

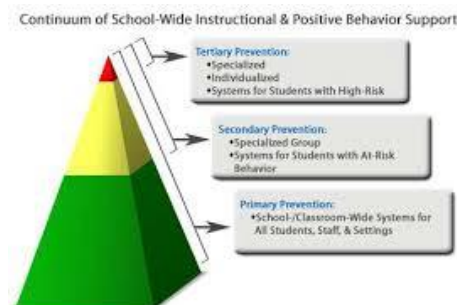
Positive Behaviour Support Policy

1. PURPOSE

- a. Responsible and positive student behaviour is essential to the smooth operation of a school, the achievement of optimal student learning, and the development of a supportive and co-operative learning environment.
- b. The premise of Positive Behaviour Support (PBS) is that continual teaching; modelling, recognising and rewarding of positive behaviour will reduce the incidence of behaviours of concern and promote a climate of greater productivity, safety and learning.

2. SCOPE

- a. To create a learning environment that encourages and promotes caring interaction, staying safe, taking responsibility, actively learning, and respecting self and others.
- b. To apply a multi-tiered approach to prevention that uses data and the principles of behaviour analysis to develop school-wide, targeted and individualised interventions and supports to improve the school climate.
- c. To assist staff to provide a consistent, whole school approach to incidents of student misbehaviour through establishing well understood and logical consequences.
- d. To develop positive, pro-social student behaviours through personal development and safety education, building resilience, advocating respectful relationships, and promoting anti-bullying and cyber-safety measures.



3. POLICY

- a. PBS, an evidence based school-wide approach, will be used to define, teach and support appropriate behaviours so a positive, safe and engaging school environment can be established and student success achieved.
- b. Hamlyn Views School is comprised of students with a diagnosed intellectual disability, ranging from Moderate to Severe making this a vulnerable cohort where protective factors and communication skill development is essential to personal safety.
- c. PBS is the integration of four elements:

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- **Practices:** Evidence based interventions and strategies that support a student's behaviour
 - **Systems:** Supports that enable the consistent and sustainable implementation of PBS practices by staff
 - **Data:** Information that supports decision-making is collected and used to identify status, need for change and effects of interventions
 - **Outcomes:** Desired behavioural and academic outcomes that have been agreed upon and endorsed at a whole school level.
- d. Guiding Principles of PBS:
- student behaviour can be changed
 - environments can be changed
 - restructuring environments requires change in adult behaviour to reflect expectations of PBS to reinforce the Behavior Matrix
 - systems of support are necessary for both students and adults.
- e. A PBS leader will oversee the tiered PBS process and its implementation to ensure:
- implementation of a whole school approach to PBS
 - establishment of a whole school commitment to PBS
 - development, implementation and monitoring of primary prevention strategies
 - identification of students at risk and the development/implementation and monitoring of an individual Behaviour Support Plan (BSP)
 - identification of at risk behaviours which can compromise safety of self or others through implementation of tertiary prevention strategies
 - identification of key people at a tertiary and secondary prevention level which may include parents/carers, and outside agencies or organisations
- f. A positive school culture and effective learning will be promoted through the use of evidence based interventions and strategies including;
- Creating an agreed upon and common approach to behaviour support
 - establishing a matrix of positively stated expectations
 - active supervision by all staff
 - pre-corrections and reminders
 - positive reinforcement and acknowledgements
 - 6 positives to 1 corrective interaction encouraged and attempted by all staff
 - use of visual supports or social stories
 - contextual adjustments – alter environment to fit issues
- g. A continuum of procedures will be used to encourage expected behaviours and discourage inappropriate behaviours including:
- school-wide reward systems
 - classroom reward systems
 - addressing misbehaviour flowchart
 - school, classroom and playground expectations (rules)
- g. Preventative strategies will include:
- developing individual Behaviour Support Plans in consultation with parents/carers and other professionals where necessary, based on collected data and behaviour analysis.
 - delivering explicit teaching and learning sessions based on the school's Behaviour Matrix (See Appendix A) and Two-Year 'Rights, Resilience and Respectful Relationships' Curriculum Plan.
 - utilising Wellbeing and Engagement staff to provide targeted individual or small

