



# Behaviour Support Policy

**Grant High School**

**Respect    Trust    Commitment**

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# RATIONALE

## PURPOSE

Grant High School must be a safe, caring and orderly learning environment, where the focus is on students developing positive behaviour and learning strategies. The right of all students to learn and all teachers to teach must be supported and respected.

The school has moved to a model where the focus is on encouraging and supporting positive behaviour to prepare future ready young people. Positive Behaviour incidents can also be recorded on Daymap which helps to reinforce a culture of Positive Behaviour at Grant High School.

This policy is in line with the Department for Education Behaviour Support Policy and associated documents, which provide guidelines for decisions made at a site level. Please see: <https://www.education.sa.gov.au/policies/pdf/behaviour-support-policy.pdf>

The policy has two parts which are Positive Behaviour at Grant High School Part A Information for Students and Parents/Carers and Positive Behaviour at Grant High School Part B Information and Resources for Staff. The reason for developing the two parts was to make sure that there was a document that could be given to students and their parents/carers in an easy-to-read format for the junior years of the school. The second part has the same information but also provides additional information and resources for staff to use in managing behaviour at the school.

The policy has two parts which are:

Part A Information for Students and Parents/Carers

Part B Information and Resources for Staff

Part A is a document that can be given to students and their parents/carers in an easy-to-read format for the junior years of the school.

Part B has the same information but also provides additional resources and information for staff to use in managing behaviour at the school.



# POSITIVE BEHAVIOUR AT GRANT HIGH SCHOOL

## PART A

### Information For Students and Parents/Carers





# **POSITIVE BEHAVIOUR AT GRANT HIGH SCHOOL**

## **PURPOSE**

Grant High School must be a safe, caring, and orderly learning environment. The right of all students to learn and all teachers to teach must be supported and respected. The school focus is on positive behaviour and learning strategies.

## **WHAT WE EXPECT**

We expect that all staff and students use the following values:

### **RESPECT**

- Be fair and kind to yourself and others
- Look after the school environment
- Look after yours and others property

### **TRUST**

- Be honest and clear
- Be reliable
- Be open to working through problems

### **COMMITMENT**

- Have a go and do your best
- Get to class on time
- Make sure you have everything you need

# WHOLE SITE EXPECTATIONS

Grant High School must be a safe, caring and orderly learning environment. The right of all students to learn and all teachers to teach must be supported and respected. The school focus is on positive behaviour and learning strategies.

In learning spaces we:	In shared spaces we: (HUB, maker space, yard, canteen, toilets)
<ul style="list-style-type: none"> <li>• Arrive to class on time with what we need</li> <li>• Wait for the Teacher before entering classrooms</li> <li>• Only bring water to class – no junk food</li> <li>• Stay in class for the whole lesson</li> <li>• Complete all tasks and homework by due dates</li> <li>• Ask permission before leaving the classroom</li> <li>• Learn from our mistakes</li> <li>• Wait for our turn to talk and listen to others</li> <li>• Try to maintain high attendance</li> <li>• Have high expectations of ourselves</li> <li>• Use respectful language,</li> <li>• Have a go</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of everything in them</li> <li>• Wait patiently for others</li> <li>• Respect others' personal space and privacy</li> <li>• Use our manners</li> <li>• Are quiet to help others learn</li> <li>• Move through safely</li> <li>• Keep the school tidy and clean</li> <li>• Use the areas safely</li> <li>• Stay within the school boundaries</li> <li>• Remove ourselves from any incidents and report them to a staff member</li> <li>• Use the area understanding everyone has a right to enjoy the space</li> </ul>
When using technology we:	In our wider community we:
<ul style="list-style-type: none"> <li>• Follow the school technology policy</li> <li>• Have laptops charged and ready to use</li> <li>• Use school laptops respectfully and for learning purposes</li> <li>• Save and back up our work</li> <li>• Look after other people's devices</li> <li>• Tell a trusted adult if we are having trouble online</li> </ul>	<ul style="list-style-type: none"> <li>• Are polite, kind, caring and listen to others</li> <li>• Look after belongings we are trusted with</li> <li>• Wear the school uniform with pride</li> <li>• Model what is expected of us at all times</li> <li>• Are inclusive of others</li> <li>• Take responsibility for our actions</li> <li>• Offer to help others</li> <li>• Represent ourselves and the school</li> </ul>



# YARD CODE OF CONDUCT

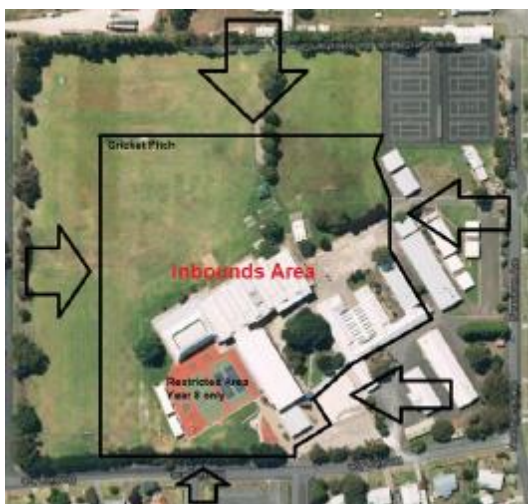
Whole school expectations apply to all students in the areas in the picture below.

## **YARD RULES**

### **Students are expected to:**

- Speak respectfully to staff and their peers
- Follow reasonable instructions from staff
- Avoid congregating on the ramp and stairs by the Front Office and at the end of the Hub corridor at break times and before school
- Wear hats outside only
- Sit in groups of no more than 10
- Move directly onto school grounds when dropped off at school
- Remain on school grounds the whole day (junior school students)
- Avoid corridors at break times except when moving to toilets and the HUB
- Use lockers before and after school and the beginning and end of break times
- Remain in bounds during break times

*Please note: students are not permitted to bring fast food onsite.*



# STUDENT BEHAVIOUR AND ENGAGEMENT

At Grant High School the way we manage behaviour is on 5 levels. The emphasis is on regulation and reconnection. Teachers are responsible for working with students at all the levels outlined below and are given support by other staff as needed.

LEVEL	STUDENT EXAMPLES:	TEACHERS NEED TO:	TEACHERS SHOULD:	STUDENTS SHOULD:
0 Positive behaviour	<p>Engaged in learning</p> <p>Respectful of the learning environment</p> <p>Organized and ready</p> <p>Responsible for learning</p> <p>Cooperate and collaborate</p>	<p>Build positive relationships with their students</p> <p>Maintain a respectful and positive outlook</p> <p>Make sure their words and actions are positive</p> <p>Have a good attitude towards learning</p> <p>Use affective language towards all students</p> <p>Log behaviours on Daymap as a positive</p>	<p>Consistently reinforce classroom rules and routines</p> <p>Use brain breaks to support learning</p> <p>Acknowledge and reinforce positive behaviours</p>	<p>Do the best they can</p> <p>Be willing to try again if they fail</p> <p>Extend themselves</p> <p>Celebrate their efforts</p> <p>Be grateful for their supports</p>

LEVEL	STUDENT EXAMPLES:	TEACHERS NEED TO:	TEACHERS SHOULD:	STUDENTS SHOULD:
1 Low Level Reset	<p>Disrupting staff or other students</p> <p>Distracting staff or other students</p> <p>Ignoring Instructions</p> <p>Work refusal</p> <p>Out of seat</p> <p>Poor organisation</p> <p>Lateness</p>	<p>Use regulation resets</p> <p>Give first reminder of classroom rules and expectations</p> <p>Have a follow up chat with student to discuss how to stay in the Green Zone and avoid level 2</p> <p>Log behaviour on Daymap</p> <p>Move to level 2 if behaviours continue</p>	<p>Use timely interventions to support regulation resets prior to reminder</p> <p>Use Zone check-ins with students</p> <p>Use reminders which are made clear and displayed on the board</p> <p>Do Check in and check out chats to support positive reinforcement</p>	<p>Bring a mature approach to managing this process by:</p> <p>Respectfully take on board their teacher's reminder</p> <p>Refocus their learning</p> <p>Reset their thinking and behaviour to stay in the Green Zone</p>

