awareness and cognitive understanding related to safety and unsafe behaviours).
- What actions constitute unacceptable behaviour is dependent on the context and will be considered on a case-by-case basis. We recognise and take into account that for some students, unacceptable behaviour may be associated with factors such as disability, trauma or a learning impairment.
 - Preventing and responding to bullying, including cyberbullying, is a shared responsibility of all staff, students, parents and carers. All members of our school can contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

- Schools have a responsibility to support students involved in bullying, including cyberbullying, which is affecting a student's learning and/or wellbeing at school, even when the unacceptable behaviour has occurred off school campus and/or outside of school hours.

4 Bullying, including cyberbullying strategies and approaches

At Northern Support School, whole school approaches to bullying include:

- Positive Behaviour Support systems and approaches
- Our school rules/expectations: "Be Safe, Be a Friend, Be a Learner"
- The Zones of Regulation
- Protective Behaviours Program
- Explicit teaching of safe behaviours.

Early intervention strategies which may include:

- Pastoral care and risk-management systems (eg teachers responsible for pastoral care).
- Strategies for early intervention with individuals (eg support from specialist staff, individual behaviour plans).
- Strategies for early intervention with groups of students (eg targeted delivery of social and emotional learning).

Processes for responding to bullying and cyberbullying which may include:

- Processes for reporting and recording incidents of bullying via SSS.
- Parent meetings with class teachers or Senior Staff.
- Environmental modifications
- Adjustments to class groupings.
- Risk Assessments.
- Protective Behaviours Program
- The use of social scripts for explicit teaching.
- The use of Augmentative and Alternative Communication (AAC) systems to provide students with a voice.
- Proactive/Reactive Behaviour Support Plans
- Support for all students who have been involved in bullying (eg School Psychologist/Social Worker contact details).

5 Managing Health and Safety Risks

- *Ministerial Instruction No 7 for Eliminating or Ameliorating Risks to Health and Safety of Persons at School* requires a principal to develop and maintain strategies to remove or reduce the likelihood of a student's behaviour posing a risk to the physical or psychological health or safety of the child or other persons at the school.
- Northern Support School will do what is reasonably practicable to assess and address the health and safety risks posed by a student's behaviour. This includes support for students with risk-related

behaviours in accessing education, while also managing health and safety risks to the student and other persons at the school.

6 Responding to unacceptable behaviour of students

- When responding to unacceptable behaviour of a student at school or a school activity, teachers and principals will first seek to understand the issues contributing to the student's unacceptable behaviour before applying behavioural responses such as suspension, unless there is an immediate risk to the health or safety of others. This may include talking to the student about their unacceptable behaviour, understanding whether there is anything going on outside of school that may be impacting on their behaviour and seeking appropriate support for the student.
- When responding to unacceptable behaviour, teaching staff with the support of Teacher Assistants, will apply strategies and approaches that are developmentally appropriate for the student and support the student's continued learning and access to education.
- Northern Support School has in place a range of escalating supports, approaches and strategies for responding to unacceptable behaviour of a student that are aimed at supporting a safe and respectful learning environment. Where the behaviour may pose a risk, approaches are used that seek to remove or reduce risk to the student and others. These supports, approaches and strategies include, but are not limited to:
 - Learning Plans with goals focussed on communication and social learning
 - Proactive and reactive behaviour support plans
 - Team Teach positive Handling processes and de-escalation strategies – staff are 6hr or 12hr credentialled
 - Explicit teaching of safe behaviours
 - Protective Behaviours Program
 - Increased staffing allocation
 - The collection and synthesis of data related to student behaviour
 - Manual Handling training for staff
 - Meeting with parents/carers and external support providers
 - Meetings requested by the Principal
 - Specialist professional supports such as NDIS providers, Inclusive Coaches, Private External Consultants
 - Working closely with other schools for students with a shared enrolment
 - Behavioural responses that result in time away from school (eg suspension) will be used as a last resort or to ensure the safety of students and staff at the school.

