

1. POLICY STATEMENT

Kilberry Valley Primary School aims to create a school climate that will be tolerant, safe, supportive and friendly and will foster positive self-esteem and hence motivate learning. The school believes that every child has the right to feel safe and supported in a friendly, caring and positive school environment where the rights and responsibilities of students will be respected so that teaching and learning experiences will be maximised for all students. The school recognises that curriculum, welfare and behaviour management are inter-related issues.

2. POLICY PURPOSE

To base behaviour support procedures on fairness, consistency and firmness in an environment where students and teachers have a right to work in an orderly, safe, cooperative and productive manner.

To ensure staff are informed about the Education Department's policy regarding student restraint with an emphasis that it is only used when certain conditions are met and that appropriate standards and procedures are followed. Detailed guidance is available for school staff in the Guidance for Responding to Violent and Dangerous Student Behaviours of Concern.

3. IMPLEMENTATION

- 3.1 This policy, and its implementation, will be consistent with Departments regulations and guidelines. It applies whilst the students attend the school, travel to and from the school or participate in any external school activity.
- 3.2 Staff will be expected to follow Departments guidelines and practices as outlined in the above regulations and guidelines.
- 3.3 Encouragement and praise are important in the implementation of this policy as a means of improving self-esteem and self-discipline.
- 3.4 '*The 6 Step*' guide to behaviour support has been developed where the rights, responsibilities and rules are expected to be supported by all sections of the school community. Active parent participation will be encouraged at all times in supporting these steps.
- 3.5 The effective delivery of an interesting, challenging and relevant curriculum by teachers will support the provision of a positive school environment.
- 3.6 Each teacher will be responsible for developing and implementing effective classroom management plans consistent with '*The 6 Step*' guide to behaviour support. The support structure of fellow team members, Sub School Leaders, Welfare personnel and the Principal Class will be appropriately used in instances of serious or persistent breaches of behaviour.
- 3.7 Utilisation of internal and external expertise from appropriate Kilberry Valley Primary School staff, Allied Health professionals or other professionals with relevant expertise that are deemed appropriate, will be engaged when required.

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4. Severe Behaviour / When physical restraint and seclusion may be used

The Department has issued detailed guidance for schools and staff to assist with responding to violent and dangerous student behaviours. This guidance includes information about legal obligations, resources for training, and fact sheets for parents, see [Guidance for Responding to Violent and Dangerous Student Behaviours of Concern](#).

Kilberry Valley Primary School will follow regulation 15 of the Education and Training Reform Regulations 2007 when dealing with severe behaviour and restraint. This act provides that:

“A member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school of acts of behaviour dangerous to the member of staff, the student, or any other person.”

Physical restraint has been associated with injury and increased trauma to the student and the staff member responsible for the physical restraint. School staff may only use physical restraint on a student when it is immediately required to protect the safety of the student or any other person noting that:

- 4.1 For physical restraint to be immediately required there should be no less restrictive action that could be taken to avert the danger in the circumstances.
- 4.2 Staff should use the minimum force needed to protect against the danger of harm.
- 4.3 Staff should apply the physical restraint for the minimum duration required and remove it once the danger has passed.
- 4.4 As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by Regulation 15.

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the *Charter of Human Rights and Responsibilities Act 2006* (the Charter). In taking into account the Charter, staff should consider the [Guidance for Responding to Violent and Dangerous Student Behaviours of Concern](#).

5. Severe Behaviour / When physical restraint or seclusion should not be used

Physical restraint and seclusion should not be used unless immediately required to protect the safety of the student or any other person.

- 5.1 A student’s refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person.
- 5.2 Verbal threats of harm from a student, except where there is a reasonable belief that the threat will be immediately enacted.
- 5.3 Property destruction caused by the student unless that destruction is placing any person at immediate risk of harm.
- 5.4 Restraint and seclusion must not be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a student.
- 5.5 Rooms or areas designed specifically for the purpose of seclusion or which are used solely or primarily for the purpose of seclusion are not permitted in Victorian Government schools.
- 5.6 Any restraint which covers the student’s mouth or nose, in any way restricts breathing, takes the student to the ground into the prone or supine position, involves the hyperextension of joints, or application of pressure to the neck, chest or joints, must not be used.

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5.7 Mechanical restraints should never be used in schools to restrict a student's freedom of movement, unless the restraint is for a therapeutic purpose with written evidence of the prescription / recommendation, or if required to travel safely in a vehicle.

6. How to restrain

If applying physical restraint in the limited circumstances set out above, staff must:

- 6.1 Use the minimum force required to avoid the dangerous behaviour or risk of harm.
- 6.2 Only restrain the student for the minimum duration required and stop restraining the student once the danger has passed.

Staff should ensure the type of restraint used is consistent with a student's individual needs and circumstances, including:

- 6.3 The ages/size of the student.
- 6.4 Gender of the student.
- 6.5 Any impairment of the student e.g. physical, intellectual, neurological, behavioural, sensory (visual or hearing), or communication.
- 6.6 Any mental or psychological conditions of the student, including any experience of trauma and any other medical conditions of the student.
- 6.7 The likely response of the student.
- 6.8 The environment in which the restraint is taking place.

Staff should monitor the student for any indicators of distress. Staff should talk to the student throughout the incident, making it clear to the student why the physical restraint is being applied. Staff should also calmly explain that the physical restraint will stop once it is no longer necessary to protect the student and/or others.

7. Severe Behaviour Support steps

If a student is exhibiting behaviour that is dangerous to themselves or other around them, the following procedures are to be followed:

- 7.1 Ensure the student and those around are safe – students and adults.
- 7.2 Attempt de-escalation strategies within the classroom.

If these fail attempt the following steps:

- 7.3 If student can be safely encouraged/moved out of the classroom do so in a safe manner for student/s and adults
- 7.4 Take to a quiet, safe, reengagement area – might be outside the room, might be in a quiet area that enables a reduction of anxiety, stress or anger. This may be different in each circumstance and for each student.

If student remains too upset and causing distress to others and refuses to leave the room:

- 7.5 Clear the room of other students and adults.
- 7.6 Inform, senior personnel in the following order of availability – Integration Aide coordinators, Assistant Principals, Welfare Coordinators, Lead Teachers, Principal

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7.7 If student remains violent and it is unsafe for the staff members who remain, then exit the room and monitor the student's behaviour from outside the door.

If the students continues to exhibit violent and destructive behaviour

7.7.1 Lock the door.

7.7.2 Call parent immediately (most probably will be done by the senior personnel who would be there by this stage).

7.7.3 If parent unavailable or unable to attend school in a suitable amount of time, senior personnel to call Police on 000.

7.7.4 Remain outside the room with a visual on the student

7.7.5 Remain there until the situation de-escalates or the parent or Police attend.

In general, the implementation of this policy should aim at using strategies that lead to positive modification of student behaviour both in the classroom and the school yard. The school recognises the need to involve appropriate welfare staff from both within the school and from outside agencies to support students work within accepted guidelines.

8. EVALUATION

The Positive Behaviour Support policy will be reviewed every three years or sooner if required.

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