

Guiding Children's Behaviour Policy

Introduction

This policy is classified as both a protecting and enabling policy. It is a very significant policy with significant implications for how the school engages and operates at all levels, both educationally and administratively.

Child Side is committed to providing an accountable, brave, safe, supportive and reciprocally respectful learning environment based around **equal dignity** for all children and staff, with effective processes and guidelines in place to guide children's behaviour within our transformative teaching and learning paradigm and in line with the relevant School Registration Standards below.

The standards listed under School Registration **Standard 12 – Management of Students' Behaviour** are:

12.1 All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

12.2 The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined and provides clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.

12.3 The administration of permitted forms of behaviour management, discipline or punishment conforms to the rules of procedural fairness and non-discrimination.

Guide to Registration Standards and Other Requirements for Non-Government Schools January 2020 (p.40) (The Guide)

Scope and Application

This policy applies to all employees, parents, children and community members of Child Side School. This policy will be reviewed and amended in accordance with Child Side School Policy on Policies and Policy Guidelines and Procedures Contents Schedule.

Related Legislation/Guidelines

- Criminal Code 1913 (WA)
- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)
- Work Health and Safety 2020
- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005
- Equal Opportunity Act 1984 (WA)
- State Records Act 2000 (WA)

Related Policies

- Anti-Discrimination and Harassment Policy
- Anti-Bullying Behaviour Policy

- Child Protection Policy
- Code of Conduct
- Grievance Policy
- General Duty of Care Policy
- Critical and Emergency Incidents and Crisis Management Policy
- Enrolment Policy
- Excursions Policy
- Risk Management Policy
- Computer and Internet Policy
- Fitness For Work Policy

Other Important Supporting Documents

- School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury

Policy Statement

Child Side School provides an accountable, brave, safe, supportive and reciprocally respectful and collegiate learning culture and environment for both children and staff based around **equal dignity, in both the real, physical, concrete face to face world and the digital, on-line world** through:

- an open-door approach where staffing arrangements and shapes of day both protect and enable children and adults, with regards to support and guidance of children's behaviours and protective behaviours (including the physical design of clusters and shared processes using ICT, including BYOD- Bring Your Own Devices protocols, purposes and Codes of Conduct)
- whole school approach aligned with our vision and values (aligned with Reggio Emilia Children) across our continuity and cohesion design and culture
- focusing positively and constructively on teaching, developing and using real competencies through our Competency Curriculum framework, in particular Personal, Ethical and Protective Behaviour, Social and Relationship, Communication, Thinking and Knowledge Competency Clusters to guide and frame behaviour
- using non-competitive, collaborative, cooperative and collegiate processes and communication to engage, learn, motivate, produce, assess, plan, support, expand and challenge
- considering children's perspectives, indigenous perspectives, real world contexts and any longer-term possible ramifications and anticipatory consequences (beyond the immediate context)
- communication and implementation of whole school strategies based on current policy; modelled by all staff who are mentored by lead educators and leadership team members and through using the Competency Curriculum to protect and enable
- professional learning for **all** staff on whole school strategies and ongoing guidance and support
- engagement with a developmentally appropriate protective behaviours curriculum, developed by experts in child abuse prevention, covering what the boundaries are between appropriate and inappropriate interactions and when, how and whom to tell when a boundary is crossed; including building competencies with children that both protect and enable them individually and collectively across both the real, physical, concrete face to face world and the digital, on-line world
- fair, just and safe real world and e-safety practices that comply with relevant legislation and aligned with Dr. Louise Porter's guidance approach to discipline, Maggie Dent's Resiliency Toolbox and Search Institute's Developmental Relationship Framework
- the 'comprehensive implementation of a relevant child-safe organisation framework benchmarked as better practice by a peak body.' *The Guide to Registration Standards and Other Requirements for Non-Government Schools (July 2018)*

- modelling and practising dignified, fair, equitable, non-discriminatory (non- blaming nor shaming) language and behaviours
- staff demonstrating resilience and responsibility themselves and showing how to engage and resolve; and
- maximising the educational and social outcomes of all children through identification and reduction of barriers to learning, especially for those vulnerable to marginalisation and exclusion, considerate of neurodiversity and accessing the Universal Design for Learning UDL guidelines.

Child Side School understands and accepts the inevitable nature of disagreement, conflict, disruption, avoidance, withdrawal as part of any human-centred design and organisation. We view and approach these as learning experiences and opportunities to be re-framed within Search Institute's Developmental Relationship framework and our Codes of Conduct.

Child Side School communicates and uses the processes of both **natural and logical consequences** in developmentally appropriate ways, in consideration of the child's capacity to learn from and through these consequences and in consideration upon the impact (short and longer term) on self and others (including adults/staff), on reputations and on the quality of the task and process. Natural and logical consequences are also used constructively. We do not use comparison, competition, praise, rewards, grades, fear or punishment in any way to manage children's behaviour or to externally incentivise effort and participation.