7 Process for responding to unacceptable behaviour

When responding to unacceptable behaviour, Northern Support School will:

Responding to Unacceptable Behaviour

- › Ensure the safety of the student, teachers and other students
- › Seek to de-escalate the unacceptable behaviour
- › Gather information (eg from the student and others) this may include seeking information about a student to assist in assessing the risk their behaviour may pose
- › Notify relevant people (eg parent or carer, school social worker or psychologist, police, or the Principal Executive Officer for international students)
- › Discuss the unacceptable behaviour or incident with the student (where appropriate)
- › Develop and apply school approaches/strategies or policies to prevent such behaviour from occurring in future and address any risks to health and safety of persons at school
- › Apply restorative or trauma-informed practices and principles
- › Determine whether in the first instance it is appropriate to respond to the unacceptable behaviour by:
 - issuing a break card
 - separating the student from other students or removal from the classroom
- › Determine whether a risk assessment and risk management plan is necessary
- › Hold a conference with the student and their parents or carers (and other persons as appropriate).

When applying responses to unacceptable behaviour, Northern Support School will consider:

Applying Behavioural Responses

- › The cognitive ability level of the student
- › The circumstances of the student and whether they might be adversely impacted by a behavioural response
- › Minimising disruption to the student's learning
- › Responses that are proportionate to the nature of the unacceptable behaviour
- › The importance of establishing and maintaining strong positive relationships with students and parents/carers through positive and effective interactions
- › Alternative learning options tailored specifically to the needs of a student that reflect the Department for Education, Children and Young People's values.

Northern Support School processes and strategies for managing the unacceptable behaviour of a student:

If the behaviour is disruptive but not dangerous the following responses may be appropriate:

- Supporting student communication e.g. AAC, First/Then cards
- Utilise break cards or support staff (eg Teacher Assistant) where appropriate
- Use proximity (by moving closer to the student)
- Reduction of learning expectations
- Explicit teaching of safe behaviours
- Adjustment of student timetable
- The use of positive reinforcers
- Name the behaviour and the impact it is having
- Provide a warning of what will occur if the behaviour continues
- Relocate the student within the classroom, or to another space where appropriate
- Make contact with their parent or carer
- Develop strategies to prevent this behaviour from occurring in future e.g. Proactive Behaviour Support plan

If the behaviour is dangerous to the student, other persons at the school, or school equipment the following responses may be appropriate:

- Request that the student stop
- Utilise break cards or support/Senior staff where appropriate
- If the behaviour continues, take steps to keep everyone safe (eg requesting Senior staff support, moving other students away from the student who is behaving dangerously)
- If required, physically move the student to a safe location
- Make contact with their parent or carer
- Develop strategies to prevent this behaviour from occurring in future.

8 Detention and in-school suspension

Detention and in-school suspensions are not standard practice at Northern Support School due to the nature of the student population.

9 Educational Instruction examples and guidelines

The work that is sent home with a student while suspended or excluded will be determined on a case-by-case basis. Given the nature of learning for students at Northern Support School, it is unlikely that students would be engaged in learning at home during a suspension. However at the Principal's discretion and in consultation with parents and carers, work may be sent home in some circumstances.

10 Re-entry to school

10.1 Requirements

- Northern Support School will consider the student's transition back to school and any disruption to their learning as a result of a period of suspension, further suspension, exclusion or expulsion from attending a State school.

10.2 Process for re-entry examples and guidelines

- The school will make contact with the student's parent or carer to arrange a re-entry conference and explain who will be attending and what will be discussed.
- Every attempt will be made to understand the function of the behaviour of concern by staff and this will be communicated to parents and carers whenever possible. Positive behaviour supports and behaviour plans will reflect this understanding and will seek to reduce reoccurrence of behaviours of concern.
- Wherever possible, a staff member will attend who has a positive relationship with the student.
- Staff will support the student to determine what steps they might need to take to build and repair relationships with staff and/or peers and develop strategies to prevent this behaviour from occurring in future.
- Staff will work with parents and carers to determine how they can work with the school to support their child moving forward.

11 Related documents

- [Student Behaviour Management Policy](#)
- [Student Behaviour Management Procedure](#)

12 Further information for parents, carers and students

- [Enrolment Process](#) (Doc ID: TASED-4-1797567314-8501)
- [Frequently Asked Questions for Parents](#)
- [Parent Fact Sheet Student Behaviour in Tasmanian Government Schools](#)
- [Parent Fact Sheet Online Safety](#)
- [Parent Fact Sheet Staying Safe](#)
- [Northern Support School's Respectful School Volunteer and Visitor Policy](#)

13 Definitions

Detention

Any relatively short period when a student is required to remain at school/in the classroom in a student's "non-class" time (eg recess, lunchtime, recreation time, after school). Detention provides an opportunity for students to undertake additional learning in the school environment.