

BEHAVIOUR SUPPORT GUIDELINES

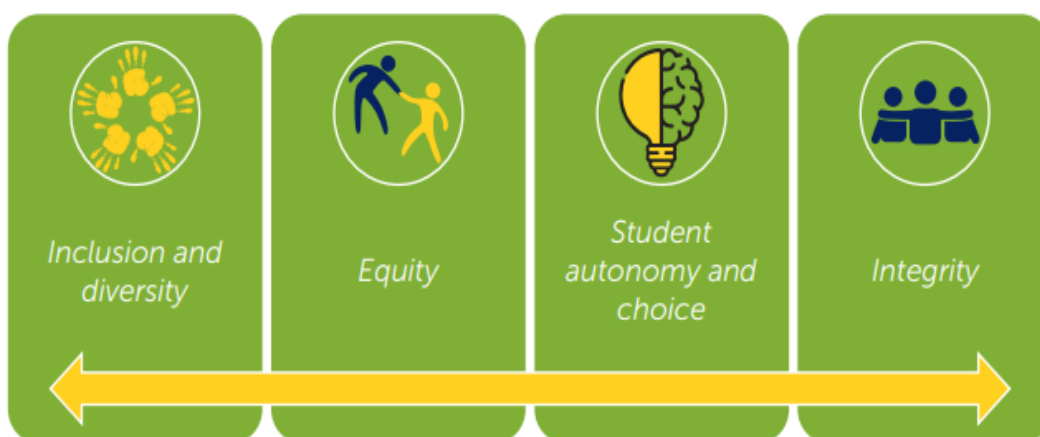


Our Approach

Mount Hawthorn Education Support Centre (MHESC) adopts a student-centred, proactive approach to supporting positive behaviour and promoting meaningful participation in learning. We aim to increase student capacity to participate in decision-making and problem solving while maintaining student dignity and safety, along with creating a safe, orderly, inclusive, supportive and culturally responsive environment. This enables students to fulfil their learning potential, in line with the Department of Education's *Student Behaviour in Public Schools Procedures (2023)*. Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching, and develop a student's ability to:

- Recognise and regulate their own emotions.
- Develop empathy for others and understand relationships.
- Establish and build positive connections with adults and peers.
- Make responsible decisions.
- Work effectively with others.
- Cope with challenging situations.

Our Values



MHESC access a multi-tiered system of support to identify and plan for students, using available resources to establish case management processes including:

- Understanding the factors impacting on behaviour and identifying the student needs and the desired behaviour/s.
- Understanding the function of student behaviour.
- Developing a documented plan through engaging with and seeking input from parents, and other relevant stakeholders.
- Document processes for implementing, monitoring, and reviewing the plan.
- Collect and use data to develop, review and refine the plan.



We believe students communicate that they're having difficulty meeting expectations in diverse ways, including through behaviours of concern. This behaviour is best considered as a frustration or stress response and can be determined by factors including certain skills related to flexibility/adaptability, frustration tolerance, problem solving, and emotional regulation. Some students can demonstrate these skills on some occasions and not others. Considering a student's capacity, allows us to take an approach to behaviour that is compassionate and understanding, while respecting the rights and responsibilities of all members of MHESC.

We strongly believe that having positive relationships with staff and peers, promotes student well-being, self-regulation, and safety. Our students are supported by a School Chaplain, in addition to the high number of staff allocated across the Centre. We foster positive relationships by:

- Seeking and providing communication opportunities
- Considering the function of behaviour to understand unmet needs.
- Involving students in problem-solving and decision-making
- Acknowledging when a student cannot rather than will not.
- Providing a restorative approach, and reflective practices to maintain relationships.

MHESC has adopted the Berry Street Education Model and collaborated with specialists in communication and positive behaviour, to ensure our practice is informed, and provides students with the opportunity to develop independence, and the ability to self-advocate.

OUR COMMITMENT

Mount Hawthorn Education Support Centre has a deep commitment to providing a safe and engaging learning environment, that is highly responsive to the diverse needs and cultural backgrounds of our students. We are committed to leveraging partnerships and employing best practice principles to lay the foundation for a successful future for every student. The following five pillars underpin our vision and commitment.

SAFETY

Prioritise the physical and psychological well-being of staff and students, to support meaningful participation in learning.

ENGAGEMENT

Design an environment to support the strengths and interests of students and deliver an individualised curriculum that promotes independence and success.

FOUNDATION FOR THE FUTURE

Provide every student with a pathway to a successful future by prioritising emotional wellbeing, participation, learning, choice, self-identity and independence.

