

CHALLENGING BEHAVIOURS POLICY

1. MISSION AND VISION

Mission: Excellence in education within a Christ-centred environment in which all flourish.

Vision: An inclusive, innovative system of Catholic schools where lives are transformed through witness to Christ.

2. PURPOSE

The purpose of this policy is to assist schools to identify and respond to challenging student behaviours.

3. EXPECTATIONS

It is expected that all staff, community and students across the Catholic Education Diocese of Bathurst system of schools will adhere to the scope and procedures outlined in this document. It is expected that schools will develop and implement school specific practices related to this Challenging Behaviours Policy.

4. DEFINITIONS

Definitions related to this policy are linked in Appendix 1.

5. GUIDELINES

In supporting students with challenging behaviours there are a number of factors which need to be in place to support the student and ensure both a safe environment and opportunities for educational engagement.

School Role in assisting these students

Schools address the needs of individuals so they are supported to learn, contribute and participate in all aspects of school. For students with challenging behaviours this may mean additional planning, risk assessments, adjustments and staff upskilling so the student's needs can be addressed. In addressing the needs of these students, the school may utilise the Catholic Education Diocese of Bathurst Wellbeing and Diverse Learning Team, especially for students who have highly specialised areas of need.

Catholic Education Diocese of Bathurst role in assisting these students and staff

Catholic Education Diocese of Bathurst offers support to students and staff through the Wellbeing and Diverse Learning Team who specialise in addressing the needs of students with additional needs. This assistance can be at all levels, but specifically focuses upon risk assessment, mitigation, behavioural change, management processes and monitoring of students with challenging behaviours.

Influences on student behaviour

There are many potential influences and factors that can lead to challenging behaviour. There is often no single cause of challenging behaviour, but it is the result of several factors in combination. These can include, but are not limited to:

- biophysical factors, such as medical conditions or disabilities
- psychological factors, including emotional trauma or lack of social skills

- behavioural/social factors, including behaviour learnt through reinforcement, consequences or adaptation to social practices
- student group dynamics, such as bullying and teasing, cliques or student apathy or hostility
- environmental factors, such as the level of classroom noise
- classroom organisation issues, such as inconsistent routines, inadequate materials or obliviousness to cultural differences
- teacher behaviour, such as repetitive or disorganised lessons, over-reaction to behaviours or over-reliance on punishment
- trauma
- family, home, external factors

Behavioural triggers

Triggers are specific actions or events that play a role in prompting particular behaviours. Triggers can also be used deliberately to elicit correct student behaviour.

A crucial element of any response to a student's challenging behaviours is identifying the triggers for that particular student. When triggers are identified, teachers and other school staff are then able to more easily mitigate these and also start to develop and use other triggers to elicit a more positive or appropriate behaviour.

Trauma

Students who suffer from traumatic stress are those who have been exposed to one or more traumas and develop reactions that persist and affect their daily lives and ability to function and interact with others. Traumatic reactions can include a variety of responses which manifest into concerning and challenging behaviour at school and home. Traumatic experiences can affect students at any age.

Traumatic reactions include intense emotional upset, depressive symptoms, anxiety, behavioural changes, self-regulation difficulties, relationship or attachment difficulties, regression or loss of previously acquired skills, attention and academic difficulties, nightmares, sleeping and eating difficulties, and physical symptoms. Older students may use drugs or alcohol, behave in risky ways, or engage in unhealthy sexual activity. Identifying students with trauma is vitally important in developing appropriate adjustments. Highly specialised support is available through Catholic Education Diocese of Bathurst and external providers.

Safety and Supervision

Additional supervision may be required for students with challenging behaviours, especially during outdoors activities, activities associated with equipment, sport activities, activities away from the school, activities involving travel, and work placements. For these activities it is imperative that comprehensive risk assessments are undertaken prior to the activity and appropriate mitigations are implemented to ensure optimum safety, supervision, and learning opportunities.

6. PROCEDURES

School Based Actions

School based actions should begin with the initial identification of concerning behaviours and should continue throughout any subsequent Challenging Behaviours Referral process. The Catholic Education Diocese of Bathurst Wellbeing and Diverse Learning Team, once involved, will assist the school to develop further school-based actions.

The school based case management team:

1. Implements adjustments to the regular school setting, curriculum, and instructional style
2. Communicates with parents in relation to the students needs
3. Develops and implements targeted intervention through control measures or preventative strategies for the student
4. Ensures adjustments are communicated to staff
5. Ensures Consultant to Schools has been informed of the targeted interventions

