Education & Communities

Sample student behaviour support plan

Work Health and Safety Directorate

Name of student:	***Year:***	***School:***	***Date:***		
Behaviour Identification What behaviours cause the most concern?	**Context** What is the purpose of the behaviour? What can trigger the behaviour? Where is the behaviour likely to occur? When is the behaviour likely to occur? Other contributing factors?	**Assess Behaviour**	**Elimination or Control Measures** Identify strategies for the environment, work practices and the student to: • **Eliminate or minimise triggers** • **Manage the behaviour safely** • **Respond safely if behaviour escalates**	**Who**	**When**
Risk of injury to self from: Ritualistic self harm behaviours. No awareness of danger: climbs and jumps from high places	*What is the purpose of the behaviour?* Stress/Anxiety response *What can trigger the behaviour?* Anxiety leading to putting self in danger climbing over fences *Where is the behaviour likely to occur?* Playground *When is the behaviour likely to occur?* Stressful situations, being backed into a corner. *Other contributing factors* Medication	m#	**School environmental preventative strategies:** *Premises* • Safe buildings; limit access to unsafe areas • Isolate potential risk items and remove potential projectiles where possible *Systems of work* • Minimise contact with casual staff • Refer to STLA • Refer to STB • Establish strategies for safe exiting of other students	DP CRT DP " " DP	*Insert date*
Risk of injury to other students from: Physical Assault: pushing, punching Throws projectiles: chairs, bins. Verbal abuse	*What is the purpose of the behaviour?* Avoidance/frustration *What can trigger the behaviour?* Conflict, perceived bullying or act of injustice Challenges to behaviour from authority *Where is the behaviour likely to occur?* Classroom, to a lesser extent playground *When is the behaviour likely to occur?* When mixing with other students, high anxiety environments *Other contributing factors* Medication	m#	*Work practices* • Establish class rules: negotiate expectations of behaviour with whole class • Focus on structure and predictability • Program to allow for increased time on tasks • Consistent implementation of Student Welfare Policy • Limit interactions at close proximity *Professional learning:* • Train employees in incident response • Non Crisis Intervention review and strategies implemented • Recovery strategies – including debriefing • Communicate all strategies to staff via staff meetings	CRT " " " " DP STB DP DP	

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Risk of injury to employees from: Physical Assault : pushing, punching Throwing equipment and furniture: chairs, bins Verbal abuse	*What is the purpose of the behaviour?* Avoidance *What can trigger the behaviour?* Challenges by employees *Where is the behaviour likely to occur?* As above *When is the behaviour likely to occur?* As above *Other contributing factors* Medication	m#	***Student Focused Preventative Strategies:*** *Curriculum* • Cater for literacy and numeracy needs • Incorporate high success activities, reward appropriately • Social skills: develop other ways to express anxiety • Establish incident management plan *Student Behaviour Support* • Behaviour support plan to incorporate behavioural expectations • Instigate reward program negotiated with student • Develop behaviour escalation support plan – incorporate safe area	STLA STB STLA STB & DP STB & CRTs STB and DP	*Insert date*

Relevant additional information reviewed and attached: **Yes / No**

Plan prepared by: *Position*: *Date*:

Prepared in consultation with: *Communicated to*:

Monitor and Review: Monitor the effectiveness of controls and change if necessary. Review the behaviour assessment if an incident or a significant change occurs.

***** Note: assessments of behaviours vary with the particular circumstances (eg nature of the workplace, student group); this is a sample only.

m# = moderate risk