LEVEL	STUDENT EXAMPLES:	TEACHERS NEED TO:	TEACHERS SHOULD:	STUDENTS SHOULD:
2 Persistent Low Level Re-engage	<p>Repeated low level disruptions</p> <p>Arguing</p> <p>Being rude</p> <p>Refusing to follow instructions or respond to reminder</p>	<p>Give a line of sight reset</p> <p>Try a seating change plan</p> <p>Contact home to advise student has reached a Level 2 behaviour record</p> <p>Log behaviour on Daymap</p> <p>Move to level 3 if behaviours continue</p>	<p>Use timely interventions to support regulation resets prior to reminder:</p> <p>Exit Card RnR Space Zones check-ins/ Ready to Learn</p> <p>Have reminders made clear and displayed on the board</p> <p>Use Check-in and Check-out chats to support positive reinforcement</p>	<p>Follow teachers' instructions</p> <p>Re-engage their thinking and behaviour on their learning</p> <p>Plan for success with their teacher and caregiver</p>

LEVEL	STUDENT EXAMPLES:	TEACHERS NEED TO:	TEACHERS SHOULD:	STUDENTS SHOULD:
3 High Level Remove & Restore	<p>Repeated non-compliance after level 2 intervention</p> <p>Truancy</p> <p>Bullying/verbal harassment</p> <p>Verbal abuse</p> <p>Persistent disruption or refusal to follow instruction</p>	<p>Create a Behaviour Support and Safety Plan</p> <p>Seek Leadership to support removal to identified area for respite/take home/suspension</p> <p>Seek Leadership to repair and restore relationship with teacher as soon as possible.</p> <p>Log behaviour on Daymap</p> <p>Move to level 4 if needed</p>	<p>Remove student to respite</p> <p>Schedule restorative</p> <p>Notify Community Leaders and Wellbeing Manager</p> <p>Consider possible timetable reduction/pathways negotiation</p>	<p>Follow instructions to avoid further escalation</p> <p>Attend respite</p> <p>Record what happened (reflection sheet)</p> <p>Think about what has happened</p> <p>Be willing to accept responsibility where necessary and the consequences for your actions</p> <p>Use this time to plan a successful restorative</p> <p>Engage in the plan to move forward in a positive way</p>

LEVEL	STUDENT EXAMPLES:	TEACHERS NEED TO:	TEACHERS SHOULD:	STUDENTS SHOULD:
4 Extreme Refer	Physical assault Threats of violence Verbal abuse Substance use	Refer to: Leadership (Community & Site Leader) Wellbeing Team/Social worker Outside agency  Log behaviour on Daymap	Follow suspension process  Ensure provision of data collection, documents/ Engagement plan /Learning Plan etc are up to date	Recognise their behaviour has reached a critical level:  Stop  Breathe  Think  Cooperate with staff and when calm, accept consequences and plan for change

# POSITIVE BEHAVIOUR AT GRANT HIGH SCHOOL

## PART B

# Information and Resources For Staff





# POSITIVE BEHAVIOUR AT GRANT HIGH SCHOOL

## PURPOSE

Grant High School must be a safe, caring and orderly learning environment. The right of all students to learn and all teachers to teach must be supported. The school's focus is on positive behaviour and learning strategies.

## WHAT WE EXPECT

We expect that all staff and students use the following values:

### RESPECT

- Be fair and decent to yourself and others
- Look after the school environment
- Look after yours and others property

### TRUST

- Be honest and clear
- Be reliable
- Be open to working through problems

### COMMITMENT

- Have a go and do your best
- Get to class on time
- Make sure you have everything you need

# YARD CODE OF CONDUCT

## *Yard Duty Expectations*

### **ROLE OF YARD DUTY TEACHERS**

- Be on time
- The primary responsibility for yard duty resides with yard duty teachers
- Know your yard duty area and rostered times, and report to yard duty punctually
- Actively move about your yard duty area for the whole yard duty period
- Take a plastic bag with you to help students to keep the area litter free
- If on first lunch duty, wait on duty until next supervisor arrives
- Know the yard rules and apply consequences as appropriate for unacceptable behaviour
- For serious yard duty offences, the roaming Community Leader should be informed
- SLSGWP (Students leaving school grounds without permission) - be vigilant as this does occur! Immediate referral to the roaming Community Leader
- Staff who are on yard duty are encouraged to take their mobile phone with them, to contact the Front Office or the roaming Community Leader when required

### **ROLE OF COMMUNITY LEADERS ON YARD ISSUES**

- Promote a common understanding of yard rules
- Support all staff as they take responsibility for applying consequences for inappropriate behaviour
- Follow through with serious offences that are referred to them
- Deal with people from outside the school community who come onto the premises (permission must be sought from Community Leaders, and this will only be given in extenuating circumstances)

### **YARD RULES**

#### **Students are expected to:**

- Speak respectfully to staff and their peers
- Follow reasonable instructions from staff
- Avoid congregating on the ramp and stairs by the Front Office and at the end of the Hub corridor at break times and before school
- Wear hats outside only
- Sit in groups of no more than 10



- Move directly onto school grounds when dropped off at school
- Remain on school grounds the whole day (junior school students)
- Avoid corridors at break times except when moving to toilets and the HUB
- Use lockers before and after school and the beginning and end of break times
- Remain in bounds during break times

*Please note: students are not permitted to bring fast food onsite.*

## **YARD DUTY AREAS AND EXPECTATIONS**

### **Before School**

Good duty for getting your steps up. This duty commences at 8:25am. Staff are required to walk between the bike shed, courtyard and breezeway. Please ensure no students are loitering around the bike shed or in the carpark and ensure students are following the school's expectations.

### **Canteen/Courtyard**

It is imperative you are on time, as your first responsibility is to manage the line of students wishing to access the canteen. Please ensure students line up respectfully. Students who push in front of others can be sent to the end of the line. Only allow students who are purchasing food into the canteen, with a maximum of 10 students at a time in the canteen itself.

Once the line has diminished you are then required to walk around the courtyard area, including the stairs and table area at the bottom of the ramp. If you see any students on the carpark side of Prawulu, please move them on.

### **Corridors Downstairs**

This area includes the art, science and math corridor, as well as the breezeway. Please walking through the corridors for the duration of your duty and move on any students in this area. Students should not be congregating in corridors during break times. Also monitor the use of student toilets, ask groups of students to move on and report concerns to the Front Office immediately.

### **Quadrangle/Prawulu**

Staff are required to supervise the basketball courts, ramp to the hub and Prawulu building. Please actively move around the area to ensure students are behaving appropriately, this includes regular checks through the Prawulu building. If students are found in the building, please ask them to leave the building. Students should not be congregating in this space during break times. Also, please keep an eye on groups gathering in the toilets and remind students that should only be accessing the toilets if they are using them. Report concerns to the Front Office immediately. If you see any students on the carpark side or Technology building side of Prawulu, please move them on.



## **Gym**

This duty is generally supervised by PE staff, as there is an expectation that an organised activity will be conducted. Whilst on duty in this area staff are expected to supervise the students involved in the activity and also monitor the change rooms. The PE change rooms should not be accessed by students during break times, therefore they should be locked.

## **Junior Floor/Hub**

Students are allowed to sit in the Hub and Junior Floor during break times. Staff supervising this area need to ensure students do not take food and beverages (other than water) onto the carpeted areas. It is vital that staff walk between the Hub, and Junior Floor to ensure students are behaving appropriately. Students are not allowed to run around or engage in physical/loud activities inside. All Junior Floor classrooms, are out of bounds during break times, so please move on students who have placed themselves in these areas.

At the end of break times, please encourage students to push their chairs under and place their rubbish in the bins so the areas are ready for the following lesson.

## **Maker Space/Junior Floor Corridors**

Students are allowed to sit in Maker Space during break times. It is vital that staff walk between the Maker Space and corridors, to ensure students are behaving appropriately. Students are permitted to eat food in the Maker Space, but please ensure students do not take food and beverages (other than water) onto the carpeted areas. Students are not allowed to run around or engage in physical/loud activities inside. All corridor area, except the seating outside of JU Office 3, are out of bounds during break times, so please move on students who have placed themselves in these areas. Also monitor the use of student toilets, ask groups of students to move on and report concerns to the Front Office immediately.

At the end of break times, please encourage students to push their chairs under and place their rubbish in the bins so the areas are ready for the following lesson.

## **Wellbeing Corridor**

This area includes the wellbeing corridor, senior floor and both stairwells. Please walking through the corridors for the duration of your duty and move on any students in this area. Students should not be congregating in corridors or on the stairwells during break times. It is important to note that the Wellbeing Centre is closed during break times, so students are not to access this space.

Year 12 students are permitted to be in the common area of the senior floor during break times. Please remind them of the school expectations who circulating past, if required. Students should not be in classrooms, so please move them out of these spaces.



## **Football Oval**

The first point to note for this area is that the far side of the oval (from the cricket pitch) is out of bounds to students. Staff supervising this area are required to walk between the football oval and the hockey oval to ensure students are behaving appropriately. If students are on the far side of either oval, please ask them to move to the building side of the ovals.

Whilst on this duty it is also important to monitor the outside door of the PE change rooms, to ensure they are locked and no students are accessing them.

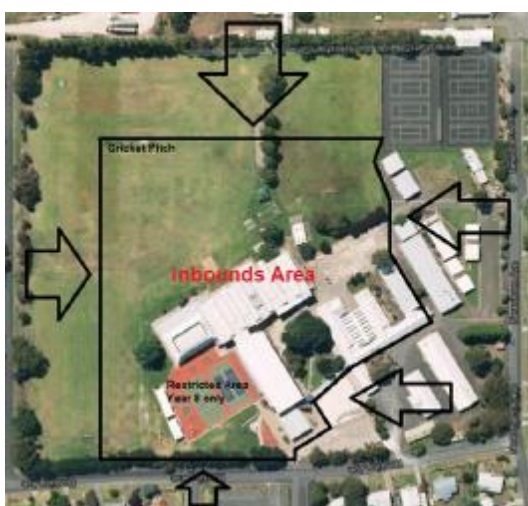
## **Year 7 Area (courts and soccer oval)**

Similar to the football oval the far side of the oval is out of bounds, unless students are participating in a game/physical sport. Staff supervising this area are required to walk between the soccer oval, the back of the gym, the courts, the respect garden and the main entrance to ensure students are behaving appropriately. If students are on the far side of the oval, please ask them to move to the building side of the oval. If students are standing outside the school gates, please ask them to move on to school grounds.

This area is dedicated for Year 7 students only until they have voted for it to be opened up for all students. This vote generally occurs during term 1.

## **After School**

Staff are required to walk between the two bus shelters on Newsham Ave and Hosking Ave to ensure students are safe and are following the school's expectations whilst waiting for their bus. The supervising teaching will need to remain on duty until the last bus departs.



# POSITIVE BEHAVIOUR SUPPORT

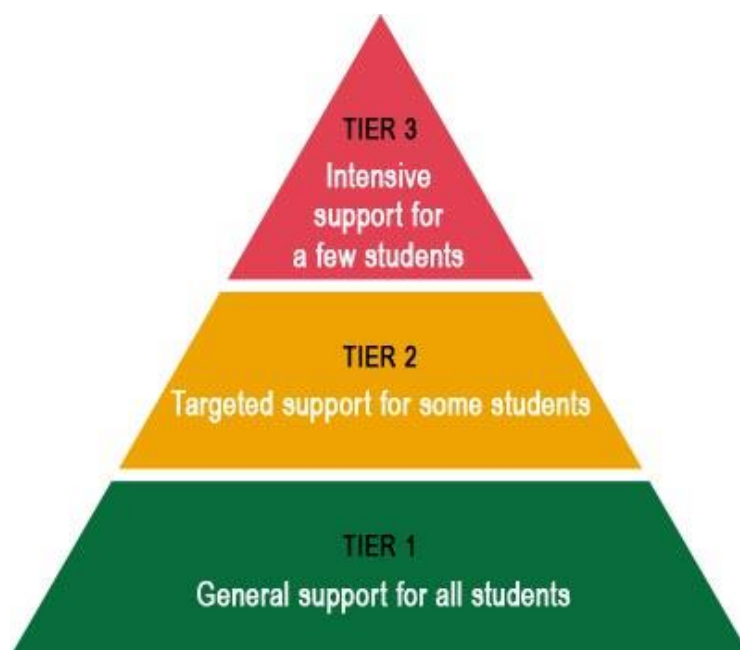
## METHOD

At Grant High School we use a Multi-Tiered System of Support consisting of 3 Tiers of Intervention- see below.

Positive Behaviour Strategies (PBS) are grounded in the philosophical and scientific foundations of behaviour analysis, but also draw on and share the values and methods of prevention science, implementation science, and, more recently, positive psychology. It is underpinned by the philosophy that human beings thrive in predictable spaces where expectations are clear, new skills are taught, and positive behaviours are richly reinforced. PBS rests on the principle of progressive levels of individualisation to prevent and address challenging behaviour.

### Three-tiered levels of support

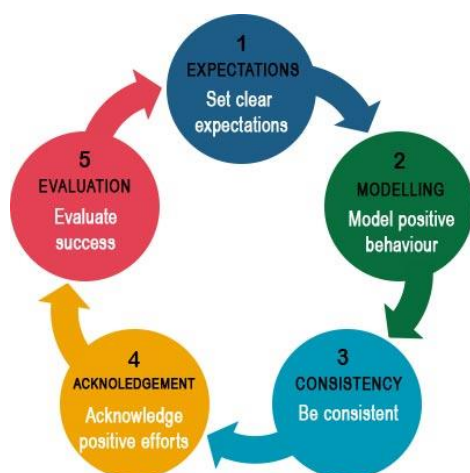
- Level one support (or sometimes known as Tier One or the Universal Level) embraces a general, whole-school approach targeted at the majority of learning populations within a setting. It is effective for over 80% of students.
- At level two (or Tier Two or the Secondary Level), targeted support is aimed at 12-15% of learners who require more directed social support.
- Level three (or Tier Three or the Tertiary Level) is directed to 4-5% of students who require more intensive, personal and specialised support.



Simonsen, B., Robbie, K., Meyer, K., Freeman, J., Everett, S., & Feinberg A. (November, 2021). Multi-Tiered System of Supports (MTSS) in the Classroom. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).

## \*Implementing PBS strategies in your classroom

Each PBS level, in all three tiers, could be effectively implemented using the cyclical process described below.



### Five-steps of implementing PBS

1. **Expectations** – setting clear expectations eliminates confusion and sets collective targets about how we will act and behave in the learning environment.
2. **Modelling** – educators must model positive behaviours, illustrating what the behaviour looks and feels like (PBS is not just for students).
3. **Consistency** – maintain consistency so that students know what to expect with follow through.
4. **Acknowledgement** – positively acknowledge attempts students make toward their desired behaviours.
5. **Evaluation** – Evaluate the merit of each strategy regularly to ensure that it is working the way it should be.

Please refer to the Toolbox of Strategies in the Appendices (Level One or Tier One strategies) that you can implement in your learning environments right now. The strategies described here will assist you in creating a positive learning environment that proactively teaches and richly reinforces prosocial behaviours.

\* Simonsen, B., Robbie, K., Meyer, K., Freeman, J., Everett, S., & Feinberg A. (November, 2021). Multi-Tiered System of Supports (MTSS) in the Classroom. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).

# WHOLE SITE EXPECTATIONS

Grant High School must be a safe, caring and orderly learning environment. The right of all students to learn and all teachers to teach must be supported and respected. The school focus is on positive behaviour and learning strategies.