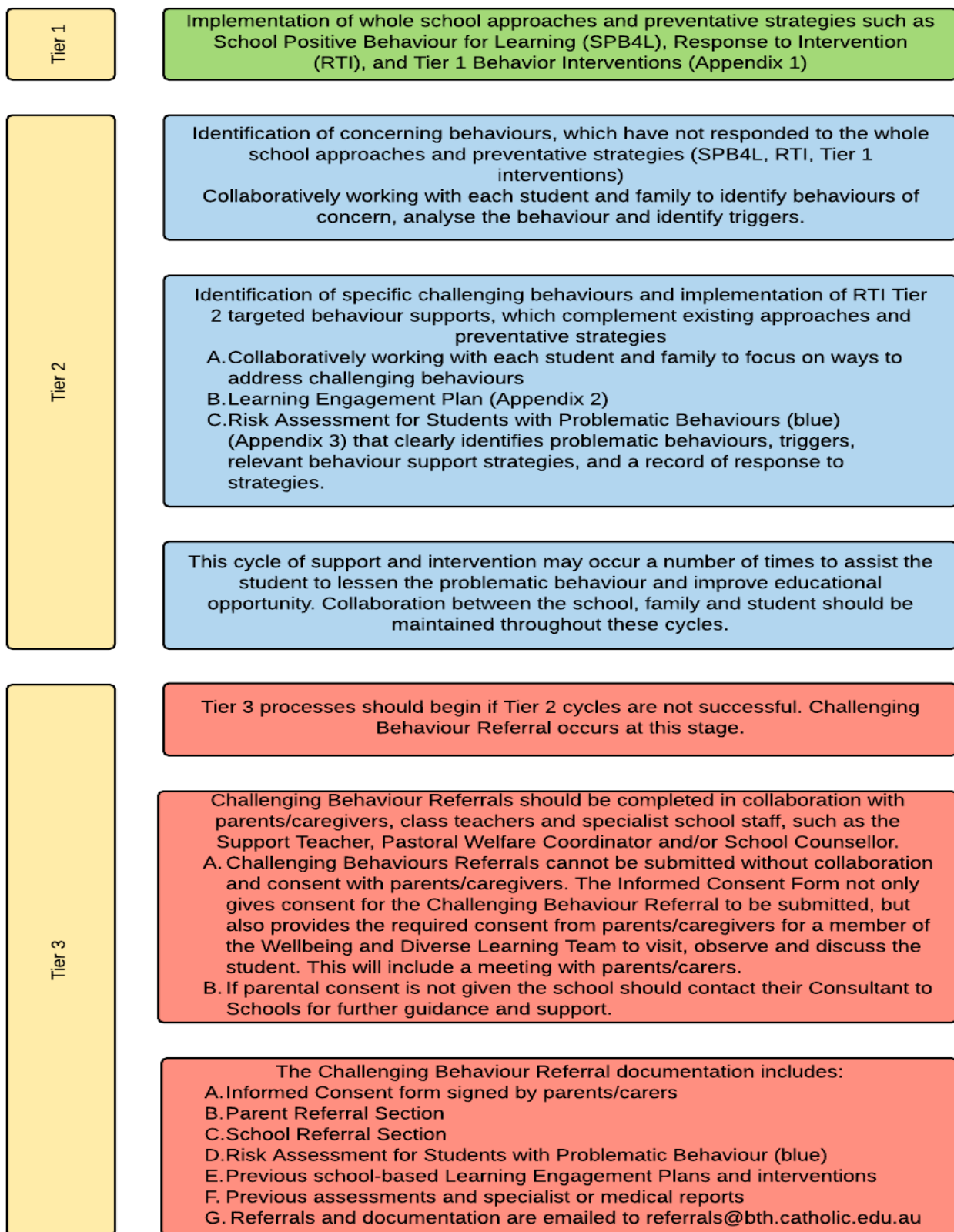
6. Completes Challenging Behaviour Referral to Catholic Education Diocese of Bathurst or referral for additional assessments, or other documentation specified by the Catholic Education Diocese of Bathurst
7. Undertakes regular review and evaluation of the plan, its adjustments and supports to ensure these remain appropriate to the challenging behaviours and to monitor student progress

Unexpected Onset of Extreme Behaviours

Sometimes students will unexpectedly exhibit extremely challenging, violent or unsafe behaviours that require immediate intervention. In this situation, after control measures have ensured the safety of staff and students, the Catholic Education Diocese of Bathurst School Consultant should also be informed.

Tiered Interventions for Behaviour Support

In order to support a student with challenging behaviours, clearly outlined processes must be followed. The actions which each school should implement are:



Catholic Education Diocese of Bathurst Assistance with the Process

Upon receipt of the Challenging Behaviours Referral, a member of the Wellbeing and Diverse Learning Team will review the application, documentation provided and intervention/ strategies already implemented to support the student. The Catholic Education Diocese of Bathurst will then contact the school to:

Support school to manage all significant risk of harm, posed to the student, other students, or school personnel. The Critical Incident Management Policy is used to manage the immediate situation.

Conduct additional Risk Assessments for Students with Challenging Behaviours (red) (Appendix 3)

The Wellbeing and Diverse Learning Team will inform the Consultant to Schools of the outcome of the referral and maintain contact throughout all subsequent processes.

The Wellbeing and Diverse Learning Team review the Referral and additional recommendations may be made. This might include, but is not limited to:

- A. Risk Management Plan (RMP) (Incorporated in Risk Assessment Challenging Behaviours Document see Appendix 4) - to identify behaviours of most concern and the context of those behaviours
- B. Significant Incident Management Plan (CMP) (Appendix 5) – to ensure clarity and consistency of response to any critical incidents
- C. Functional Behaviour Assessment (FBA) (completed with support from CEDB Wellbeing and Diverse Learning Team)
- D. Recommendations for additional assessment
- E. In school support and observations from the Wellbeing and Diverse Learning Team
- F. Specialised support from external allied health professionals

This cycle of support and intervention in conjunction with the Wellbeing and Diverse Learning Team may occur a number of times to assist the student to lessen the problematic behaviour and improve educational opportunity. Collaboration between the school, family and student should be maintained throughout these cycles.

If, after all procedures have been followed, challenging behaviour continues, the matter will be referred by the Principal and Consultant to Schools to the Executive Director of Schools for determination of further action.

7. LEGISLATIVE FRAMEWORK

Children and Young Persons (Care and Protection) Act 1998
Education Act 1990 – NSW
Disability Standards for Education (2005, 2011)
The Commonwealth Privacy Act 1988 (Cth)
Anti-Discrimination Act 1977 (NSW)
The Fair Work Act 2009 (Cth)
Disability Discrimination Act 1992
Work and Health and Safety Act 2011 (NSW)

8. RELATED POLICIES AND GUIDELINES

Suspension Transfer and Termination of Enrolment Policy Catholic Education Diocese of Bathurst
Enrolment Policy Catholic Education Diocese of Bathurst
Problematic Sexualised Behaviour in Children and Young People (2020) CSNSW

9. POLICY ADMINISTRATION

This policy has been ratified by the Executive Director of Schools and implemented and will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

It is the responsibility of anyone accessing this document to ensure that the current version is downloaded from Catholic Education Diocese of Bathurst website.

