

# **BEHAVIOUR MANAGEMENT POLICY**

**Topic:** Behaviour Management Policy

**Document Type:** Policy

**Responsible:** Principal

**Location:** TSH Intranet

**Approved by:** CEO **Signature:** *M. J. Spence*

**Review Date:** 2 years from policy approval date or as and when required

Effective Date:	May 2019	Review Date:	May 2021	Policy Version:	V5
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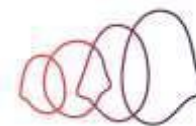
## **1. OBJECTIVE**

The objective of this document is to set out the Behaviour Management policy for all staff who are employed by Telethon Speech & Hearing (TSH).

## **2. PURPOSE**

The purpose of this policy is to provide staff with relevant principles and procedures for behaviour management including incidents of bullying. Inherent in this policy is that TSH is committed to ensuring that all students enrolled in TSH’s programs have the right to:

- feel safe and supported which is essential for well-being and effective learning
- develop an understanding of the skills required to keep themselves and others safe
- experience positive social interactions amongst staff and students
- opportunities to learn and practice appropriate social behaviours and self-discipline
- develop interpersonal skills and experience positive mental health
- receive appropriate and fair consequences when displaying inappropriate behaviours
- have both their right as a person with a disability, and their right to personal freedom respected.



# **BEHAVIOUR MANAGEMENT POLICY**

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## **3. DEFINITIONS**

**Bullying:** Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and /or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or on line, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders,. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

**Harassment:** Harassment is behavior that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

**Violence:** Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

## **4. SCOPE**

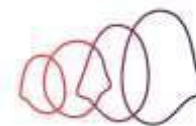
This policy applies to all staff employed by TSH. This includes teachers, teacher assistants, allied health staff and administration staff based in any of the programs provided by TSH.

This policy also includes TSH staff employed in the capacity of teachers, teacher assistants and support staff based in Outpost locations.

## **5. POLICY**

TSH Staff are responsible for the creation and maintenance of a safe and positive learning environment for all children who attend TSH. They are responsible for the development of processes for the effective management of student behaviour and incidents of bullying.

TSH explicitly forbids the use of any form of child abuse, corporal punishment, restrictive practices or other degrading punishment. Please see below for a description of these terms:



## **BEHAVIOUR MANAGEMENT POLICY**

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### **Child abuse:**

Four forms of child abuse are covered by WA law:

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
  - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
  - b) the child has less power than another person involved in the behaviour; or
  - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- 3) Emotional abuse includes:
  - a) psychological abuse; and
  - b) being exposed to an act of family and domestic violence.
- 4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
  - a) adequate care for the child; or
  - b) effective medical, therapeutic or remedial treatment for the child.

### **Corporal punishment:**

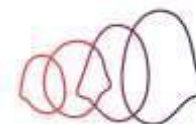
Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

### **Degrading punishment:**

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

### **Restrictive Practices:**

Any intervention and/or practice that is used to restrict the rights or freedom of movement of people with disability. This can include seclusion, chemical, mechanical, physical, environmental and psychosocial restrictive practices. The elimination of restrictive practices upholds and promotes the human rights of all people with disability. It is important that the organization develops positive behaviour supports in collaboration with people with disability, family, friends, carers, advocates and other stakeholders.  
(*WA Code of Practice for the Elimination of Restrictive Practices*)



# **BEHAVIOUR MANAGEMENT POLICY**

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## **PRINCIPLES OF BEHAVIOUR MANAGEMENT**

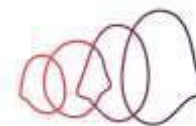
- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on positive behavior management and an understanding of sensory and emotional regulation.
- The training of staff in appropriate approaches and programs will support a consistent behavior management approach (**The Alert Program, 1,2,3 Magic, Team Teach**).
- The use of appropriate curriculum and learning programs will encourage engagement by students (for example, The Alert Program).
- Staff behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students/children (e.g. as informed by the **Team Teach Program** in the Talkabout program)
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the Centre community
- TSH staff will demonstrate accountability (including record keeping) for evidence based decision making, reporting and referral to appropriate support.
- Different service types and approaches may be needed for different people in order to ensure each person has the same opportunities.
- TSH is committed to the wellbeing, inclusion, safety and quality of life of everyone accessing our services, including people with disability.
- TSH will do everything it can to ensure everyone accessing our services, including people with disability, are safe and treated fairly and respectfully with regard to their wellbeing.

