



**Student Wellbeing  
Policy for Dealing with Challenging Behaviours**

**Definition:**

**Challenging behaviour** is any behaviour that:

- ❖ is a barrier to any person participating in and contributing to their school community
- ❖ undermines, directly or indirectly, a person's rights, dignity or quality of life and damages psychological health
- ❖ poses a risk to the health and safety of students, staff, parents and visitors to the school
- ❖ challenging behaviour can include but is not limited to occupational violence and aggression {hitting, kicking, scratching, biting, spitting or threatening physical violence}
- ❖ student initiated challenging behaviour can include muscular-skeletal disorders and psychological injuries

**Aims**

- to ensure that Flemington Primary School provides a safe, secure, supportive and stimulating environment that is responsive to the social, emotional and learning needs of all students.
- to ensure a commitment by the Principal, Assistant Principal, school leaders and all staff to the to their Duty of Care to all students
- to minimise the risk to the health and safety of students, staff, parents and other visitors to the school.
- to identify and manage possible incidents of severe and inappropriate physical or verbal behaviour by Students with Special Needs.
- to ensure effective consultation and communication with all staff in identifying, creating and implementing protocols, processes and strategies for managing students with challenging behaviours.
- to ensure consultation with parents and caregivers in developing agreed approaches to challenging behaviours.

**Guidelines**

- Teachers' Duty of Care for student safety is the primary concern of all staff in the school
- In accordance with the Occupational Health & Safety Act 2004, the school Occupational Health & Safety Policy and DEECD Schools of the Future Reference Guide, all members of the community are encouraged to report hazards, incidents and near misses to the Health & Safety Representative/ Principal as well as recording these on the Hazard Register located in the Staff Room
- The WEPT Team {Student Wellbeing} will monitor and review all aspects of this policy, program and implementation.
- This policy is supported by Risk Analyses, Control Measures, Individual Behaviour Plans, Individual Learning Improvement Plans and clear guidelines for any identified student, written in consultation with the student's parents and medical practitioners.

- Consultation on all aspects of this policy, program and implementation is with all staff in the school as well as School Council and parents as applicable.
- Ongoing information and professional development with staff is built into this policy and implementation plan.
- Regular information and reminders of appropriate student behaviour are communicated through the school newsletter, class meetings, year level meetings and daily classroom instruction.

## **Implementation**

In line with DEECD, the Effective Schools Model and the Framework for Student Support Services for Victorian Government Schools, the implementation of the approaches to student welfare at Flemington Primary School is based on effective practices at each of the following levels.

### **1. Primary Prevention**

Strategies at this level include:

- Ensuring students at risk are identified, tracked and monitored on the Students at Risk Mapping Tool program
- Consultation and communication with DEECD Student Wellbeing staff, DEECD Psychologist and medical practitioners
- Building mutual respect and promoting safety at school.
- Encouraging supportive relationships.
- Implementing effective social skills programs (YCDI, Behaviour Management, Anti Bullying programs)
- Involving parents/families and communities.

### **2. Early intervention**

Strategies at this level include:

- Identifying children with Challenging Behaviours and developing appropriate Individual Behaviour Plans
- Referral to School Student Support Services staff for assessment, behaviour management and anger management strategies.
- Work with a trained and trusted adult to remediate academic, social and behavioural issues
- Scheduling Parent Support Group meetings to set goals, strategies and review progress.
- Developing Individual Learning Plans ,programs and activities to meet identified needs and improve skills.
- Providing counseling and support as required utilising Student Services within the Western Metropolitan Region.
- Referral to external agencies such as McKillop Family services
- Conduct Risk Analysis on each student, identifying triggers, behaviours and control measures which may be required.
- Professional Development and information for all staff on dealing with and managing student

### **3. Intervention**

- Establishing a support group for the student at risk.
- Providing frequent Parent Support Group meetings to discuss behaviours and progress.
- Professional Development/training for teachers working with the child
- Linking to appropriate support staff/agencies.
- Monitoring and evaluating social progress.

- All notifiable incidents are reported to Emergency Management and Worksafe as required by law
- Employees who may be involved in challenging behaviour incidents will be supported through the Health & safety Representative, Assistant Principal/Principal and will be referred to counselling through the school's DEECD Psychologist or Employee Assistance Program as appropriate
- A referral to the MIRT Team at Western Metropolitan Region will be invoked to provide extensive support to the school, student and parents

#### **4. Review**

- Review Risk Analysis and Control Measures after any incident with the student at risk.
- Make contact with the student's medical practitioner to review progress, medication, support
- Ensure regular contact with parents of each student
- Ensure regular discussion and debriefing with the student's classroom teacher, specialist teachers and Integration staff
- Monitoring and evaluating social progress.
- Liaison with relevant DEECD, Western Metropolitan Region and support staff from external agencies

#### **References**

Schools of the Future Reference Guide  
Occupational Health & Safety Act 2004  
DEECD Website – Student Wellbeing  
Disability Victoria

#### **Evaluation**

This policy will be reviewed by the Health & Wellbeing Team in line with the triennial review of all policies. It will also be subject to review in case of critical incident or Worksafe PIN.