



Combined Board of Trustees
Westbridge Residential School and
Halswell Residential College



BEHAVIOUR SUPPORT POLICY

The schools recognise that each ākonga and kaiako have the right to be in a safe working and learning environment.

The schools meet the needs of their ākonga, many of whom have histories of complex and challenging behaviours and may not previously have been engaged in education. The schools' behaviour support is designed to address the behavioural needs of each ākonga and to assist them with strategies to support and maintain change. Good behaviour support is an essential part of changing the behaviour of the ākonga, 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' trauma-informed approach:

- 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 any individual ākonga 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 kaiako are skilled in a variety of strategies for dealing with a wide range of ākonga behaviours, in some cases the ākonga habitually present extreme behaviours that negatively impact on other ākonga.

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 ākongā, or a ākongā and a kaiako. 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 kaiako. 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 the focus of a kaiako 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 kaiako may utilize approved restraint procedures to manage the emergency safety situation to ensure people are safe. From 2024 both schools will be using the restraint practices and holds as prescribed by the Team Teach safety programme. Board approval is required for each school to change from the currently authorized programme.

Each school will have regularly reviewed procedures that promote ākongā wellbeing, reduce ākongā distress, minimizes situations where safety is compromised and follows MOE guidelines around the use of restraint.

The board has a physical restraint oversight group which reviews the use of restraint at both HRC and WRS.

Prepared by: Combined Board of Trustees

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