Date of Implementation	2009 Challenging Behaviours Guidelines 2012 Violent Behaviour Guidelines
Date of Last Review	2022
Date for Next Review	2026
Responsible for Review	Head: Teaching, Learning and Wellbeing

Appendices

- Appendix 1 Definitions
- Appendix 2 Risk Assessment for Students with Concerning Behaviours (blue)
- Appendix 3 Risk Assessment for Students with Challenging Behaviours (red)
- Appendix 4 Learning Engagement Plan
- Appendix 5 Significant Incident Management Plan

Support Documents

1. Tier 1 Intervention Strategies
2. Stages of Behaviour Escalation
3. Individual Behaviour Contract

Adjustments

Adjustments are strategies that may need to be implemented to enable a student to learn. These may include:

- the development of a Learning Engagement Plan as an intervention strategy designed to mitigate behaviours before they become challenging behaviours
- the development of a school-based Individual Behaviour Contract
- completion of Risk Assessment for Students with Problematic Behaviours (blue) and/or Risk Assessment for Students with Challenging Behaviours (red)
- the development of a Risk Management Plan based upon risk assessment
- the development of a Significant Incident Management Plan based upon presenting challenging behaviours and risk assessments
- development and implementation of strategies to manage any ongoing risk
- staff training specific to the needs of individuals
- advice from external experts in relation to addressing the needs of the individual

Functional Behaviour Assessment (FBA)

Functional Behaviour Assessment (FBA) is a systematic approach for identifying and understanding the form, function and context of student behaviours.

Behaviour occurs in response to a mixture of biological, psychological and social conditions that may not be immediately obvious. The form of behaviour is the observable manifestation. The context of behaviour includes the environmental setting and the personal circumstances that influence an individual response. Less obviously, the function is the underlying cause.

Generally speaking, most behaviour is demonstrated to either gain something or avoid something. This 'something' may have elements that are tangible, sensory and/or psychological. Conducting an FBA will identify key information so that effective strategies and interventions can be designed and implemented. The FBA will be completed in conjunction with Catholic Education Diocese of Bathurst staff.

Case Management Team

A school based group who meet collaboratively to assess, plan, facilitate and coordinate the management of a student's needs at school. External service providers may be engaged and consulted, as required.

Challenging Behaviour

Challenging behaviour is any behaviour that either interferes with the safety or learning of the student or other students, or interferes with the safety of school staff and others around them.

Challenging behaviours can include, but are not limited to:

- Withdrawn behaviours such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping
- Disruptive behaviours such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- Violent and/or unsafe behaviours such as head banging, kicking, biting, punching, fighting, running away, hurting others, smashing equipment or furniture/fixtures
- Inappropriate social behaviours such as inappropriate conversations, stealing, being over-affectionate, inappropriate sexualised behaviours

Learning Engagement Plan

A Learning Engagement Plan is a school-based document designed to assist individual students who exhibit challenging behaviours. It forms an essential part of the behaviour risk management process. A Learning Engagement Plan (LEP) can help ensure that students and staff feel safe, valued and connected to their school community. An effective LEP contributes to building respectful relationships, resilience, and well-adjusted students who are able to learn effectively.

The effectiveness of a LEP relies on identifying the underlying causes of the student's challenging behaviours. A failure to identify the underlying issues can lead to these challenging behaviours continuing, escalating or being replaced by other challenging behaviours.

A student's behaviour may deteriorate before it improves on a LEP.

Risk Assessment

This is the systematic process of evaluating the potential risk of harm that is posed to a student, other students, staff or the wider school community. There are two levels of Risk Assessment.

1. The Risk Assessment for Students with Problematic Behaviours (blue) is a school-based risk assessment that is used when challenging behaviours are first identified at the school level. The purpose of this risk assessment is to provide information about specific risk factors and to develop a school-based risk assessment to mitigate these factors.
2. The Risk Assessment for Students with Challenging Behaviours (red) is a Catholic Education Diocese of Bathurst Risk assessment that is completed when a Challenging Behaviours Referral has been submitted.

Risk Management Plan





Risk Management Plans manage situations that may arise based upon individual student behaviours and triggers. They address triggers, responses, behaviours, potential for injury, and management of risks.

Significant Incident Management Plan


A Significant Incident Management Plan outlines how a school will respond to a specific student pre-identified situation. It clearly outlines actions, who will be involved and their roles in the situation. A Significant Incident Management Plan aims to minimise harm and reduce the impact of the crisis situation on individuals, other students, staff and visitors, facilitating an effective and timely return to normal school operations.


Appendix 2 **RISK ASSESSMENT FOR STUDENTS PRESENTING CONCERNING BEHAVIOURS**
 Procedures for Management


For use by Class Teacher and School Leadership

Step 1 	IDENTIFY THE BEHAVIOUR
Step 2 	ANALYSE THE CONTEXT OF THE BEHAVIOUR
Step 3 	WRITE A LEARNING ENGAGEMENT PLAN
Step 4 	ACTION THE LEARNING ENGAGEMENT PLAN and CONTINUE TO COLLECT DATA

Name of Student:		DOB:
School:		Class:
Class Teacher:		Date:
Personnel present: [please name] School Leadership		
Class Teacher/s		
Support Teacher/s		
Other		

Step 1	IDENTIFY THE BEHAVIOUR
	Name the concerning behaviours: (Describe the specific observable behaviour):
	