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- group sessions.
- accessing Network or Region specialised support such as Network Psychologist, Social Worker or PBS Coaches.
 - providing inclusive, co-curricula activities for students, such as, incursions, excursions, long-day excursions, camping programs, sports carnivals, leadership opportunities and annual concert performances.
- h. Consequences for ongoing inappropriate behaviour will be part of a **Staged Response** in combination with other engagement and support strategies. Such measures may include:
- basic counselling
 - a restorative approach
 - loss of privileges
 - relocation to another classroom for a short period of time, detention, suspension (in school and out of school), and in extreme cases expulsion. The school will comply with DET guidelines on Suspensions and Expulsions in compliance with Ministerial Order No 1125.
- h. PBS practices at Hamlyn Views School will also involve;
- consequences applied in a way that is proportionate to the behavioural incident and upholds procedural fairness.
 - parents kept informed and actively encouraged to assist in the development and review of their child's behavioural expectations whilst attending our school.
 - student incident and survey data used to inform improvements to school-wide PBS processes and practices.
 - any review of whole school expectations negotiated with the school community, including seeking input from students.
 - an expectation that all staff complete the DET Behaviour Support Online Training Course.
 - all staff provided with regular professional learning on PBS, including de-escalation techniques for preventing behaviours of concern.
- i. The Department has developed 15 Principles that help staff to manage behavior that poses a risk to the safety of the student themselves, other students or staff. The 15 Principles set the framework within which restraint or seclusion may be used, remembering that these are measures we want to avoid wherever possible.
- j. Restraint and seclusion are not permitted within Victorian Government schools, except:**
- *in situations where the student's behaviour poses an imminent threat of physical harm or danger to self or others; and*
 - *where such action (i.e. to physically restrain or seclude) would be considered reasonable in all the circumstances, and*
 - *where there is no less restrictive means of responding in the circumstances.*
 - *restraint and seclusion should be discontinued as soon as the immediate danger has dissipated.*
 - *if restraint or seclusion is used as a last resort in an emergency situation.*
- k. The use of restraint or seclusion must be properly documented. **See: Reporting Student Restraint or Seclusion Checklist** in the school's Accident and Incident Reporting Policy.
- l. The Hamlyn Views School 'General Default Procedure' should be followed to help protect staff and students from unexpected inappropriate behaviour by a student that might put staff and/or students at risk of harm or injury.
- m. Corporal Punishment is prohibited in all Victorian schools. Corporal Punishment must NOT be used at the school under any circumstance.**

4. FURTHER INFORMATION AND RESOURCES

- a. DET: School-Wide Positive Behaviour Support
<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx>
- b. DET: Policy Guidance, Procedures and Resources for the Reduction and Elimination of Restraint and Seclusion in Victorian Government Schools
<http://www.education.vic.gov.au/school/principals/spag/governance/Pages/restraint.aspx>
- c. DET: 'The Principles for Reduction and Elimination of Restraint and Seclusion in Victorian Government Schools'.
<http://www.education.vic.gov.au/Documents/school/principals/participation/15Principals.pdf>
- d. DET: Suspension and Expulsion Guidelines
<https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/default.aspx>
- e. HVS General Default Procedure.
- f. HVS School PBS Information and Resources, including PBS Matrix
- g. HVS Student Engagement and Wellbeing Policy
- h. HVS Procedural Fairness Policy
- i. School-Wide Positive Behaviour Support www.pbis.org
- j. Behaviour Support Online Training Course <http://detbehavioursupport.vic.edu.au/>

5. REVIEW CYCLE

This policy will be reviewed as part of the school's four yearly review cycle.

This Policy was reviewed and updated in September, 2019.
Date for next review: 2023