



**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. Physical Intervention/Safe Crisis Management (SCM)

It is recognised that there will be times when a student's behaviour escalates and staff intervention (both physical and non-physical) is required to safeguard the student, other students, staff or other persons.

The schools follow the Ministry of Education guidelines on restraint. The Education (Update) Amendment Act 2017 limits the use of physical restraint by teachers or authorised staff members in schools to situations where:

- They have reasonable grounds to believe that there is an imminent and serious risk to the safety of a child or students or any other person, and
- The restraint used is reasonable and proportionate in the circumstances.

Any use of physical intervention must be reviewed by senior staff and reported to the Board of Trustees. The principles of the Safe Crisis Management Programme must be employed for the de-escalation of volatile crisis situations.

Prepared by: Combined Board of Trustees

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