In learning spaces we:	In shared spaces we: (HUB, maker space, yard, canteen, toilets)
<ul style="list-style-type: none"> <li>• Arrive to class on time with what we need</li> <li>• Wait for the Teacher before entering classrooms</li> <li>• Only bring water to class – no junk food</li> <li>• Stay in class for the whole lesson</li> <li>• Complete all tasks and homework by due dates</li> <li>• Ask permission before leaving the classroom</li> <li>• Learn from our mistakes</li> <li>• Wait for our turn to talk and listen to others</li> <li>• Try to maintain high attendance</li> <li>• Have high expectations of ourselves</li> <li>• Use respectful language,</li> <li>• Have a go</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of everything in them</li> <li>• Wait patiently for others</li> <li>• Respect others’ personal space and privacy</li> <li>• Use our manners</li> <li>• Are quiet to help others learn</li> <li>• Move through safely</li> <li>• Keep the school tidy and clean</li> <li>• Use the areas safely</li> <li>• Stay within the school boundaries</li> <li>• Remove ourselves from any incidents and report them to a staff member</li> <li>• Use the area understanding everyone has a right to enjoy the space</li> </ul>
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<ul style="list-style-type: none"> <li>• Follow the school technology policy</li> <li>• Have laptops charged and ready to use</li> <li>• Use school laptops respectfully and for learning purposes</li> <li>• Save and back up our work</li> <li>• Look after other people’s devices</li> <li>• Tell a trusted adult if we are having trouble online</li> </ul>	<ul style="list-style-type: none"> <li>• Are polite, kind, caring and listen to others</li> <li>• Look after belongings we are trusted with</li> <li>• Wear the school uniform with pride</li> <li>• Model what is expected of us at all times</li> <li>• Are inclusive of others</li> <li>• Take responsibility for our actions</li> <li>• Offer to help others</li> <li>• Represent ourselves and the school</li> </ul>



# STUDENT BEHAVIOUR AND ENGAGEMENT

At Grant High School the way we manage behaviour is on 5 levels. The emphasis is on regulation and reconnection. Teachers are responsible for working with students at all the levels outlined below and are given support by other staff as needed.

LEVEL	STUDENTS:	TEACHERS:	TEACHERS:	STUDENTS:
0 Positive behaviour	<p>Engaged in learning</p> <p>Respectful of the learning environment</p> <p>Organized and ready</p> <p>Responsible for learning</p> <p>Cooperate and collaborate</p>	<p>Build positive relationships with their students</p> <p>Maintain a respectful and positive outlook</p> <p>Make sure their words and actions are positive</p> <p>Have a good attitude towards learning</p> <p>Behaviour logged on Daymap</p>	<p>Consistently reinforce classroom rules and routines</p> <p>Use brain breaks to support learning</p> <p>Acknowledging and reinforcing positive behaviours</p>	<p>Do the best you can</p> <p>Be willing to try again if you fail</p> <p>Extend yourselves</p> <p>Celebrate your efforts</p> <p>Be grateful for your supports</p>



LEVEL	STUDENTS:	TEACHERS:	TEACHERS:	STUDENTS:
1 Low Level Reset	<p>Disrupting staff or other students</p> <p>Distracting staff or other students</p> <p>Ignoring Instructions</p> <p>Work refusal</p> <p>Out of seat</p> <p>Poor organisation</p> <p>Lateness</p>	<p>Regulation resets</p> <p>First reminder of classroom rules and expectations</p> <p>Follow up chat with student to discuss how to stay in the Green Zone and avoid level 2</p> <p>Behaviour logged on Daymap</p> <p>Move to level 2 if behaviours continue</p>	<p>Use timely interventions to support regulation resets prior to reminder</p> <p>Use Zone check-ins with students</p> <p>Reminders made clear and displayed on the board</p> <p>Check in and check out chats to support positive reinforcement</p>	<p>Bring a mature approach to managing this process by:</p> <p>Respectfully taking on board your teacher's reminder</p> <p>Refocus your learning</p> <p>Reset your thinking and behaviour to stay in the Green Zone</p>





LEVEL	STUDENTS:	TEACHERS:	TEACHERS:	STUDENTS:
2 Persistent Low Level Re-engage	<p>Repeated low level disruptions</p> <p>Arguing</p> <p>Being rude</p> <p>Refusing to follow instructions or respond to reminder</p>	<p>Line of sight reset</p> <p>Seating change</p> <p>Teacher to contact home to advise student has reached a Level 2 behaviour record</p> <p>Behaviour logged on Daymap</p> <p>Move to level 3 if behaviours continue</p>	<p>Use timely interventions to support regulation resets prior to reminder (Exit Card, RnR Space, Zones check-ins/ Ready to Learn)</p> <p>Reminders made clear and displayed on the board</p> <p>Check-in and Check-out chats to support positive reinforcement</p>	<p>Follow teachers instruction</p> <p>Re-engage your thinking and behaviour on your learning</p> <p>Plan for success with your teacher and your caregiver</p>

LEVEL	STUDENTS:	TEACHERS:	TEACHERS:	STUDENTS:
3 High Level Remove & Restore	<p>Repeated non-compliance after level 2 intervention</p> <p>Truancy</p> <p>Bullying/verbal harassment</p> <p>Verbal abuse</p> <p>Persistent disruption or refusal to follow instruction</p>	<p>Creation of a Behaviour Support and Safety Plan</p> <p>Leadership to support removal to identified area for respite/take home/suspension</p> <p>Leadership to repair and restore relationship with teacher as soon as possible.</p> <p>Behaviour logged on Daymap</p> <p>Move to level 4 if needed</p>	<p>Removal to respite</p> <p>Restorative scheduled</p> <p>Community Leaders and Wellbeing Manager notified</p> <p>Possible timetable reduction/pathways negotiation</p>	<p>Follow instructions to avoid further escalation</p> <p>Attend respite</p> <p>Record what happened (reflection sheet)</p> <p>Once you are calm and have thought about what has happened, be willing to accept responsibility where necessary and the consequences for your actions</p> <p>Use this time to plan a successful restorative</p> <p>Engage in the plan to move forward in a positive way</p>

LEVEL	STUDENTS:	TEACHERS:	TEACHERS:	STUDENTS:
4 Extreme Refer	Physical assault  Threats of violence  Verbal abuse  Substance use	Referral to:  Leadership (Community & Site Leader)  Wellbeing Team/Social worker  Outside agency  Behaviour logged on Daymap	Suspension process followed  Provision of data collection, documents/ Engagement plan /Learning Plan etc	Your behaviour has reached a critical level:  Stop  Breathe  Think  Cooperate with staff and when calm, accept consequences and plan for change

# ZONES

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at [www.socialthinking.com](http://www.socialthinking.com)

The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

### The Four Zones

#### Blue Zone



The BLUE ZONE describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone.

When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

## Green Zone



The GREEN ZONE describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. However, we can learn in other Zones too.

When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

## Yellow Zone



The YELLOW ZONE describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

## Red Zone



The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

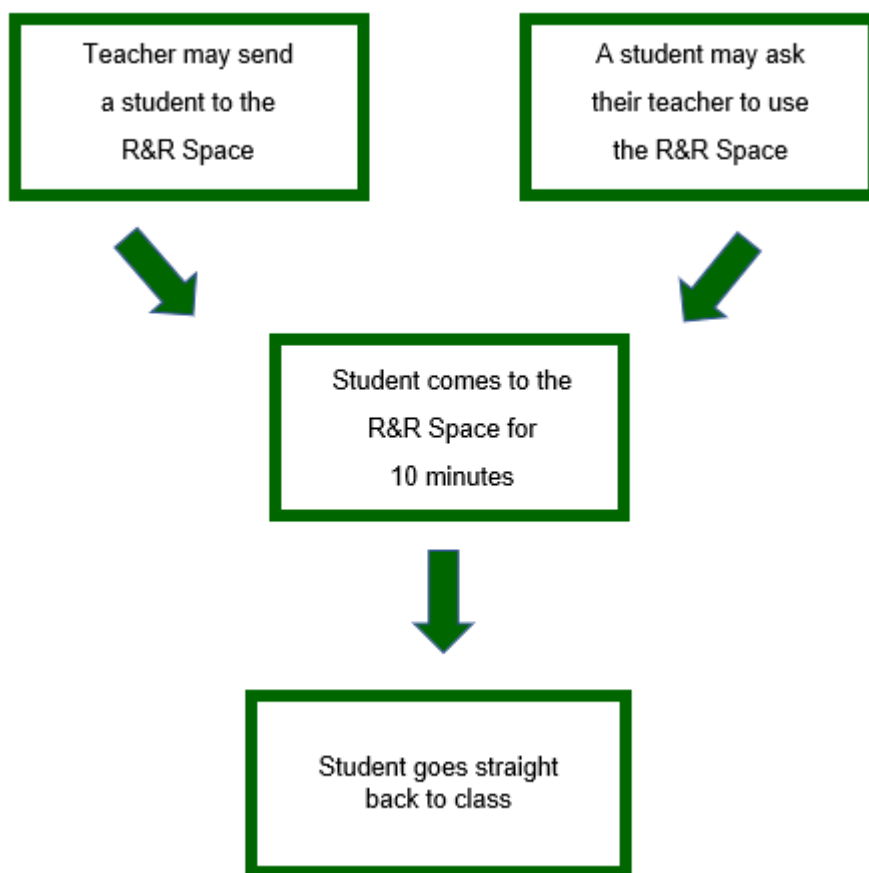
When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

For more information: <https://zonesofregulation.com/how-it-works/>

# RESET AND RETURN SPACE

Students can access a regulation space designed to support mindfulness and interoception up to two times per day. The space is staffed with trained SSOs who provide regulation resources and check in to support duty of care. The timeframe is generally 10-15 mins, however students who require longer may stay for a negotiated timeframe and must have work to do. Any negotiations around timeframe need to be discussed and approved with the relevant Community Leader and Wellbeing Manager.

