

Behaviour Management Procedure

1. Objective

Cheshire School is an independent interim specialist school supporting the learning of children with significant social, emotional and behavioural difficulties.

Positive and responsible student behaviour is essential to the smooth running of the School.

Positive and responsible student behaviour enables:

- Optimal learning opportunities
- Development of a safe, supportive and cooperative school environment
- Clear policies and procedures to manage non-acceptable behaviours, or behaviours which interfere with the learning of all students.

2. Scope

This Procedure applies to all Cheshire School staff, volunteers and families.

This Procedure applies to all students enrolled at Cheshire School.

3. Context and Guiding Principles

The Cheshire School is an interim 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
Acceptable behaviour	Behaviour that is acceptable, allowed or tolerated.
Unacceptable behaviour	Behaviour that is not acceptable, or tolerated, or permitted.
Behaviour	Behaviour is the way in which one acts or conducts oneself, especially towards others.
Challenging behaviour	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.
Replacement behaviour	A replacement behaviour is one that is more acceptable to, more in line

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	with the expectations of others, or causes less harm to self or others but still meets the needs of the person.
Suspension	When a student's attendance at school has been temporarily withdrawn, on the authority of the Head of School, for a set period of time. Suspension allows the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.
Expulsion	Expulsion occurs when a student's attendance at the School is permanently withdrawn by the Head of School. Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent(s)/carer(s)/relevant person. The Head of School, wherever possible, will work with the student and their parent(s)/carer(s)/relevant person to arrange enrolment with another school.
Behaviour Support Plan (BSP)	A Behaviour Support Plan (BSP) is a document that addresses inappropriate behaviour of a student, and outlines strategies to improve their behaviour.

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5.1 Positive Behaviour Supports

5.1.1 Behaviour Support Plans

- Each student is to have an individual Behaviour Support Plan (BSP) in place within the first term of commencing. The BSP is developed for each child to support their individual needs and includes, but is not limited to their teacher, parents, guardians and carers, significant others nominated by the parents, guardians and carers, Cheshire support staff (psychologist, speech pathologists) and the student's external health professionals as appropriate.

The BSP will be treated as a working document as both relevant staff and members of Children's Therapy Services will be invited to provide feedback and comments on what strategies are working and which strategies are not working. The BSP will be printed out and presented at the biannual Student Support Group (SSG) meeting for all stakeholders to review and sign.

- Each BSP will be reflective of each individual student and will include specific behavioural goals developed with them, their teacher and family. The goal will focus on targeting the behaviour that has/will interfere most with their ability to engage in mainstream education.

5.1.2 Other Supports

- A strong curriculum focus on the personal, social and emotional capabilities delivered by staff with expertise in working with challenging behaviours. Key resources include:

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- Rights, Resilience and Respectful Relationships
- Bounceback
- My Wellbeing Journal
- The Big Life Journal
- Small group and whole class sessions utilising the expertise of in-house allied health professionals
- Positive reinforcements such as, but not limited to:
 - Class Dojo points
 - Student of the Week
 - Student of the Term
 - Weekly excursions

5.2 Response to inappropriate/challenging behaviours

- Reinforcement of expectations
- Follow Behaviour Support Plan
- Focus is on behaviour influences, triggers and function
- Explicit teaching of replacement behaviours
- Relocation to a quiet space in the classroom/outside the classroom
- Relocation to a safe space
- Loss of Dojo Points
- Withdrawal of privileges
- Use of the language of “choice”
- Use of the Zones of Regulation to support de-escalation and re-regulation
- Use of in-house allied health professionals to provide support by way of additional assessments, specialist support and explicit support in de-escalation, re-regulation and targeted behaviours
- Review of the student Behaviour Support Plan where adjustments are required

5.3 Suspension

The Head of School will ensure that:

- All parents, guardians and carers and students are aware of the circumstances under which a student will be suspended
- Parents, guardians and carers will be notified verbally with follow up in writing of the reasons for, and dates for suspension
- The student’s return to the School will only occur following a re-entry meeting between the student, their parent, guardian or carer, teacher responsible and Head of School. The intention of the meeting is for the student to recognise and account for their behaviour, and to develop a plan of action (strategies and support) to

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manage their behaviour should similar circumstances occur in the future. The student will not be permitted to re-enter the classroom until this plan is developed.

5.3.1 Grounds for Suspension

- The Head of School may suspend a student if, while engaged in, or travelling to or from any school activity, the student:
 - Is violent to a person
 - Threatens the health, safety or wellbeing of any person
 - Causes damage or destruction of property or is involved in the theft of property
 - Possesses, uses, or assists another person to use prohibited drugs or substances
 - Persistently fails to comply with any reasonable, clearly communicated instruction of the Head of School, teacher or other staff member, especially when this puts at risk the safety of themselves or others
 - Absconds from the school grounds
- Or if the student consistently:
 - Interferes with the wellbeing, safety or educational opportunities of any other student
 - Vilifies, defames, degrades or humiliates another person based on any personal attribute protected by law.

5.4 Expulsion

Whilst the Head of School and staff of the School will make every effort to continue the educational placement of a student, in extreme circumstances, at the discretion of the Head of School a student may be expelled from the School.

The Head of School is responsible to ensure that:

- School's Behaviour Management Policy and Procedures have been followed
- Student's Individual Behaviour Support Plan has been developed and consistently implemented
- Student's behaviour has not changed despite strategies implemented
- Student and parents, guardians or carers are informed that expulsion is being considered
- The student and parents, guardians or carers are heard by convening a student support group meeting

5.4.1 Grounds for Expulsion

Expulsion may result when the magnitude of the student's behaviour outweighs the need of the student to receive an education when compared to the need to maintain the:

- Health, safety and wellbeing of other staff and students at the School as well as themselves
- Effectiveness of the School's educational programs

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Note: The student may be immediately suspended pending expulsion, if the severity of the situation and the possibility of immediate threat requires it.

If a student engages in significant, deliberate and targeted violence resulting in harm, uses or threatens the use of a weapon, conceals a weapon with the intent of causing harm to a member of the school community (or member of the public while engaged in activities in the community), their placement at the School will cease immediately.

At any time, the parent, guardian or carer can appeal the expulsion of the student, following the procedures outlines in the *Compliments, Complaints and Feedback Policy and Procedures*.

5.5 Register of Suspensions and Expulsions

- The suspension or expulsion of a student is recorded on the student's individual file on Compass.
- A central register of suspensions and expulsions is maintained by the Administration Officer. Upon making a decision to suspend or expel a student, it is the responsibility of the Head of School to advise the Administration Officer of the details of the suspension or expulsion for entry into the register.
- Confidentiality must be maintained at all times with regards to the suspension or expulsion of students. Access to the register of suspensions and expulsions is appropriately restricted to authorised personnel only.

6. Associated Policies and Procedures

- 05.006e Behaviour Management Policy
- 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
- 05.009b 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](#)

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8. Other Resources

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