COLLABORATION

Streamline pedagogical practice with our partners to reduce variation for children between school, home and therapy to maximise individual progress.

HONOURING CHILDHOOD

Honour the goals and activities of childhood including play, relationships and personal discovery.

Roles and Responsibilities

Rights and Responsibilities promote a school culture where students:

- Are welcomed, safe, and experience a sense of belonging
- Feel their unique strengths and talents are understood, valued and nurtured
- Have a voice in decisions that affect them
- Learn to take responsibility for their actions and behaviour.
- Feel a strong sense of purpose as learners and connection with the wider school community.



RIGHTS	RESPONSIBILITIES
<p>Students have the right to:</p> <ul style="list-style-type: none"> • learn in a purposeful and supportive environment. • work and play in a safe, secure, friendly and clean environment. • respect, dignity, courtesy and honesty 	<p>Students (who may need support to achieve these goals) have the responsibility to:</p> <ul style="list-style-type: none"> • respect the rights of others, to learn without disruption. • be respectful and considerate of others. • respect the safety and well-being of themselves and others.
<p>Staff have the right to:</p> <ul style="list-style-type: none"> • respect, courtesy, and honesty. • teach in a safe, secure, and clean environment. • the co-operation and support from parents • adequate professional learning. 	<p>Staff have the responsibility to:</p> <ul style="list-style-type: none"> • promote a learning environment that is welcoming, supportive and safe. • model respectful, courteous and honest behaviour. • establish positive relationships with students. • ensure good organisation and planning. • report student progress to parents. • provide students the opportunity to demonstrate their above responsibilities. • teach pro-social behaviours and expectations, in a consistent manner, in line with the whole school approach to supporting positive behaviour. • view behaviours in the context of the student's functional needs, teaching and learning adjustments, and the student's documented plan.
<p>Parents have the right to:</p> <ul style="list-style-type: none"> • be informed about course and curriculum material, positive behaviour support procedures and decisions affecting their child's health and welfare. • be informed of their child's progress. • access a meaningful and adequate education for their child. • participate in their child's learning. 	<p>Parents have the responsibility to:</p> <ul style="list-style-type: none"> • ensure that their child attends school regularly to enable learning to take place. • ensure that the physical, social and emotional needs of their child are being met, when entering school. • provide their child with appropriate materials to make effective use of the learning environment. • support the school in providing a meaningful and appropriate education for their children e.g. attending IEP meetings, reading and responding to messages from the teacher, signing permission slips, returning notes etc.



Student Expectations

These outline the expected behaviours of students, towards peers, staff and others in our school community. We recognise that students will need supports and explicit teaching, to guide and develop these pro-social behaviours, to encourage each student's ability to demonstrate them independently.

- Be kind and courteous
- Play safe and in the correct areas
- Sit down to eat and eat in the correct areas
- Look after the school's and other people's property
- Follow staff instructions
- Treat yourself and your belongings respectfully
- Leave toys, sport and electronic equipment at home
- Communicate politely using acceptable language
- Keep hands and feet to yourself



Response to Behaviour

When responding to behaviour, our staff have the responsibility to:

- Determine the function of the behaviour
- Determine the unmet need
- Ignoring the behaviour (if the function of the behaviour is to seek your attention)
- Prompt student to engage with preferred mode of communication
- Redirection
- Provide choice and assist student to track possible consequences to their choices
- Asking the student if they require a “break”.
- Re-engaging the student with the task using prompting
- A reminder of the expectation e.g. schedule, visual prompt card etc.

Support Strategies

- Individual student profiles encapsulating individual need
- Appropriate and clear IEP/curriculum planning
- Regular brain breaks
- Ready to learn scale
- Zones of Regulation scale
- Praise and reinforcement
- Classroom reward systems and schedules
- High staff to student ratio
- Tangible rewards
- Parent notification
- Differentiated teaching and learning
- Modified teaching and learning programs
- Adjustments in communication techniques for example, cue cards and visual prompts
- Use of assistive technology
- Use of communication supports
- Modifications to the learning environment.



Good Standing

Good Standing is a status which is held by all students at the start of the year, aimed to encourage students to take greater responsibility for their choices. We recognise that our students require support with this. Student safety is paramount in any decisions impacting good standing status. A student may lose their Good Standing when there are concerns for the safety of the student, their peers and/or adults. If a student loses good standing, they may not be considered for incursions and excursions. Good Standing status is continually reviewed, to consider the activity, venue, and current individual needs.