Students who attend regularly will develop a regulation plan of strategies they can use to support their focus, concentration and learning.



# RESPITE SYSTEM (Previously known as Buddy)

A respite class is an alternative space for students who are unable to meet the classroom behaviour expectation or who require an alternative space while their class is on excursion. It is the responsibility of the subject teacher to arrange a respite class prior to term commencing in order to be able to communicate arrangements to students and caregivers and facilitate the process.

The respite class teacher will be aware of the arrangement and will have an area set aside in which a student who is withdrawn from may be placed for the period of the withdrawal.

If a subject teacher is aware that a student requires respite, it is expected that the respite teacher is given as much warning as possible. It is also realised that this may not be possible in all cases.

If the student refuses to go to your respite teacher, you should immediately alert a Community Leader, or follow the Chain of Referral for direct intervention.

The student should have work with them when they are sent for respite, and a Respite Reflection form, and the subject teacher remains responsible for ensuring that the student has meaningful, assessable work to be done during the period of the withdrawal. During this time the student will also need to complete their Respite Reflection form (Please see example in Appendices Toolbox).

When a student is sent to respite it is the subject teacher's responsibility to contact home to inform the parents/caregivers. The teacher also needs to organise a restorative meeting with the student, in which the Respite Reflection form is discussed. This must be documented on Daymap.

Multiple instances of respite per week in the same subject will involve Community Leader/Manager involvement.

## Class Level Process

BEHAVIOUR SUPPORT  
**EXPECTATIONS** ✨

Our focus:

- Respectful behaviour**
- Accountability for learning**
- Following instructions**

**RESPECT**

- Yourself and your school program
- Other people's learning and their belongings
- Our school as a place of learning
- The environment around you

**COMMITMENT**

- Be organized and on time
- Be well presented
- Own your learning and your behaviour
- Work with our staff to be able to support you with your learning and actions

**COURTESY**

- Use your manners
- Speak politely
- Follow reasonable instructions

BEHAVIOUR SUPPORT  
**PROCESS** ✨

Time to get yourself ready for learning!

Use a strategy such as:

S - Stop  
T - Take a breath  
O - Observe (What is happening?)  
W - What instructions are you getting?  
P - Proceed (Use the feedback to settle down)

Consider this your first warning - do you need a structured reset in the classroom or line of sight?

Try 3 strategies to reset before leaving the room

Consider this your second warning!

Your behaviour is impacting on the classroom as a learning space. Your teacher will support you to identify what needs to change. You may be required to move seats.

**RESPOND**

Time to Reset - Use your strategies to get ready for learning

**REDIRECT**

Use the feedback to make changes to your thoughts and actions.

**REFER**

Buddy= Reflection Form + Restorative Meeting  
Teacher  
Community Leader/Wellbeing Manager  
Caregiver

Your behaviour is still impacting on the classroom as a learning space, so it is time to go to Buddy. Make sure you have your form and any other work you have to do. Make a time to meet with your teacher to discuss what will change before the next class.

# DAYMAP BEHAVIOUR RECORD

Day:

Lesson:

Staff Member:

**\*ANTECEDENT\*** - what happened immediately BEFORE the incident

Noise level:

Setting:

Location:

Task/activity:

Please describe any warning signs observed e.g. hood over head, withdrawn, repetitive questioning.

Warning signs:

**\*BEHAVIOUR\*** - Please describe the primary behaviour e.g. swearing, walked out etc.

Description of behaviour:

Function of behaviour:

**\*CONSEQUENCE\*** - What happened immediately AFTER the behaviour?

NB: This is about the student, not the teacher assigned consequence. How did the student respond /what did they do?

Describe what happened after:

Class Level Consequence(s) - Must be completed by the teacher (for all Level 1 or 2 behaviours)

Parent / Carer Notified

Communication Details:

Class Level Consequence(s) (tick all that apply)

- Buddy Class
- Confiscation of Phone / Headphones
- Detention / Kept in
- Other - please specify below
- Parent Conference / Phone Call
- Seating Plan
- Teacher Conference
- Yard Duty Clean-up
- Noting Purposes

Other Information:

Leader Use ONLY

Actioned by:

Consequence:

Consequence details:

EDSAS Behaviour Type:

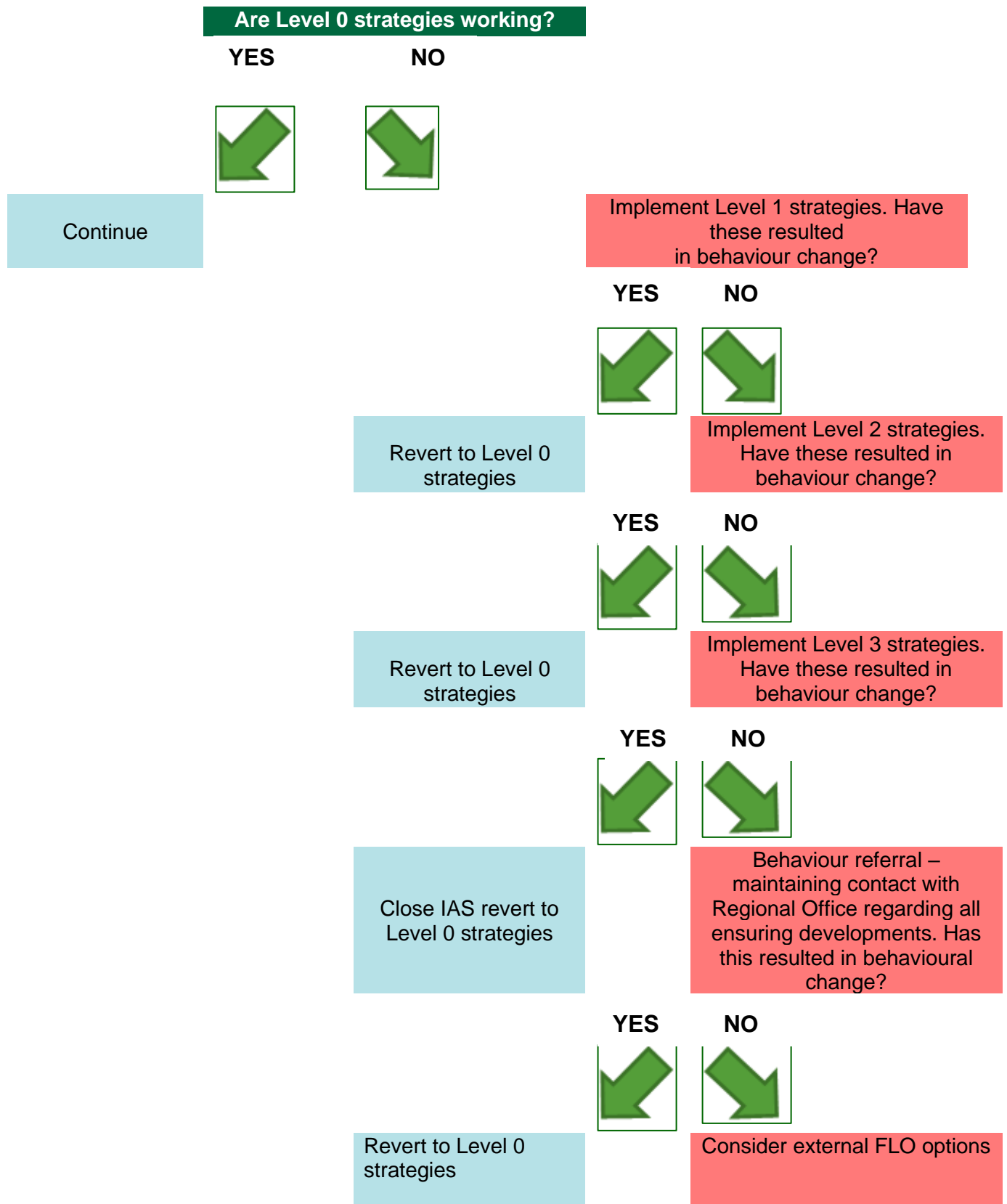
Behaviour Details:

Check when completed:

- Parent / Carer informed
- Entered into EDSAS
- Attendance updated / modified in Daymap
- EDSAS letter generated



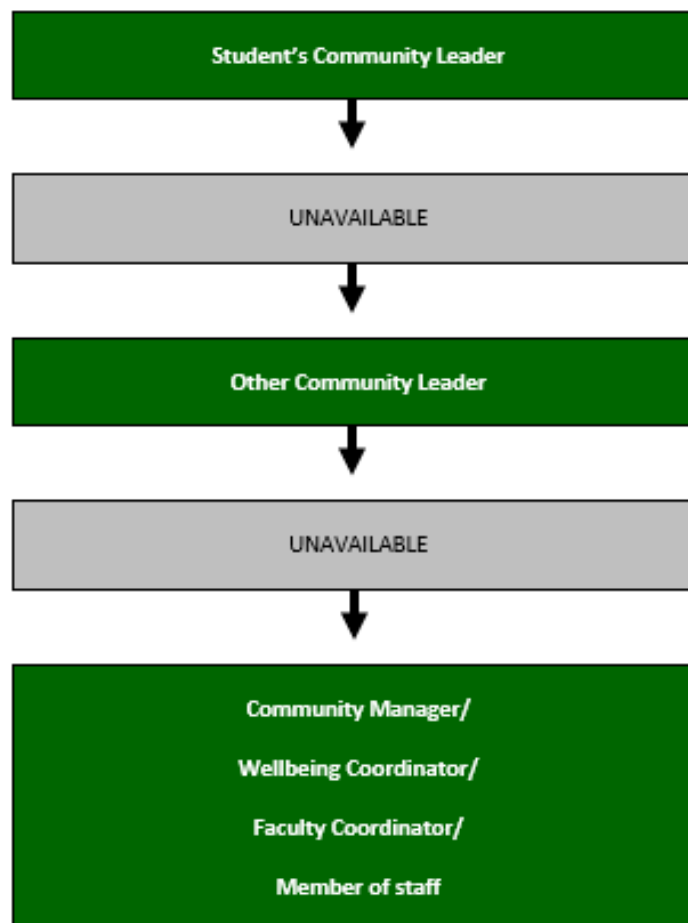
# BEHAVIOUR INTERVENTION FLOW CHART



If a staff member requires support for a Level 3 behaviour the process is to call the Front Office on extension numbers 100 or 105. Front Office staff will then direct the call to the available and most relevant Community Leader.

# CHAIN OF REFERRAL

CALL TO FRONT OFFICE (EXT: 100 OR 105)



Take Home: student will leave the site pending suspension if they do any of the following:

- Verbal abuse of staff
- Refuse to go to Respite
- Threats of violence
- Actioned violence

**Students may not return to the class until they have completed their Respite reflection sheet and met with their teacher to address the behaviour.**

More than one unsuccessful Respite restoratives for the same subject results in Community Leader support

# APPENDICES (TOOLBOX)



## Respite Reflection

**What happened? (Please tick all that apply)**

Disruption- shouting/yelling, swearing		Refusing to work/work avoidance	
Moving unsafely		Being too loud	
Arguing		Off task conversation	
Other (please record)			

**How did you feel?**



stressed    upset    nervous    angry    worried    other

**Please circle or draw your own:**

**How did this affect others? (Please tick all that apply)**

Stopped my teacher from being able to teach		Put other people at risk	
Stopped others from learning		Stopped me from doing my learning	

**What could you do instead?**

Ask for help		Follow instructions	
Do a reset		Listen	
Be respectful		Other	

**What help do you need?**

Ask for help		Follow instructions	
Do a reset		Listen	
Be respectful		Other:	

**I will use these strategies so I can go back to my class and I understand my Community Leader and caregiver have been told about my behaviour.**

**Signed:**

---

I will reconnect with my teacher on (day/time):

---

# PROACTIVE ENGAGEMENT STRATEGIES

## TIER 1 POSITIVE BEHAVIOUR STRATEGIES AT GHS:

### CLASSROOM:

Tier 1 strategies should be tailored to the age and developmental needs of students within the school. Regular evaluation and adjustments to these strategies based on student feedback and outcomes are essential for long-term success.

**Know your students:** Please connect with the Inclusive Education Team, Aboriginal Education Team, Wellbeing Team, Home Group Teachers, SSOs and Admin if you need information or Support. Please also check Daymap for any additional information around contacts, family notes, learning plans etc.

**Clear Instructions and Expectations:** Provide clear, concise instructions for assignments and activities. Break instructions into smaller steps and repeat them if necessary to ensure understanding.

**Positive Reinforcement:** Implement a reward system that offers immediate positive feedback for on-task behaviour. This could include small incentives or privileges.

**Teacher Check-ins:** Set aside time for regular one-on-one check-ins with students. This allows you to provide individualized support, discuss progress, and address any concerns they might have.

**Collaboration with Support Staff:** Work closely with SSOs, Wellbeing Team, Special Education teachers, and other support staff to develop tailored strategies for each student and to monitor their progress.

**Encourage Self-Advocacy:** Teach students self-advocacy skills, such as requesting breaks or additional support when needed. This empowers them to take ownership of their learning environment.

**Resets** are a quick and timely intervention to support students who dysregulate to be mindful of their behaviour and refocus in the moment. Resets are usually:

- Timed (provide a timer if helpful for the individual)
- In line of sight (only outside the room if able to directly supervise the student)
- Use and promote breathing exercises and sensory aids as needed

**Incorporate Interest-Based Learning:** Whenever possible, tie classroom activities to topics of personal interest for students. This can increase engagement and motivation to stay on task.

**Task Breakdown:** Divide larger tasks into smaller, manageable steps. Provide students with a checklist to track their progress, fostering a sense of accomplishment as they complete each step.

**Ready to Learn Scales** are a standard system used by students in classrooms to identify difficult emotions or stress, both collectively and individually. Students have been involved in the design of large pictorial displays and have access to self-regulation tools.

**Structured Routine:** Establish a consistent daily routine that includes designated times for different activities. Display the schedule visually in the classroom, so students can anticipate transitions and know what to expect throughout the day.

**Visual Cues:** Use visual cues like colour-coded schedules, timers, and countdowns to help students understand the passage of time and prepare for transitions

**Brain breaks** are mental breaks designed to help students stay focused and attentive. The brain breaks get students moving to carry blood and oxygen to the brain. The breaks can either energize or relax as required.

**Sharing circles** are a daily routine that includes rhythmic activities, healthy touch, positive affirmations, intention setting and gratitude reflections.

**Individualized Seating:** Allow students to choose a seat that works best for them, or assign their seat whether it's closer to the front of the class, away from distractions, or with a clear view of the teacher.

**Flexible Seating Options:** Incorporate flexible seating choices, such as standing desks, fidget cushions, or stability balls, which can help students regulate their physical activity while remaining in the classroom.

**Personalized Workstations:** Create dedicated workstations within the classroom where students can go to focus when they need a break from the main group. Stock these areas with sensory tools or noise-cancelling headphones to support their concentration.

**Frequent Movement Breaks:** Schedule short movement breaks throughout the day, allowing students to engage in controlled physical activities like stretching, yoga, or short walks. These breaks can help release excess energy and improve focus.

**Mindfulness and Breathing Exercises:** Teach students simple mindfulness and deep breathing techniques that they can use to manage their emotions and regulate their attention when feeling overwhelmed.

