

MAKE GOOD CHOICES . BE RESPECTFUL . STAY SAFE

Positive Behaviour Support at MDSS

Parent Information Booklet

Introduction

This booklet is intended to support the information contained in the Responsible Behaviour Plan which is provided on enrolment or available on the school website <https://mackdistspecs.eq.edu.au>

At MDSS we are committed to providing a quality education for our students and it is our belief that the behaviour of all members of the school community help to create a safe, supportive and positive environment. We have a Positive Behaviour Support Group which meets every week. The goal of the group is to plan and coordinate behaviour support in the school and to roll out the training involved with the Kids Matter Framework.

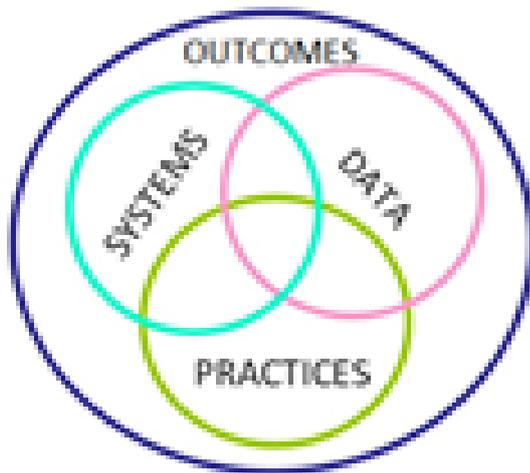
MDSS believes in a whole school approach to behaviour management and the use of Positive Behaviour strategies. Staff explicitly teach the behaviours we expect around the 3 school rules



1. Make good choices

2. Be Respectful

3. Stay Safe



Staff use School Wide Positive Behaviour Support Systems (SWPBS) to ensure there is a consistent whole school approach.

Expected behaviours have been laid out in a matrix and a set of 12 lessons have been designed for teachers to use as they wish.

These lessons use explicit instruction techniques to teach the three school rules in a variety of contexts.

The school rules apply in every environment and students going on work experience and community access visits are expected to follow the school rules and behave appropriately and safely. Staff wear lanyards with the school rules printed clearly on them and these are available for volunteers and relief staff who are working with the students.

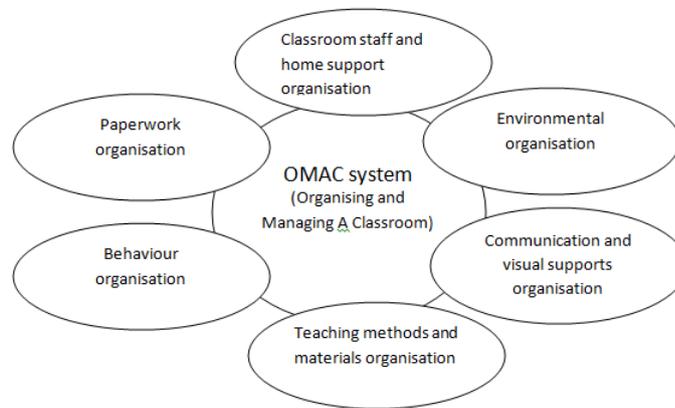
One School is a software system in use in every school in Queensland. It is used to collect, store and use information about students.

Behaviour Incidents are recorded in One School. Data collection of behaviour incidents is extremely important. Incidents are categorised as 'Minor' or 'Major'. Major behaviour incidents are recorded on One School, staff record what happened, where it happened and when. This information is reviewed and analysed to look for patterns and inform the school about where preventative measures are needed. Behaviour incidents may also be recorded in the classroom for the purposes of data analysis. Parents and carers may see this information at any time.

Positive behaviours are also recorded on One School. Every time a student receives a **Student of the Week** certificate or completes an individual reward chart this information is recorded on One School. Parents and carers are informed when students are rewarded for positive behaviour using the home-school communication book as well as certificates and achievement rewards.

Setting up Classrooms for Success

All teachers are trained in setting up their classrooms to maximise the effectiveness of the classroom environment in setting up for success. The school employs the OMAC system.