<p>Step 2</p> 	<p>ANALYSE THE CONTEXT OF THE BEHAVIOUR - Purpose - Triggers - Place - Time</p>		
<p>All behaviours serve a purpose. The student is engaging in inappropriate behaviour because it serves a function. This behaviour continues because it is successful, it works and allows the student to gain access to a desired outcome.</p>			
<p>Factors to consider:</p>			
<ul style="list-style-type: none"> <input type="checkbox"/> Changes to family routine and/or situation <input type="checkbox"/> Family mental and physical health background <input type="checkbox"/> Successful strategies used at home <input type="checkbox"/> Unmet emotional, social or physical needs <input type="checkbox"/> Students health and wellbeing <input type="checkbox"/> Any known learning difficulty or disability 		<ul style="list-style-type: none"> <input type="checkbox"/> Additional assistance currently being received <input type="checkbox"/> Information in student file <input type="checkbox"/> Strategies from previous teacher <input type="checkbox"/> Learning needs of the student <input type="checkbox"/> Current modifications for learning <input type="checkbox"/> Relationship with peers and teachers <input type="checkbox"/> Cultural or gender issues 	
<p>Purpose What are the likely reasons behind the behaviour</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Acquisition <input type="checkbox"/> Anxiety <input type="checkbox"/> Attention <input type="checkbox"/> Avoidance <input type="checkbox"/> Boredom <input type="checkbox"/> Communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Failure <input type="checkbox"/> Excitement <input type="checkbox"/> Frustration <input type="checkbox"/> Perceived injustice <input type="checkbox"/> Power <input type="checkbox"/> Revenge 	<ul style="list-style-type: none"> <input type="checkbox"/> Self protection <input type="checkbox"/> Sensory stimulation <input type="checkbox"/> Social / Belonging <input type="checkbox"/> Stress <input type="checkbox"/> Thrill <input type="checkbox"/> Other
<p>Triggers What is likely to trigger the behaviour?</p>	<p>Name possible triggers that may cause or escalate behaviour:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individuals <input type="checkbox"/> Situations <input type="checkbox"/> Events <input type="checkbox"/> Objects 	<p>Name possible triggers that may reduce or de-escalate the behaviour:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individuals <input type="checkbox"/> Situations <input type="checkbox"/> Events <input type="checkbox"/> Objects 	
<p>Place Where is the behaviour likely to occur?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> At home <input type="checkbox"/> Transport <input type="checkbox"/> Classroom <input type="checkbox"/> Excursion 	<ul style="list-style-type: none"> <input type="checkbox"/> Library <input type="checkbox"/> Line up <input type="checkbox"/> Playground <input type="checkbox"/> Pick up / drop off 	<ul style="list-style-type: none"> <input type="checkbox"/> Specialist classrooms <input type="checkbox"/> Toilets <input type="checkbox"/> Transition <input type="checkbox"/> Other
<p>Time When is the behaviour likely to occur?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Before Class <input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Recess <input type="checkbox"/> Lunchtime <input type="checkbox"/> After school 	<ul style="list-style-type: none"> <input type="checkbox"/> Beginning of the week <input type="checkbox"/> Middle of the week <input type="checkbox"/> End of the week <input type="checkbox"/> Before change of routine <input type="checkbox"/> After change of routine 	<ul style="list-style-type: none"> <input type="checkbox"/> Specific times: (list) <input type="checkbox"/> Before specific activities / lesson: (list) <input type="checkbox"/> After specific activities / lesson: (list) <input type="checkbox"/> Other: (list)
<p>Other contributing factors</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive ability <input type="checkbox"/> Medical needs <input type="checkbox"/> Family circumstances 	<ul style="list-style-type: none"> <input type="checkbox"/> Communication ability <input type="checkbox"/> Social and emotional needs <input type="checkbox"/> Special Needs (list) 	<ul style="list-style-type: none"> <input type="checkbox"/> Motor ability <input type="checkbox"/> Sensory needs <input type="checkbox"/> Other (list)


Step 3	WRITE A LEARNING ENGAGEMENT PLAN (template follows)
	

Learning Engagement Plan – Risk Assessment

Name of Student:		DOB:
School:		Class:
Class Teacher:		Date:
Personnel present: [please name] School Leadership		
Class Teacher/s		
Support Teacher/s		
Other		







Concerning Behaviour Identified Name the observable behaviour that needs to be stopped	Positive Replacement Behaviours Name what the observable replacement behaviour looks like	Name the strategies employed to bring about the replacement behaviours How will the behaviour expectations be communicated to the student? How will the appropriate behaviours be taught to the student? What opportunities will the student have to practise and apply the behaviours? What adjustments to the curriculum will be needed?	Reinforcers Positive / Negative	Who Staff responsible By When
Triggers:				
Low Level Behaviours:				
Signed:			Date for review:	

Review and reassess every 2 to 3 weeks or as required


<p>Step 4</p> 	ACTION THE LEARNING ENGAGEMENT PLAN and CONTINUE TO COLLECT DATA	
<p>Observe the student over a period of time (approx 2 - 3 weeks) by collecting data focusing on specified behaviours. Determine whether the plan has been effective or not. Review the plan on a regular basis and keep records of progress made.</p>		
If desired behaviours fail to increase then:		
<ul style="list-style-type: none"> ● Review purpose / function / hypothesis 	<ul style="list-style-type: none"> <input type="checkbox"/> Did we get it right? <input type="checkbox"/> If the student is still engaging in inappropriate behaviour, review data to determine purpose / function <input type="checkbox"/> If the student is engaging in a new inappropriate behaviour, review data to analyse and identify purpose. 	
<ul style="list-style-type: none"> ● Check the replacement behaviour 	<ul style="list-style-type: none"> <input type="checkbox"/> Does the student have the necessary skills to engage in the replacement behaviour? <input type="checkbox"/> How well are the behaviours being taught, practised and applied? <input type="checkbox"/> Is the replacement behaviour well defined? Is it too abstract? Is it specific? <input type="checkbox"/> Does the student know what is expected of them? <input type="checkbox"/> Do all staff have clear understanding of the desired behaviour? 	
<ul style="list-style-type: none"> ● Check goals in terms of time, frequency and duration of behaviour 	<ul style="list-style-type: none"> <input type="checkbox"/> Are the goals achievable? Are they realistic? <input type="checkbox"/> Is the student engaging in the desired behaviours but not for desired amount of time across different settings? 	
<ul style="list-style-type: none"> ● Check the reinforcers 	<ul style="list-style-type: none"> <input type="checkbox"/> Are they valued by the student? <input type="checkbox"/> Are reinforcers being delivered consistently? And timely? 	
If desired replacement behaviour is occurring more frequently, apply positive reinforcement intermittently.		

Appendix 3 **RISK ASSESSMENT FOR STUDENTS DISPLAYING CHALLENGING BEHAVIOURS** Procedures for Management


For use by School Leadership and Middle Management


Step 1 	IDENTIFY THE BEHAVIOUR
Step 2 	ANALYSE THE CONTEXT OF THE BEHAVIOUR
Step 3 	ASSESS THE LEVEL OF INHERENT RISK
Step 4 	MANAGE THE RISK
Step 5 	ASSESS THE LEVEL OF RESIDUAL RISK
Step 6 	REVIEW AND REASSESS

Name of Student:		DOB:
School:		Class:
Class Teacher:		Date:
Personnel present: [please name] School Leadership		
Class Teacher/s		
Support Teacher/s		
Other		

<p>Step 1</p> 	IDENTIFY THE BEHAVIOUR
<p>Name the challenging behaviours: (Describe the specific observable behaviour):</p>	

<p>Name the Behaviour Concerns Where applicable ensure appropriate legal procedures for reporting to outside agencies are followed.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Absconding <ul style="list-style-type: none"> <input type="checkbox"/> Leaving classroom <input type="checkbox"/> Leaving school premises <input type="checkbox"/> Encouraging others to abscond <input type="checkbox"/> Other <input type="checkbox"/> Physical attack <ul style="list-style-type: none"> <input type="checkbox"/> Punching, kicking, biting, spitting, hair pulling <input type="checkbox"/> With weapons <input type="checkbox"/> Throwing objects (at someone or randomly) <input type="checkbox"/> Personal space / intimidation <input type="checkbox"/> Other <input type="checkbox"/> Verbal attack <ul style="list-style-type: none"> <input type="checkbox"/> Threats <input type="checkbox"/> Swearing <input type="checkbox"/> Abuse <input type="checkbox"/> Other <input type="checkbox"/> Property <ul style="list-style-type: none"> <input type="checkbox"/> Random damage <input type="checkbox"/> Targeted damage <input type="checkbox"/> Stealing / Hiding <input type="checkbox"/> Other <input type="checkbox"/> Manipulating <ul style="list-style-type: none"> <input type="checkbox"/> Inciting Others <input type="checkbox"/> Lying <input type="checkbox"/> Other <input type="checkbox"/> Problematic Sexualised Behaviour (Please contact CEDB Safeguarding Team) <ul style="list-style-type: none"> <input type="checkbox"/> Normal sexual development <input type="checkbox"/> Outside normal sexual development <input type="checkbox"/> At risk – immediate action 	<ul style="list-style-type: none"> <input type="checkbox"/> Self harm <ul style="list-style-type: none"> <input type="checkbox"/> Physical (cutting, burning, biting) <input type="checkbox"/> Threat of suicide <input type="checkbox"/> Attempted suicide <input type="checkbox"/> Drug abuse <input type="checkbox"/> Other <input type="checkbox"/> Oppositional behaviours <ul style="list-style-type: none"> <input type="checkbox"/> Defiant <input type="checkbox"/> Passive aggressive <input type="checkbox"/> Other <input type="checkbox"/> Written abuse <ul style="list-style-type: none"> <input type="checkbox"/> Cyber <input type="checkbox"/> Other <input type="checkbox"/> Drug <ul style="list-style-type: none"> <input type="checkbox"/> Use <input type="checkbox"/> Distribution <input type="checkbox"/> Possession <input type="checkbox"/> Stalking <ul style="list-style-type: none"> <input type="checkbox"/> Physical <input type="checkbox"/> Cyber <input type="checkbox"/> Other
No questions – illegal behaviours – immediate action		
<p>Name the individual/s or groups most at risk</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Self <input type="checkbox"/> Other Students 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff (please name) <input type="checkbox"/> Others (please specify)

<p>Step 2</p> 	ANALYSE THE CONTEXT OF THE BEHAVIOUR - Purpose - Triggers - Place - Time		
<p>All behaviours serve a purpose. The student is engaging in inappropriate behaviour because it serves a function. This behaviour continues because it is successful, it works and allows the student to gain access to a desired outcome.</p>			
<p>Factors to consider:</p>			
<input type="checkbox"/> Changes to family routine and/or situation <input type="checkbox"/> Family mental and physical health background <input type="checkbox"/> Successful strategies used at home <input type="checkbox"/> Unmet emotional, social or physical needs <input type="checkbox"/> Students health and wellbeing <input type="checkbox"/> Any known learning difficulty or disability		<input type="checkbox"/> Additional assistance currently being received <input type="checkbox"/> Information in student file <input type="checkbox"/> Strategies from previous teacher <input type="checkbox"/> Learning needs of the student <input type="checkbox"/> Current modifications for learning <input type="checkbox"/> Relationship with peers and teachers <input type="checkbox"/> Cultural or gender issues	
<p>Purpose What are the likely reasons behind the behaviour</p>	<input type="checkbox"/> Acquisition <input type="checkbox"/> Anxiety <input type="checkbox"/> Attention <input type="checkbox"/> Avoidance <input type="checkbox"/> Boredom <input type="checkbox"/> Communication	<input type="checkbox"/> Failure <input type="checkbox"/> Excitement <input type="checkbox"/> Frustration <input type="checkbox"/> Perceived injustice <input type="checkbox"/> Power <input type="checkbox"/> Revenge	<input type="checkbox"/> Self protection <input type="checkbox"/> Sensory stimulation <input type="checkbox"/> Social / Belonging <input type="checkbox"/> Stress <input type="checkbox"/> Thrill <input type="checkbox"/> Other
<p>Triggers What is likely to trigger the behaviour?</p>	<p>Name possible triggers that may cause or escalate behaviour:</p> <input type="checkbox"/> Individuals <input type="checkbox"/> Situations <input type="checkbox"/> Events <input type="checkbox"/> Objects	<p>Name possible triggers that may reduce or de-escalate the behaviour:</p> <input type="checkbox"/> Individuals <input type="checkbox"/> Situations <input type="checkbox"/> Events <input type="checkbox"/> Objects	
<p>Place Where is the behaviour likely to occur?</p>	<input type="checkbox"/> At home <input type="checkbox"/> Transport <input type="checkbox"/> Classroom <input type="checkbox"/> Excursion	<input type="checkbox"/> Library <input type="checkbox"/> Line up <input type="checkbox"/> Playground <input type="checkbox"/> Pick up / drop off	<input type="checkbox"/> Specialist classrooms <input type="checkbox"/> Toilets <input type="checkbox"/> Transition <input type="checkbox"/> Other
<p>Time When is the behaviour likely to occur?</p>	<input type="checkbox"/> Before Class <input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Recess <input type="checkbox"/> Lunchtime <input type="checkbox"/> After school	<input type="checkbox"/> Beginning of the week <input type="checkbox"/> Middle of the week <input type="checkbox"/> End of the week <input type="checkbox"/> Before change of routine <input type="checkbox"/> After change of routine	<input type="checkbox"/> Specific times: (list) <input type="checkbox"/> Before specific activities / lesson: (list) <input type="checkbox"/> After specific activities / lesson: (list) <input type="checkbox"/> Other: (list)
<p>Other contributing factors</p>	<input type="checkbox"/> Cognitive ability <input type="checkbox"/> Medical needs <input type="checkbox"/> Family circumstances	<input type="checkbox"/> Communication ability <input type="checkbox"/> Social and emotional needs <input type="checkbox"/> Special Needs (list)	<input type="checkbox"/> Motor ability <input type="checkbox"/> Sensory needs <input type="checkbox"/> Other (list)

Step 3	ASSESS THE LEVEL OF INHERENT RISK
	Where there are no controls in place

NSW WHS legislation recommends the development and implementation of risk control measures in a preferential hierarchy that first of all seeks to:

1. **Eliminate the risk.** If elimination is not reasonably practicable, then:
2. **Control the risk by,** in order of preference:
 - (a) Substituting something safe;
 - (b) Isolating the risk from the people around it;
 - (c) Engineering a device to protect people working with the risk;
 - (d) Administering and training in safe procedures and practices to work with the risk;
 - (e) Wearing personal protective equipment when working with the risk.

These risk control measures need to be considered within the school context.


What are the main risks posed by the student's behaviours?

- Serious harm to self
- Serious harm to others
- Serious damage to property
- Inability of the school to exercise duty of care

NB: Harm can include psychological injury

Level of Inherent Risk (refer to Matrix) is:

Likelihood	+	Impact	=	Level of Risk

Step 4	MANAGE THE RISK - WRITE AND IMPLEMENT A BEHAVIOUR RISK MANAGEMENT PLAN	
	COMMUNICATION CONSULTATION (What information is required? Indicate who will be informed of the plan)	
<p style="text-align: center;">School</p> <input type="checkbox"/> School Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> REC <input type="checkbox"/> Leadership Team members <input type="checkbox"/> All Staff <input type="checkbox"/> Teachers <input type="checkbox"/> Support Staff <input type="checkbox"/> School Counsellor <input type="checkbox"/> Casual Staff <input type="checkbox"/> Family Liaison Officer (FLO) <input type="checkbox"/> Other: _____	<p style="text-align: center;">CEDB</p> <input type="checkbox"/> Schools Consultant <input type="checkbox"/> Education Officer <input type="checkbox"/> Student Behaviour <input type="checkbox"/> Psychologist <input type="checkbox"/> Counselling <input type="checkbox"/> Students with Special Needs <input type="checkbox"/> Gifted Education <input type="checkbox"/> Aboriginal Education <input type="checkbox"/> Curriculum <input type="checkbox"/> Human Resources <input type="checkbox"/> Return to Work Officer <input type="checkbox"/> Child Protection	<p style="text-align: center;">External/Other</p> <input type="checkbox"/> Family – parent / caregiver <input type="checkbox"/> Student <input type="checkbox"/> Parish <input type="checkbox"/> Police <input type="checkbox"/> DCJ <input type="checkbox"/> External Agency
Develop strategies that reduce the likelihood and impact of the behaviour. This can be a single page document to share with relevant staff involved in the direct care and supervision of the student. Please consider limits on disclosure of information contained in relevant Privacy Acts. Consider:		
<i>- School Environment Strategies -</i>		
Remove Potential Sources of Harm	<input type="checkbox"/> Remove, isolate or substitute item <input type="checkbox"/> Plan time out or safe space <input type="checkbox"/> Rearrange the physical environment	<input type="checkbox"/> Remove access to triggers <input type="checkbox"/> Individuals <input type="checkbox"/> Events <input type="checkbox"/> Situations <input type="checkbox"/> Objects
School Based Controls	<input type="checkbox"/> Review supervision roster <input type="checkbox"/> Review relevant policies: eg Wellbeing, Behaviour Management <input type="checkbox"/> Communicate behaviour management strategies with all staff	<input type="checkbox"/> Review, implement, communicate incident management strategies <input type="checkbox"/> Professional learning <input type="checkbox"/> MAPA - Management of Actual or Potential Aggression <input type="checkbox"/> Writing Engagement Plans <input type="checkbox"/> Coping strategies self-care
<i>- Student Focused Strategies -</i>		
Curriculum Based Support	<input type="checkbox"/> Address individual learning needs <input type="checkbox"/> Social skills program <input type="checkbox"/> Increase aide/teacher assistance	
Behaviour Based Support	<input type="checkbox"/> Remind, Reteach, Redirect, Remove <input type="checkbox"/> Emotional regulation support <input type="checkbox"/> Seating plan <input type="checkbox"/> Grouping plan <input type="checkbox"/> Establish behaviour goals <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Counselling referral	
Communication Support	<input type="checkbox"/> Social stories <input type="checkbox"/> Visuals	<input type="checkbox"/> Whole class visual timetables <input type="checkbox"/> Other

Risk Management Plan

Name of Student:	DOB:	Class:
School:		Date:
Completed by:		
School Case Manager:		
Case Coordinator:		

BEHAVIOUR IDENTIFIED	
LEVEL OF CURRENT RISK	
Date Assessed:	
LEVEL OF CONTINUING RISK	
Date Assessed:	

SCHOOL STRATEGIES	ACTION	WHO/WHEN
STUDENT STRATEGIES	ACTION	WHO/WHEN
PARENTS/OTHER STRATEGIES	ACTION	WHO/WHEN

Parent signature:

Date:


Student signature:

Date:

Principal Signature:

Date:

Planned Date of Review:

Step 5	ASSESS THE LEVEL OF RESIDUAL RISK
	Taking into account the Risk Management / Strategies that you have developed to reduce the level of risk posed by the student's behaviour assess the level of Residual Risk .

Level of Residual Risk				
Behaviour	+	Context	=	Level of Concern

If residual risk is too high contact Schools Consultant.

Step 6 ▼	REVIEW AND REASSESS Behaviour Risk Management Plan
	After agreed time, reassess the risk

Date of Review:	Reviewed by:	
Data collection:		Evidence of <i>new</i> :
Likelihood of problematic behaviour	<input type="checkbox"/> reduced <input type="checkbox"/> increased <input type="checkbox"/> no change	<input type="checkbox"/> at risk behaviours <input type="checkbox"/> people at risk <input type="checkbox"/> contexts <input type="checkbox"/> strategies <input type="checkbox"/> actions <input type="checkbox"/> other: _____
Duration of problematic behaviour	<input type="checkbox"/> reduced <input type="checkbox"/> increased <input type="checkbox"/> no change	
Impact of problematic behaviour	<input type="checkbox"/> reduced <input type="checkbox"/> increased <input type="checkbox"/> no change	
Action Required:		
<input type="checkbox"/> Maintain and monitor <input type="checkbox"/> Review Behaviour Risk Management Plan <input type="checkbox"/> Seek further support/assistance <input type="checkbox"/> Other:		
Next Review Date:	Reviewer's Signature:	Principal's Signature:

Attachment A: Conducting a Risk Assessment

The Level of Risk is gauged by considering the likelihood of the risk occurring and its likely impact.

The Level of Risk is graded as; **Extreme, High, Moderate or Low**.

Numerical values are assigned to each of the levels of impact and likelihood:

IMPACT Catastrophic = 9,
 Major = 7,
 Moderate = 5,
 Minor = 3,
 Insignificant = 1

LIKELIHOOD Almost Certain = 5,
 Likely = 4,
 Possible = 3,
 Unlikely = 2,
 Rare = 1

By multiplying the impact value by the likelihood value (Impact x Likelihood) a numerical value for the Level of Risk is obtained.

i.e. 27 – 45 = Extreme Risk, 18 – 25 = High Risk, 1 – 6 = Low Risk

First of all: Assess the level of risk as if there were no controls in place.
 This level of risk is referred to as the **Inherent Risk**

Then: Reassess the level of risk taking into account all of the current and proposed controls.
 This level of risk is referred to as the **Residual Risk**.

If the level of Residual Risk is acceptable, no additional controls are necessary.

If the Residual Risk is still too high, then additional controls must be considered in order to further reduce the level of risk to a **Target Baseline Risk**.

Attachment B: Level of Risk Heat Map

Impact of Risk	Likelihood of Risk Occurring				
	Rare (1) Seldom	Unlikely (2) Sporadic, Occasional, Infrequent	Possible (3) Weekly, Frequent	Likely (4) Daily, Regular	Almost Certain (5) Constant, Several times a day
<u>Catastrophic (9)</u> Multiple (>1) Fatalities/Long Term Health Impacts	9	18	27	36 Extreme	45
<u>Major (7)</u> Single Fatality, Long Term Physical or Mental Health Impact Multiple (>1) Persons Need Med. Attention & time off	7	14	21 High	28	35
<u>Moderate (5)</u> Single Person Needs Medical Attention and time off Multiple First Aid Only	5	10 Moderate	15	20	25
<u>Minor (3)</u> Single Person Needs First Aid only	3 Low	6	9	12	15
<u>Insignificant (1)</u> Time to Recover	1	2	3	4	5

Attachment C: Risk Criteria Table – Examples of Levels of Risk

Risk Rating	Financial	Regulatory Compliance	WHS	Reputation	Operational Infrastructure	Environment

Appendix 4

Learning Engagement Plan

Name of Student:	DOB:
School:	Class:
Class Teacher:	Date:
Personnel present: [please name] School Leadership	
Class Teacher/s	
Support Teacher/s	
Other	

This document should be reviewed every 2-3 weeks

Parent signature:

Date:

Principal Signature:

Date:

<p>Setting Events - include earlier or continuing events that may set the stage for the problem behaviour to occur i.e poor home life.</p>	<p>Triggers - refers to the actual context or particular events where or when the behaviour occurs i.e. playground</p>	<p>Problem Behaviour - identifying the behaviour of the student which causes problems in the classroom.</p>	<p>Effects of the Problem - the assumption is that his behaviour serves a purpose. By exhibiting the problem behaviour something changes in the particular setting that serves the student in some predictable way.</p>

<p>Problem Behaviour</p>	<p>Positive replacement Behaviour</p>	<p>Strategies to support development of positive replacement behaviours</p>	<p>Reinforcers Positive or Negative</p>	<p>Who Staff Responsible</p>	<p>By When</p>

Tier 1 - Core Supports - Proactive Strategies

Tier 2 - Additional Supports
Internal
External

Tier 3 - Specialised Support - Addressing Persistent and Serious Non Compliance
Internal
External

Appendix 5 - Significant Incident Management Plan

Significant Incident Management Plan

Student Information

Student Name	
D.O.B	
Grade/Class	
Mother Name	
Mother Mobile	
Father Name	
Father Mobile	
Current medications	
Plan dates	

Safety Concerns

Medical Concerns	
Physical Concerns	
Cognitive Concerns	
Behavioural Concerns	

Potential Triggers

Personal	
Family	
Social	

High Risk Behaviours

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Intervention Strategies

Stage	Behaviours apparent	Action to be taken
Pre-Crisis (Baseline)		
Triggering Phase (Agitation)		
Escalation Phase		
Outburst Phase (Peak)		
De Escalation Phase		
Recovery Phase		

Chain of Command for Incident Management

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Resources

Personnel	
Environmental	

Internal Communication

Before	
During	
After	

External Communication

Before	
During	
After	

Review and Follow Up

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Supporting Documents

Support Document 1 - Tier 1 Intervention Strategies - Examples

Tier 1 Strategies
Recognising student strengths and communicating positive behaviours
❖ Be Punctual - arrive to class on time
❖ Clear classroom expectations - poster in each room to follow
❖ Remind - Reteach - Reinforce - classroom expectations continual focus
❖ Proximity - to students who are causing concern
❖ Greet students - positive start to lesson
❖ Learning intentions are explicit, clear and followed eg. showing exemplars
❖ Non verbal reminders of classroom expectations
❖ Positive focus on learning rather than behaviour
❖ Lesson material appropriate and varied
❖ Task interspersal - variety of tasks to maintain interest
❖ Be organised - all required materials at hand - do not leave classroom
❖ Active Supervision - be aware of what your students are doing
❖ Positioning - students are the focus
❖ Knowledge of student learning profile- adjustments where necessary
❖ Explicit feedback
❖ Age appropriate language
❖ Know your students and how they learn
❖ Differentiation of learning activities
❖ Be professional in dress, language and boundaries
❖ Consistency in routine

Support Document 2 - Stages of Behaviour Escalation

Behaviour Stage	Description of Stage	Area(s) of Focus for Staff	Intervention Tips
Calm	<ul style="list-style-type: none"> ❖ Student is relatively calm 	<ul style="list-style-type: none"> ❖ Focus on maintaining a clear, consistent environment and building rapport with the student 	<ul style="list-style-type: none"> ❖ Establish 3-5 behavioural expectations ❖ Give student feedback using the 4 to 1 ratio (4 positives for every 1 corrective/negative)
Trigger	<ul style="list-style-type: none"> ❖ Student experiences unresolved conflicts that trigger behaviour to escalate ❖ May displace anger on “safe target” (aide, teacher, parent) 	<ul style="list-style-type: none"> ❖ Focus on prevention and redirecting the student’s behaviour 	<ul style="list-style-type: none"> ❖ Remove/adjust the trigger (if appropriate) ❖ Use behavioural momentum to shape behaviour and reinforce small efforts ❖ Remind students of rewards (if used) ❖ Remind students to use replacement skills
Agitation	<ul style="list-style-type: none"> ❖ Student is increasingly unfocused/upset ❖ May exhibit avoidance ❖ May challenge adult authority 	<ul style="list-style-type: none"> ❖ Focus on reducing student anxiety and increasing predictability in the student’s environment 	<ul style="list-style-type: none"> ❖ Use non-confrontational non-verbal behaviour ❖ Break down directions into smaller steps ❖ Use “start”, instead of “stop” directions ❖ Provide reasonable options/choices ❖ Use “Speak and Retreat” prompting ❖ Set clear, reasonable and enforceable limits
Acceleration	<ul style="list-style-type: none"> ❖ With conflict unresolved, this becomes student’s sole focus ❖ May become noncompliant ❖ May be beginning to lose rational thought 	<ul style="list-style-type: none"> ❖ Focus on maintaining a safe environment for yourself, the student in crisis and any observers 	<ul style="list-style-type: none"> ❖ Use short phrases and allow processing time ❖ Maintain calmness and detachment ❖ Use active listening, reflection and restatement to clarify students concerns and show you understand his/her feelings ❖ Remember this is not a teachable moment
Peak	<ul style="list-style-type: none"> ❖ Student is out of control and may have temporarily lost ability to think rationally ❖ Exhibits severe behaviour (screaming, swearing uncontrollably, aggression) 	<ul style="list-style-type: none"> ❖ Focus on crisis intervention procedures to maintain a safe environment for students in crisis, self and observers 	<ul style="list-style-type: none"> ❖ Isolate student by removing the audience ❖ Call for help/staff witness if needed ❖ Don’t threaten consequences now: discuss when student is more rational
De-Escalation	<ul style="list-style-type: none"> ❖ Having vented, the severity of the student’s behaviour subsides ❖ Drop in energy level after a crisis 	<ul style="list-style-type: none"> ❖ Focus on removing excess attention, helping student regain composure and demonstrating cooperation with neutral requests 	<ul style="list-style-type: none"> ❖ Allow Cool Down time ❖ Make sure the student has regained control before proceeding; look for less tense appearance, normal breathing and willingness to comply with small requests
Recovery	<ul style="list-style-type: none"> ❖ Students may feel shame, sorrow, fear, regret ❖ May not be able to move ❖ Verbalise feelings /details of outburst 	<ul style="list-style-type: none"> ❖ Focus on debriefing/problem solving then transitioning student back to learning 	<ul style="list-style-type: none"> ❖ Debrief before following through with consequences ❖ Problem solve /develop a plan with the student for better future behaviour ❖ Remember to document the incident/behaviour

Support Document 3

Individual Behaviour Contract

Student name	
An individual Behaviour Contract has been developed to support _____ to achieve learning and wellbeing goals whilst a student at _____	
The Contract includes the following:	<ul style="list-style-type: none"> ● Expectations of student behaviour ● Targeted support and intervention processes developed and implemented by the school ● Actions to be taken in the case of the terms of the contract not being followed
Expectations of student behaviour. _____ will:	<ol style="list-style-type: none"> 1. Follow teacher's instructions 2. Sit in a teacher directed seating plan in each lesson 3. Complete school work to the best of his/her ability 4.
The school will provide the following specific support:	<ol style="list-style-type: none"> 1. An individual timetable will be created and _____ will return to classes on a staggered basis commencing _____ 2. A Functional Behaviour Analysis will be completed by _____ 3. An Individualized Learning Support Card with him to each lesson 4. Meet with _____ the Counsellor 5. Attend a Weekly review with _____ 6. If _____ meets the goals set out in the _____, some privileges will be reintroduced
Actions to be taken if the Behaviour Contract agreed actions are not followed:	<ol style="list-style-type: none"> 1. Suspension - length determined by Principal and CEDB Consultant 2. Student and parent meeting with key school staff and CEDB consultant 3. Ongoing enrolment will be referred to the CEDB 4. Review dates and processes - Reviews to occur each Friday and entered in Chronicle
Parent Name and Signature	
Staff Name and Signature	
Student Name and Signature	
Date of Behaviour Contract	