**Use of Visual Schedules:** Incorporate visual schedules that outline the day's activities, helping students stay organized and anticipate transitions.

**Classroom Noise Management:** Use a noise monitor system as well as noise-cancelling headphones or white noise machines to help students filter out distractions and maintain focus.

**Social Skills Training:** Include social skills training sessions to help students improve their ability to navigate social interactions effectively, reducing potential sources of stress or distraction. This includes a focus on Restorative Practice.

Design your Classroom Environment:



## WHOLE SCHOOL:

**Implement a School-Wide Positive Behaviour Support Program:** Establish a comprehensive program that promotes positive behaviour throughout the entire school. This can include defining clear expectations, teaching social-emotional skills, and recognizing and reinforcing positive behaviour.

**Develop a School-wide Behaviour Matrix:** Create a Behaviour Matrix that outlines specific expected behaviours across different settings (classrooms, hallways, canteen, etc.) and age groups. Display the matrix prominently throughout the school to serve as a visual reminder for students.

**Teach Social-Emotional Skills:** Implement a structured social-emotional learning curriculum to help students develop essential skills such as self-awareness, self-regulation, empathy, and responsible decision-making. Incorporate age-appropriate lessons and activities into the school day.

**Establish Classroom/Whole Site Expectations and Routines:** Set clear and consistent behaviour expectations within each classroom. Work with teachers to develop classroom rules and routines that promote a positive and respectful learning environment.

**Provide Opportunities for Student Voice and Choice:** Involve students in decision-making processes within the school. Encourage them to share their opinions, ideas, and preferences, fostering a sense of ownership and engagement.

**Recognise and Celebrate Positive Behaviour:** Complete Positive Behaviour records on Daymap and celebrating positive behaviour. This can include verbal praise, certificates, positive notes home, student of the month awards, or a school-wide incentive program that rewards students for meeting Behavioural expectations.

**Create a Positive School Climate:** Foster a welcoming and inclusive school climate that values diversity, promotes respect, and prevents bullying. Implement initiatives such as peer mentoring, conflict resolution programs, and character education.

**Implement Restorative Practices:** Introduce restorative practices as an alternative to punitive measures for addressing conflict and repairing harm. Utilise restorative circles, conferences, and other restorative techniques to build relationships and resolve conflicts.

**Foster Strong Relationships:** Encourage positive relationships between students and teachers, as well as among students themselves. Create opportunities for meaningful connections, such as advisory groups or peer support programs.

**Provide Behavioural Support Staff:** Employ dedicated behavioural support staff, such as school counsellors, social workers, or behaviour specialists, who can provide targeted support to students in need. They can conduct individual or group counselling, teach coping skills, and address specific behaviour challenges.

**Engage Parents and Guardians:** Involve parents and guardians in promoting positive Behaviour by establishing open lines of communication. Provide regular updates, host parent workshops, and encourage parental involvement in school activities.

**Maintain a Safe and Secure Environment:** Ensure that the school environment is physically safe and secure for all students. Implement measures such as visible staff presence, and a system for reporting and responding to safety concerns.

## TIER 2 POSITIVE BEHAVIOUR STRATEGIES AT GHS

Tier 2 strategies should be implemented based on the individual needs and goals of students. Regular monitoring, data collection, and collaboration with students, parents, and educators are essential for assessing the effectiveness of the interventions and making necessary adjustments.

**Small Group Social Skills Training:** Identify students who would benefit from targeted social skills training. Create small groups based on specific needs, such as communication skills, problem-solving, conflict resolution, or self-advocacy. Provide structured lessons and practice opportunities to develop these skills.

**Peer Mediation Program:** Implement a peer mediation program where trained student mediators help resolve conflicts between their peers. This program empowers students to take an active role in problem-solving, promoting empathy and understanding.

**Engagement Plans:** Develop individualized engagement plans for students who require targeted regulation and behaviour support. Collaborate with the student, their parents/guardians, and relevant staff members to outline specific behaviour goals, rewards for meeting those goals, and consequences for non-compliance.

**Functional Behaviour Analysis (FBA):** Conduct FBAs for students who display persistent challenging behaviours. This assessment helps identify the underlying function or purpose of the behaviour and informs the development of effective behaviour intervention plans. FBAs are completed after an identified amount of ABC records and Frequency Duration Intensity charts completed to monitor and track the behaviours.

**Social Emotional Learning (SEL) Interventions:** Offer specialized SEL interventions (Home Group) for students who struggle with emotional regulation, empathy, or relationship-building. These interventions can include individual or group counselling, mindfulness exercises, and self-reflection activities.

**Self-Monitoring Tools:** Provide self-monitoring tools for students to track their own behaviour and progress towards goals. These tools can be in the form of behaviour charts, self-assessment checklists, or digital applications that allow students to record and reflect on their actions.

**Collaborative Problem-Solving:** Teach students problem-solving strategies and involve them in collaborative discussions to address behavioural challenges. Encourage students to identify their own solutions, consider alternative perspectives, and work towards mutually agreed-upon resolutions.

**Targeted Academic Interventions:** Recognize that academic challenges can often contribute to behavioural difficulties. Provide targeted academic interventions, such as tutoring, differentiated instruction, or academic coaching, to support students in building academic skills and reducing frustration.

**Functional Communication Training:** Implement functional communication training for students who struggle with appropriate communication skills. Teach alternative communication strategies, such as using visual aids, social scripts, or assistive technology, to help students express their needs and emotions effectively.

**Self-Regulation Strategies:** Teach students self-regulation techniques, such as deep breathing exercises, mindfulness activities, or sensory breaks, to manage stress, anxiety, or impulsivity.

**Parent Collaboration and Training:** Involve parents/guardians in the Tier 2 interventions by providing them with resources and training sessions on behaviour management strategies. Collaborate with parents to reinforce consistent expectations and support students' behavioural progress at home.

**2024: Check-In/Check-Out System:** Establish a check-in/check-out system for students who need additional support in self-regulation. Home Group Teacher/WBM/ASETO acts as a mentor who meets with the student at the beginning and end of each week, reviewing goals, providing guidance, and offering positive reinforcement.



# AFFECTIVE LANGUAGE SCRIPTS

## FOR WORK AVOIDANCE:

"I know sometimes tasks can be challenging, but I believe in your ability to complete them. Let's work on this together."

"You have a lot of potential, and I'd love to see you achieve your best. How can I support you in getting started on your work?"

"I understand that you might not feel like doing this right now, and I'm grateful that you are talking about it with me. Think about how proud you'll be (caregiver/significant person will be) once it's done."

"We all have moments when work feels overwhelming. I want you to feel comfortable discussing challenges with me so I can help because this means we are working together. Let's break it down into smaller, manageable steps."

"I'm here to help you succeed. Let's find a way to make this task more manageable and less stressful for you."

## FOR VERBAL ABUSE:

"I understand that you might be feeling upset, but it's not okay to speak to others in a hurtful way. Let's talk about what's bothering you."

"Your words can have a powerful impact on those around you. Let's find a more constructive way to express your feelings."

"I care about your well-being and the well-being of others in our class. Let's work together to create a respectful and supportive environment."

"I hear your frustration, but we can communicate without resorting to hurtful words. How can we address this issue more positively?"