Organisation increases the ease of managing a classroom and, therefore, **decreases the stress levels** of the teaching staff.

A well-managed classroom becomes an environment that will increase the chance that students with special needs can **predict what is required** of them. Predicting expectations will enhance the student's ability to **become independent**

When setting up their classroom environment staff will consider:

1. Environmental organisation – traffic flow, zones, purposeful spaces
2. Communication and visual supports – schedules, routines, behavioural supports
3. Teaching methods and organisation of materials – for example some classrooms use individual booths for independent work
4. Behaviour organisation – Data collection, reinforcement systems and individual motivators are determined
5. Paperwork organisation
6. Classroom staff and home support organisation
7. Classroom staff and home support organisation – schedules and home/school communication systems

Whole School Proactive Strategies

Students at Mackay District Special School have a range of different needs. When managing behaviour we place the emphasis on **6 key proactive strategies:**

1. Alter the classroom environment
2. Increase predictability and scheduling
3. Increase choice making
4. Make curricular adaptations
5. Appreciate positive behaviours
6. Teach replacement behaviours

Playground behaviour management

The wellbeing of all students at MDSS is the responsibility of all staff. When in the playground all staff who are on duty are responsible for employing positive behaviour management strategies for all students. Within phase levels staff will share Individual Behaviour Plans as appropriate so that all staff can assist with setting up the students for successful lunchtimes. **Staff on duty are expected to engage with all students in the playground** and facilitate positive play experiences using opportunities as they arise to develop the social and emotional learning of the students.

Intensive Behaviour Support

Staff use differentiated behaviour management strategies for their students. Some students will require an Individual Behaviour Plan (IBP) in addition to the school wide supports listed above. The process we use to develop an IBP is on the next page:

When intensive behaviour support is required the Guidance Officer may play a key role. The GO offers counselling services, behaviour consultation and is trained to deliver the **Triple P** parenting program if parents or carers would like further support with behaviour at home.

Phase 1	Background Information	<ul style="list-style-type: none"> ● Details of students disability, health and medial status ● School History and ILP focus ● Student competencies and preferences ● Family history and living arrangements ● Details of history of student’s problem behaviours
Phase 2	Functional Analysis of Behaviour	<ul style="list-style-type: none"> ● Description of problem behaviour ● Communication analysis ● Ecological analysis ● ABC analysis ● Hypothesis building and testing ● Cost/benefit analysis ● Ethical and policy considerations

Phase 3	Intervention Planning	In consultation with relevant stakeholders an Individual Behaviour Plan may be developed for the student. The plan has 4 significant sections: 1. Behaviour hypothesis based upon the data that has been collected 2. Prevention strategies 3. Replacement skills New response to challenging behaviours The plan may also have a safety-net section outlining the procedures to follow when someone's safety is a concern
Phase 4	Intervention Implementation and Review	<ul style="list-style-type: none"> ● Training and support ● Implementation and data collection ● Monitoring and modification ● Regular review – every 6 months
Phase 5	Intervention Evaluation	<ul style="list-style-type: none"> ● Outcomes ● Social validity ● Overall intervention effectiveness ● Future recommendations

Emergency situations or critical incidents

On occasions which require immediate action where the safety of students or staff members is in jeopardy staff first employ defusing strategies. These include:

- Remove others away from the situation
- Avoid escalating the problem behaviour (avoid shouting, cornering a student, touching the student or communicating anger or frustration)
- Maintain calmness, respect and detachment (model the behaviour you want student to adopt – calm and controlled)
- Approach in a non-threatening manner (speak briefly, calmly and respectfully)
- Follow through (use redirection and remind students of the expected behaviour)
- Debrief

Physical intervention

Staff may make legitimate use of physical intervention in accordance with SMS-PR-021 Safe Supportive and Disciplined School Environment (Refer to Appendix 5 -Physical Intervention Record) if all non-physical interventions have been exhausted and a student is:-

- physically assaulting another student or staff member; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Mackay District Special School's duty of care to protect students and staff from foreseeable risks of injury is met. **The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to**

prevent injury. Planned physical intervention is referred to in the Individual Behaviour Plan of the student under SAFETY NET PROCEDURES.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back and removing potentially dangerous objects.

It is important that all staff understand:-

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:-

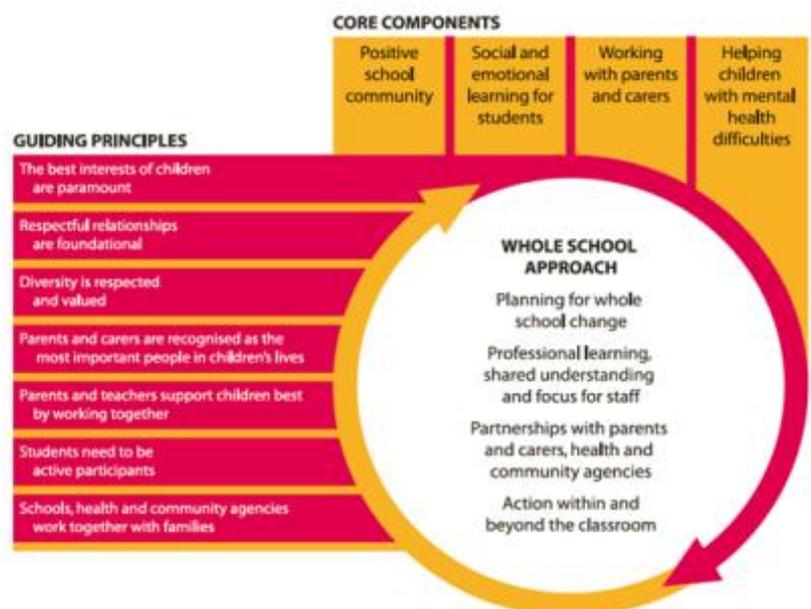
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:-

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Learning and Wellbeing Framework

Kids Matter is an Australian Mental Health Initiative which provides a Framework for our school to organise our existing programs around behaviour and wellbeing. At Mackay District Special School we place a focus on fostering a positive school community and developing partnerships with families and the community.



Through Kids Matter we emphasise that the family is the main context for the children's development as it provides the most powerful and enduring influences on short and long-term health and social adjustment. After family, school is recognised as the most significant developmental context for school-aged children. At MDSS we work to create and sustain a positive school community and build a network of respectful and responsive relationships.

Summary of Mackay District Special School Touch Policy

This page is intended to support the detailed information contained within the MDSS Touch Policy. It is a summary of the information.

Touch is essential in order to provide sensitive and good quality care for the children and young people we support at Mackay District Special School. Used in context, and with empathy, touch supports the development, emotional well-being, care, education and quality of life of the people supported at Mackay District Special School.

This policy outlines when this may be needed and gives staff the direction and security for this to occur positively and productively, while still protecting the people in our care.

Purposes:

Touch is important and may be used routinely for any of the following reasons:

- * For **communication**: to reinforce communication (e.g. hand on shoulder when speaking) or to function as the main form of communication in itself, such as to respond non-verbally or to respond to another person's own use of physical contact for communication and to make social connections.
- * For **educational reasons**: as part of the process of establishing the fundamentals of communication
- * As **support or guidance**, for example, during transitions between activities and during swimming or P.E. sessions.
- * **To play**: play activities naturally include touch. Students of any age who are at early levels of development are likely to be quite tactile and physical.
- * For **therapy**:(e.g. massage, sensory stimulation, physiotherapy, rebound therapy etc.) provided either by the therapist or by another member of staff carrying out a therapy programme or following therapy advice.
- * For **emotional reasons**: to communicate affection and warmth, to give reassurance and to communicate security and comfort. To enable the student to develop understanding of these positive emotions and the ability to communicate them.
- * For the **purposes of care**: touch is necessary in order to carry out personal care for many of the students we support at Mackay District Special School including: showering/washing/teeth cleaning/manicure; toileting/nappy changing; menstrual management; changing/dressing; medical/first aid and administration of medication
- * To give **physical support and mobility assistance** in order for the students to function within the school and community. This assistance may take the form of directionally guiding through light touch e.g. elbow, shoulder, foot touch; assistance with motor planning e.g. physical movement of limbs by a staff member and/or whole body support e.g. swimming, physical education program, toileting, transfers to and from wheelchairs, loss of balance, bike riding and seizures.
- * To **protect** children and young people from danger by physically intervening and managing challenging behaviours including the use of restraint, while following the recognised guidelines and policies of Mackay District Special School (see Responsible Behaviour Plan 2014 and the individual's Behaviour Support Plans).

