



**Westbridge Residential School
and Halswell Residential College**

Combined Board of Trustees

BEHAVIOUR SUPPORT POLICY



The schools recognise that students and staff have the right to be in a safe working and learning environment.

The schools meet the needs of their students, many of whom have histories of complex and challenging behaviours and may not previously have been engaged in education. The schools' behaviour management system is designed to address the students' behavioural needs and to assist them with strategies to support and maintain change. Good behaviour management is an essential part of changing the behaviour of the students, who must feel safe and valued, in order that they can make positive change.

1. Principles for Behaviour Support

The key principles that underpin the schools' behaviour management system:

- 1.1. It is built on the foundation that positive behaviour can be learnt, and difficult and disruptive behaviour can be replaced.
- 1.2. It moves away from seeing individual students as a 'problem', and towards proactively changing the environment around them to support positive behaviour.
- 1.3. It recognises that punitive and exclusionary approaches to behaviour do not bring about long-term and sustainable changes.
- 1.4. It supports the school-wide application of evidence-based programmes and frameworks that work.
- 1.5. It recognises that there are no quick fixes. It takes a long-term view to ensure that changes in behaviour are sustained.

2. Restorative Practice

Restorative practice/justice is applied at the schools and is a key element of behaviour management.

3. Functional Behaviour Analysis and Assessments (FBAs)

While staff are skilled in a variety of strategies for dealing with a wide range of student behaviours, in some cases students habitually present extreme behaviours that negatively impact on other students.

Functional Behaviour Analysis is a way of attempting to determine what motivates and maintains the extreme behaviour and to develop strategies that will support behaviour change.

4. Imminent Risk

Situations of imminent risk may arise in the schools from time to time. These situations may, for example, involve two or more students or a student and a staff member. All elements of practice in the schools are designed to create a safe and respectful environment for all people, and in doing so minimize the likelihood of situations of imminent risk arising.

Professionally developed training and regular refresher training is provided for all staff. The largest focus of this training is on de-escalation of situations of imminent risk. Most of these situations are resolved through de-escalation where a staff member's focus is on calming the party/parties involved in the conflict. Both schools adopt a trauma-sensitive approach with an emphasis on building positive relationships.

A very small percentage of these situations of imminent risk may not be able to be resolved by de-escalation. It is in these situations that authorized staff members may utilize approved procedures to manage the emergency safety situation (see HRC/WRS procedures).

Prepared by: Combined Board of Trustees

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