# 50 WAYS TO RELATE TO STUDENTS

## (PARTICULARLY COMPLEX STUDENTS)

- Ask students personal interest questions
- Find something they do well
- Reinforce positive behaviour
- Developing a “pleasant” culture of which they are a part
- Remind them about their goodness, intelligence and belonging
- Use students’ ‘names’ in questions
- Get students to assist with jobs and show some responsibility
- Give them control over their own learning, e.g. setting due dates
- Acknowledge students outside the classroom
- Model respectful behaviour
- Respond to comments seriously
- Speak to them regularly
- Speak to them in a soft, calm voice
- Explain expectations and get students to repeat expectations
- Be honest with them
- Humour them
- Select groups for them
- Take each situation at a time and deal with as best you can
- Show you are human – tell them you make mistakes
- Set realistic goals / standards
- Make an effort to understand their perspective
- Take time to talk to them
- Differentiate the behaviour from the person/ individual
- Follow up any problems
- Don’t bear grudges
- Pay attention to “victims”
- Treat senior school students as adults
- Encourage individuals
- Involve all students as much as possible
- Get to know students as individuals
- Respect differences
- Don’t treat as inferiors
- No sarcasm or ‘put downs’: - know when to back off



- Have a laugh *with* students and not *at* them
- Don't judge
- Set boundaries
- Model expectations
- Reinforce positive behaviour
- Get to know them
- Recognise that the group has different values / agenda from you
- Reinforce positive behaviour
- Establish a link with out of school activities, interests, hobbies
- Talk with students
- Refuse to get angry – deny confrontation
- Don't raise voice
- Smile
- Get them task oriented quickly
- Make sure all have plenty of meaningful work
- Re-arrange class setting to isolate them from their support group
- Look for ways to reward their positives
- Avoid conflict situations – resolve
- Make students aware of the Grievance Procedure and inform them that it works two ways
- Create win/win situations
- Involve them in class discussion deliberately
- Greet them as they enter the class
- Give them added responsibilities
- Praise students whenever they achieve something, no matter how small
- Be consistent
- Respond to the person in front of you- irrespective of your personal connection or historical or family background. Do not pigeonhole students based on their family connections or how they used to be when they were younger.

# BEHAVIOUR SUPPORT AND SAFETY PLAN

## Behaviour Support & Safety Plan

Plan to be completed in collaboration with young person and parent / carer.

Name: \_\_\_\_\_ EDID: \_\_\_\_\_ Site: \_\_\_\_\_ Year Level: \_\_\_\_\_

Choose an item. Date developed: Click or tap to enter a date.

Supporting strengths & interests						
Challenges/Goals & Risk likelihood	<b>Proactive Strategies to prevent/reduce.</b> <i>Behaviour Strategies - Practice Guides for additional needs</i>			Responsive Strategies		
Observable behaviour (what)	<b>Universal (QDTP)</b>	<b>Targeted</b>	<b>Intensive</b>			
<i>Behaviour Matrix</i>						
Intensity: Frequency: Duration:					<b>Intensity:</b> Choose an item. <b>Frequency:</b> <b>Duration:</b>	<b>Intensity:</b> Choose an item. <b>Frequency:</b> <b>Duration:</b>
Barriers to learning (why)						
Level of Risk (see matrix below e.g., B4)						
SMARTAR Goal						
Review date	<small>Click or tap to enter a date.</small>	<b>By signing below, we acknowledge the above plan has been developed in consultation with:</b> Student name & signature: _____ date: <small>Click or tap to enter a date.</small> Parent / Carer name & signature: _____ date: <small>Click or tap to enter a date.</small> School staff name signature: _____ date: <small>Click or tap to enter a date.</small>				



\*\* To assess degree of risk, use the notes on the grid on the right. For further explanation of the grid see below

**School Contact :**  
**Behaviour Support Educator:**  
 Date: Click or tap to enter a date.

**Notes on analysing risks in developing a safety plan:** Assess the likelihood that the event will occur, and the seriousness of the consequences if it does, using the table below. Then use the grid on the previous page to identify level of risk.

LEVEL OF RISK	Consequences				
	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
<i>Likelihood</i>					
E-almost certain	High	High	Extreme	Extreme	Extreme
D-likely frequently	Moderate	High	High	Extreme	Extreme
C-likely sometime	Low	Moderate	High	Extreme	Extreme
B-unlikely	Low	Low	Moderate	High	Extreme
A-rare	Low	Low	Moderate	High	High

Likelihood	Level E	Almost certain to occur in most circumstances	Consequences	Level 5	<b>Catastrophic</b> Template: serious injury or near miss to student and/or other(s); high level distress to other parties All levels below and any or all: <ul style="list-style-type: none"> <li>Severe incident. (e.g. Use of weapon, suicidal ideation)</li> <li>Major level continuing over significant period of time</li> </ul>
	Level D	Likely to occur frequently		Level 4	<b>Major:</b> Template: injury or near-miss to student and/or other(s); distress to other parties All levels below and any or all: <ul style="list-style-type: none"> <li>Behaviour resulting in ED 155 and ED 165 and critical incident report to RD.</li> <li>Violence (hurting staff or student, and won't use cool down processes)</li> <li>Prior behaviour – more than one incident of violence.</li> </ul>
	Level C	Likely to occur at some time		Level 3	<b>Moderate:</b> Template: regional support and cross agency involvement. All levels below and any or all: <ul style="list-style-type: none"> <li>Incident reports ED 155 and ED 165</li> <li>Repeated suspension or Take home (over a 4 week <u>period</u>)</li> <li>Prior behaviour – Severe one-off incident (violent)</li> <li>Prior complexity - Exclusion from DECS specialised facility. (eg alternative site, Disability class/special school.)</li> <li>Complex welfare and/or health care issue.</li> </ul>
	Level B	Unlikely to occur but could happen		Level 2	<b>Minor:</b> Template: impact on learning of student and others. Staff team approach required. Referral suggested. All levels below and any or all: <ul style="list-style-type: none"> <li>Frequent repeats of <u>behaviour</u> and use of school planning, Take Home suspension (over 4 wk. period)</li> <li>Incident reports submitted.</li> </ul>
	Level A	May occur but only in rare and exceptional circumstances		Level 1	<b>Insignificant:</b> Template: within normal variations All levels below and any or all: <ul style="list-style-type: none"> <li><u>Behaviour</u> managed within classroom.</li> <li>Discussion with line manager and review at program/site meeting.</li> </ul>

## Example: Behaviour Support & Safety Plan

Plan to be completed in collaboration with young person and parent / carer.

<b>Supporting strengths &amp; interests</b>	<ul style="list-style-type: none"> <li>- Resilient</li> <li>- Loves Lego, cooking,</li> <li>- Enjoys play station</li> </ul>			
<b>Challenges/Goals &amp; Risk likelihood</b>	<b>Proactive Strategies to prevent/reduce.</b> <i>Behaviour Strategies - Practice Guides for additional needs</i>		<b>Responsive Strategies</b>	
<b>Observable behaviour (what)</b>	<p style="text-align: center; font-size: 1.2em;"><b>Universal (QDTP)</b></p> <p>The Zones of Regulation ready to learn strategy on desk.</p> <p>Whole class brain breaks incorporating movement.</p> <p>Clear morning routines.</p> <p>Cool down spaces available for all students.</p>	<p style="text-align: center; font-size: 1.2em;"><b>Targeted</b></p> <p>Social stories with SSO around morning routines.</p> <p>Check in check out with trusted adult.</p> <p>Systematic positive reinforcement using Pokémon sticker chart to earn negotiated rewards daily/weekly.</p> <p>Teacher to share sticker chart via Dojo daily.</p> <p>Rehearse and practice access for cool down spaces.</p> <p>Access to noise cancelling headphones.</p> <p>Supervised break out space next to classroom.</p> <p>Individual brain breaks, including movement.</p> <p>SSO walks student to class to co-regulate during transition.</p>	<p style="text-align: center; font-size: 1.2em;"><b>Intensive</b></p> <p>SSO to arrive in class prior to bell ready to - meet and greet and begin daily routine.</p> <p>Support student to access safe space with regulation activities e.g., hanging of monkey bars, 5 finger breathing.</p> <p>SSO walks student to ahead of class to co-regulate during transition to NIT lessons.</p> <p>Regular timetabled breaks supported by SSO.</p> <p>Coregulation to access cool down space when heightened.</p> <p>SSO to have mobile phone on them &amp; teacher to have theirs on</p>	<p>After 5 minutes of dysregulation despite attempts to support coregulation, SSO to contact leadership by mobile phone.</p> <p>Leadership to release teacher who will attend and support student and SSO.</p> <p>SSO to return to classroom.</p> <p>Teacher responsible to contacting parent/carer if required.</p>
<i>Behaviour Matrix</i> Arriving at school heightened i.e., Pacing starts verbal conflict with other students and adults.  <b>Intensity:</b> Choose an item. <b>Frequency:</b> 3x a week <b>Duration:</b> up to 30 mins				
<b>Barriers to learning (why)</b>				
<b>Level of Risk (see matrix below e.g., B4)</b>				
<b>SMARTAR Goal</b>				

## RECORD HISTORY

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