## **PROCEDURES FOR BEHAVIOUR MANAGEMENT**

TSH and classroom rules are developed for each year group to ensure that student rights are maintained.

Individual behaviour management planning is conducted with the support of TSH Psychologists and focuses on optimising teaching and learning experiences for all students.

It includes both positive and preventative approaches to managing student behaviour as well as the appropriate use of consequences.



## **BEHAVIOUR MANAGEMENT POLICY**

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Procedures associated with individual positive behaviour support plans take into consideration the following approaches:

- Positive behavior management strategies
- The Alert 'How Does Your Engine Run' Program
- 1,2,3 Magic
- Team Teach

Planning is prescriptive about these consequences as all behaviours are considered within the context in which they occur.

### **PRINCIPLES OF BULLYING**

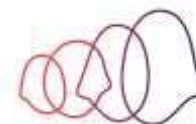
- Bullying can be cyberbullying, property abuse, verbal, physical, emotional or psychological in nature, and is behaviour that is repetitive in nature and involves an imbalance of power.
- Examples of bullying behaviour may include but are not limited to hitting, kicking, biting, pushing, unwanted sexual touching, throwing objects with intent to harm, exclusion, being ignored, stalking, intimidation, teasing, racist comments, stealing money or belongings, spreading gossip or rumours, posting unauthorised information through email, phone, internet or social media, offensive text messages, and abusive phone calls.
- TSH practices the principles and elements of the National Safe Schools Framework.
- TSH will provide a safe, non-violent environment and culture for all students by preventing and addressing bullying.
- TSH will provide strong leadership, positive role modelling and responsiveness in the event of an incident that involves bullying.
- Bullying incidents outside TSH will be managed appropriately if the incident impacts on student learning and behaviour in school.
- All bullying incidents will be responded to including appropriate consequences for both the bully and bystanders.
- All parties to incidents of bullying will be provided with appropriate support.

### **PROCEDURES FOR BULLYING**

Students will participate in structured evidence-based learning activities which promote empathic, safe and pro social behavior.

Conflict and tension will be managed in a way that focuses on repairing harm and repairing relationships.

An incident report form will be completed to document information pertaining to the bullying incident.



## **BEHAVIOUR MANAGEMENT POLICY**

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In the event that an incident occurs that adversely affects or threatens the safety or well-being of a student TSH staff will respond in a timely and proactive manner and include relevant parties such as the students and parents to resolve the bullying incident.

Where bullying behaviours persist, TSH teaching staff and Psychologists will develop a positive behavior support plan to address bullying behavior with appropriate consequences.

In the event that bullying behavior persists TSH staff will consult with parents to seek support in addressing and resolving the bullying behavior.

All parties involved in the bullying incident will be provided with support and where appropriate therapeutic intervention by TSH Psychologists.

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### **6. FORMS / DOCUMENTATION**

Staff can access the following from TSH Psychologists:

- a. Accident / Incident Report Form
  - b. Individual Positive Behaviour Support Plan
  - c. Strategies to assist with prevention, restoration and resolution of bullying
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### **7. POLICY UPDATES**

This policy may be updated or revised from time to time. TSH will notify all staff each time the Policy has been updated. If you are unsure whether you are reading the most current version, you should contact the CEO or the Principal.

Originated	Version 1	June 2011
Updated	Version 2	October 2012
Updated	Version 3	February 2015
Updated	Version 4	October 2018
Updated	Version 5	May 2019