Guidelines for Management

- Staff need to be clear and open about why they are using touch and be able to explain their practice and there must be **clarity and transparency** in issues of touch and it should be discussed openly and regularly between staff.
- Staff need to **vocalise their intended action** of touch to the student particularly during physical support, therapy and care assistance. As far as possible, the young person involved should **consent** to any touch given and staff should be sensitive to any verbal and non-verbal communication they give that might indicate that they don't want to be touched.
- The students we support should be given **opportunities to touch each other** while interacting and playing as would happen naturally for any child or young person. Attention should always be given to ensure that both parties are happy with this.
- Staff should be **sensitive to the danger of touch being misunderstood** and triggering sexual arousal and must be alert to all feedback signals from the person they are working with so as to withdraw.
- Some students we support may occasionally inadvertently touch intimate parts of a member of staff's body when there is no sexual intent or understanding. The staff member should **withdraw without giving significant negative feedback** in this situation.
- As far as possible student privacy will be respected and staff/students will deal in a sensitive manner with personal management issues and staff should wear personal protective equipment eg. Disposable gloves when toileting, showering, nappy changing, first aid administration where contact with body fluids is possible/likely.
- **Two staff members are required** to be present for assists during showering, toileting and nappy change unless parental consent has been provided, though it is recognised that some situations may arise where this staffing arrangement **may not be possible**.
- For staff and/or **student health and safety**, staff may need to restrict the movement of a student whilst engaged in some of these activities. This will be achieved by physically holding.

What it looks like to follow the school rules at Mackay District Special School

School Rule	Office	Playground/ Buildings	Classroom	Garden	Taxi area
Make Good Choices	Walk to and from the office	Stay with the group Go into class when the bell rings	Listen to the teachers Follow classroom rules	Follow instructions when in the garden	Wait on the bench until your name is called
Be Respectful	Smile and say "Hello" Wait for people to look up	Listen to the adult for instructions Take turns with your friends	Look after your friends Use an 'inside voice' Give personal space	Look after school equipment Help friends in the garden	Smile and say hello to the taxi driver Hands to yourself Give personal space
Stay Safe	Walk straight to the office and straight back to class	Walk with the group Make sure the gates are locked Wear a hat and sunscreen	Hands to yourself Look after property Join in with classroom activities	Stay with the group Use equipment safely	Wait with your group Put on your seat belt

What it looks like to follow the school rules at Mackay District Special School

School Rule	Off school grounds	Oval	Swimming Pool	Toilets	U/cover area
Make Good Choices	Sit quietly on the bus Listen to the teachers	Have fun and join in the activities	Sit at the edge until the teachers tells you it is time to get in	Flush the toilet and wash hands	Stay with your group Join in with the singing
Be Respectful	Wait patiently while students in wheelchairs access the bus Smile and be polite on the public bus	Take turns in the games Be a good winner and a good loser	Get changed in private Look after school equipment	Use the toilet and then go back to join the group Stay outside when someone else is in the toilet	Sit nicely hands to yourself Smile and say hello to visitors Come up to the front when your name is called
Stay Safe	Keep seatbelt on Answer when the teacher calls your name Stay with the group	Stay with the group Use equipment safely Wear your bike helmet	Listen to instructions Look after your friends Walk at the pool	Wash hands with soap and put paper towel in the bin	Hands and feet to yourself Walk in the u/cover area Follow instructions