

# Behaviour Management Policy

## 1. Objective

Cheshire School accepts students with a range of behavioural, social and emotional difficulties, requiring the need for clear policies and procedures to manage unacceptable behaviours or behaviours which interfere with the learning and safety of all students.

Cheshire School adopts a range of behavioural strategies to assist students in developing positive behaviours. The Policy ensures that every student has a Behaviour Support Plan (BSP) developed within the first term of attendance.

## 2. Scope

This Policy applies to all students enrolled at Cheshire School, their parents, guardians or carers, staff as well as to other relevant members of the community such as volunteers and visitors.

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## 3. Context and Guiding Principles

Cheshire School is a specialist school for children with significant social, emotional and behavioural issues.

The Cheshire approach to behaviour management adopts aspects of the Positive Behaviour Support model, which combines the positive reinforcement for appropriate behaviours with clear consequences for inappropriate behaviours. It is the philosophy of the School that, whilst the feelings/emotions of the child need to be acknowledged, it is up to each student to make the choice as to how they respond to their feelings. The child is taught to be responsible for their own behaviour, regardless of the reason/trigger leading to their behaviour.

**Cheshire School prohibits the use of corporal punishment of any type.**

## 4. Definitions

Word	Definition
<b>Acceptable</b>	Behaviour that is acceptable, allowed or tolerated.
<b>Not acceptable</b>	Behaviour that is not acceptable, or tolerated, or permitted.
<b>Behaviour</b>	Behaviour is the way in which one acts or conducts oneself, especially towards others.
<b>Challenging behaviour</b>	Challenging behaviour (in a school context) is understood to mean behaviour that either interferes with the safety or learning of the student or other students, or interferes with the safety of school staff.
<b>Positive Behaviours</b>	A person centered therapy approach that works closely with the student, their families and support, to understand what triggers their challenging behaviours to enable the student to reduce and/or eliminate these behaviours.

## 5. Policy

The Head of School will ensure that all Cheshire School staff will:

- Emphasize whole school approaches with direct focus on:
  - Consistency and fairness
  - Early intervention
  - Prevention
  - Positive reinforcement for meeting high expectations
  - Student decision-making and parent, guardian and carer involvement
  - The development of pro-social behaviours, as the most effective way to support students and engage them in their learning
- Ensure all students understand the:
  - Behaviours expected of them
  - Consequences of not meeting expectations
- Proactively anticipate possible difficulties before they become serious
- Ensure behaviour and/or attendance issues are handled with maximum cooperation and consultation
- Support:
  - Learning for all
  - Respectful relationships and dignity for all
  - Student learning outcomes and feedback
  - Appropriate pedagogy and curriculum
- Avoid actions and consequences that isolate a student from learning with the exception of where a student breaches the *Anti-Bullying and Non-Violence Policy*
- Adopt a range of behavioural strategies to assist students in developing positive behaviours
- Develop an individual Behaviour Support Plan for each student within their first term of attendance
- Implement strategies that are based on rewarding positive or acceptable behaviour, along with consistent, predictable consequences for poor or unacceptable behavioural choices
- Ensure emotional regulation strategies are explicitly taught and modelled
- Encourage students to identify 'self-calming' strategies that work best for them
- Provide positive consequences for all students displaying desired behaviours
- Provide a sensory room for physical circuits, meditation and a quiet safe space where students can manage their behaviours
- Provide services which are fair, effective, impartial, compassionate and sensitive to the diverse needs of all children enrolled at the School
- Understand that family members are 'the experts' on their own families, and that Cheshire team members work complementary to the skills and resourcefulness of the families
- Adopt interventions that encourage self-help and self-reliance among students, families

and clients thus avoiding the creation of dependency

- In accordance with the *Privacy Policy*, individuals and families must be provided with access to their records and accurate information regarding the extent and nature of the services available to them

**The Head of School along with all Cheshire staff will adopt the following in response to challenging behaviours:**

- Use language and strategies explicitly taught to support students when ‘triggered’ or confronted with situations that evoke or potentially evoke a behavioural response that is unacceptable or challenging
- Have a zero tolerance for abuse or offensive language, i.e. accountability for responding appropriately
- Implement a ‘safe hands/safe feet’ expectation – aggressive or threatened aggressive physical contact will not be tolerated even if the intention is not to cause harm
- Expect repair or reimbursement for repairs for any damage caused by students to school property
- Implement the *Anti-Bullying and Non-Violence Policy* where necessary

**Parents/carers will:**

- Sign off their child’s Behaviour Support Plans
- Ensure children attend school
- Abide by the terms of the Enrolment Agreement along with the expectations as set out in the Parent Handbook and relevant policies and procedures
- Repair or reimburse for repairs to any damaged caused by their child/ren to *bestchance* premises
- Ensure their child/ren are not exposed to any M, MA or R18+ related media of any kind
- Monitor age appropriate time limits for screen time

**6. Associated Policies and Procedures**

- 05.006e Behaviour Management Procedures
- 05.008 Enrolment Policy and Procedure
- 05.006 Duty of Care Policy
- 05.006b Supervision of Children Policy
- 001.1 Child Protection Policy and Procedure
- 05.006a Restraint and Seclusion Policy and Procedure
- 05.006c Anti-Bullying and Non-Violence Policy
- Parent Handbook
- Student Code of Conduct
- Compliments, Complaints and Feedback Policy

**7. Relevant Legislation Sources**

- [Education and Training Reform 2006 \(Act\)](#)
- [Education and Training Reform Regulations 2007](#)
- [Education and Training Reform Regulations 2017](#)
- [The Children's Services Act 1996](#)
- [The Federal Disability Discrimination Act 1992](#)
- [The Victorian Equal Opportunity Act 2010](#)
- [The Occupational Health and Safety Act 2004](#)
- [Minimum Standards and other requirements for Schools](#)

**8. Other Resources**

- [School-Wide Positive Behaviour Support Framework](#)