Child Side School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.' Please see below for a description of these terms, as defined in the Guide:

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).

Appendices

Appendix 1	Guidelines for Guiding Children's Behaviour
Appendix 2	Challenging Behaviours Management Plan

Version Management

VERSION	DATE REVIEWED	DATE RATIFIED	CHANGES MADE	AUTHOR OF CHANGES	NEXT REVIEW DATE
1	Nov 2011	7/12/2011	No changes made	LO	
2	June 2014	25/6/2014	Critical incidents report to DES	KM	
3	May 2016	29/6/2016	Critical incidents reported within 48 hours	KM	
4	Aug 2018	28/11/2018	Updated to standard policy format and included mandatory statement under standard 14	LF, KM	Term 4 - 2021
5	Feb 2020		Reviewed against new Jan 2020 Registration Standards	KM	Term 1- 2023
6	May 2023	17/05/2023	Additional wording for clarification in introduction, inclusion of School Registration Standard 12 (12.1-3) and 'School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury'. Additional points to Policy Statement. Additional Policy reference Fitness for Work. Amendments and inclusions to Appendix 1 and 2. Inclusion of Understanding Children's Behaviour. Additional steps to conflict resolution process. References to guiding children's behaviours in the digital, on-line world. Reference to UDL and neurodiversity. Addition of open-door approach. Reference to Competency Curriculum. Definitions of logical and natural consequences. Removal, changes and additions to Managing Challenging Behaviours contexts, responses including AISWA Policies and Procedure Guidelines For Schools around Behaviour Management. Aligned language of transformative pedagogy. Reference to post-pandemic impact.	LO	Term 2 - 2026

Guidelines for Guiding Children's Behaviour

Our **Values** are congruent and aligned with the Reggio Emilia approach to children:

"To make a lovable school, industrious, inventive, liveable, documentable and communicable, a place of research, learning, re-cognition and reflection, where children, teachers and families feel well - is our point of arrival." Loris Malaguzzi

Our **Vision** is congruent with REIEA's (Reggio Emilia Information Exchange Australia) vision.

"REIEA (and Child Side School) has a vision for a just and civil society that values our shared humanity, fosters strong democratic communities, recognises the uniqueness of each individual, and appreciates diversity. We recognise that all children have a right to be heard, to be respected, and to feel a sense of belonging to their family, school and community. We see this as a foundation for becoming responsible citizens of the world."

Our **values**, our **vision** and our **Image of the Child** (Reggio Emilia principle and practice) greatly influence how we guide and respond to children's behaviour. We see the child as individual, complex, capable, emotional, social, active, creative, curious, resourceful, vulnerable and as having a variety of intelligences, learning styles and a personalised capacity. We also see each child in relationship to each other, to ourselves, to the environment, to the tasks at hand, to the curriculum and to the shape of the day. This means that we support and encourage children to find developmentally and culturally appropriate ways to engage with relationships and manage conflict, personal challenges, change and trauma/tragedy... As research and experience shows significant adults (strong relationships) modelling appropriate behaviours and procedures is a powerful and authentic way for children to learn, we then support and expect adults to develop procedures that are appropriate to express themselves within our collegiate culture and work through situations in ways that are aligned within our Vision and Values. We do not see or engage with children as mini-adults nor as being deficit or empty vessels, passive being. We recognise and acknowledge how we can share power (Search Institute Developmental Relationship framework) and work side by side collegiately with children as we co-construct their curriculum and learning within Beautiful definable Boundaries (Maggie Dent). The adults are always the adults and have a responsibility to walk the talk to reassure children and their families, no matter how difficult things may be and despite the long-term outcome.

We see children as having rights and responsibilities at their own developmental level. We also see the Educator and other significant adults as being important members of the cluster community and having access to rights and responsibilities that are developmentally appropriate for adults and that reflect their duty of care to themselves and the children (emotionally and physically). Our Shape of Day/Week/Term Design, our 'small by design', our learning culture and Competency Curriculum both protect and enable children in developing and applying self-regulation, creative and critical thinking, resourcefulness and hope for their futures.

We expect children and adults at Child Side School to work within to the Child Side School 'Code of Conduct'. When we talk with the children about the 'Code of Conduct' we talk about being **SAFE, KIND and CREATIVE**. This is spoken about in many different forums with the children including cluster meetings (and recorded in floor books or agreement posters) and across the school through the Wednesday **Caring for Community** Design with many explicit examples being given to and by the children.

We view discipline as an actively co-created process, a collective way to support learning **pro-social** and responsible behaviours, developing personal and group resiliency and collegiate relationships. