Guidance in completing the student behaviour support plan proforma

Behaviour identification and analysis

Behaviours that could be potentially harmful to the student or others can be physical or psychological. Consider verbal and physical assault, harassment, threats and intimidation, bullying, physical harm, sexual assault, property damage, chronic exposure to low level aggression, impact of major incidents and the cumulative effect of these behaviours. Identify who or what is most at risk if this behaviour occurs eg the student, other students, employees, visitors or property.

Purpose of the behaviour – Consider what situations, events or objects may trigger the behaviour eg unstructured classes, changes in routine, particular toys. Consider why the behaviour may occur eg severe communication impairment in expressing needs and wants, inability to understand changes to routines, limited maturation and poor self control, emotional disturbance, effect of alcohol or other drug (legal and illegal), self protection.

Workplace premises and the physical environment – Consider where and when the behaviour is likely to present in the learning environment including specific times or lesson activities eg early morning, transition between activities or with changes in routine. Consider classroom layout, seating arrangements, access to school resources that may be used as a weapon or projectile, and general security or fencing.

Systems of work – Consider consistency of implementation of policy or procedures, effectiveness of whole school welfare and discipline system, effectiveness of systems for monitoring incidents, effectiveness of mechanisms for communication and consultation, documentation processes including those for the anticipated use of restraint practices, parents needs for information, clarity of roles and responsibilities, quality of supervision, opportunity for debriefing and training opportunities.

Work practices and personal management – Consider lesson planning and delivery, clarity of expectations of behaviour, appropriateness of curriculum content, necessity of demands/requests, recognition of achievement and adequacy of classroom supervision. Also consider consistency of application of agreed individual behaviour management strategies, established routines, documentation and data collection, consistency of application of classroom rules and consequences, access to situations and events with known triggers, whether current procedures for the management of and modification to behaviour support plans are working and appropriateness of clothing, footwear and jewellery.

Behaviour Assessment and Rating

Likelihood or frequency of behaviour occurring	***Duration***
• Seldom • Occasionally • Weekly • Daily • ** times per day: • Other:	• 0-1 min • 1-5 min • 5-10 min • up to 1 hour • over 1 hour • constant • Other:
Severity and extent of harm that may occur • Death or permanent disability • Long term illness or serious injury • Medical attention and time off • First aid needed • Time to recover • Other:	***Prioritise*** **High risk:** deal with immediately **Moderate risk:** deal with as soon as possible. **Low risk:** deal with when able to do so

Elimination or Control Measures

Devise strategies to eliminate or control behaviours, e.g. eliminate access to items that may be used as weapons such as sticks from the playground; eliminate jewellery or clothing that can be used to injure such as dangling earrings, scarves etc; and eliminate triggers to injurious behaviour such as noise and other sensory stimuli. If elimination is not reasonably practicable, control the behaviour as far as practical using the hierarchy of controls below. Select the highest possible control and/or use a combination of controls to reduce the risk.

Substitute: Replace unsafe behaviours with safe behaviours, replace deficit social skills through structured learning programs, replace teaching aids or equipment that may be used to inflict harm eg use plastic scissors/knives, plastic bins.

Isolate: Isolate items that could be used to inflict harm, eg lock scissors/knives away. Remove access to items that may be thrown in times of crisis, eg store easily accessible items from bench tops/desks/open shelves in enclosed cupboards and use lockable storerooms. Reduce opportunity for interactions at close proximity eg use desks as a physical barrier between student and employee when working one-on-one.

Use engineering controls: Permanently fix items that may be thrown in times of crisis eg lock computers onto desks, screw furniture to walls/floors. Ensure adequate safety fencing and use shatter proof windows.

Use administrative controls: Ensure the Student Welfare Policy, Student Discipline in Government Schools Policy, Bullying: Preventing and Responding to Student Bullying in Schools Policy and Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms are effectively implemented, minimise opportunities for disruptive behaviour, promote good discipline and effective learning, recognise and reinforce student achievement, teach appropriate behaviours, avoid triggers that motivate the behaviour, introduce safe work practices for items that may be used as weapons eg use of scissors in visual arts or knives in food technology, document processes to monitor and review positive behaviour support plans and crisis management plans, investigate all incidents, communicate relevant information to all employees and others undertaking work, including casual relief, identify and address training and development needs of employees, develop and communicate safe work procedures, ensure debriefing and employee welfare practices in place.

Personal protective equipment (PPE): Wear clothing that will assist with keeping safe eg long sleeves to reduce the opportunity for being scratched**,** shoes that do not interfere with ability to move quickly**,** comfortable clothing that allows for movement in crisis, hair tied back.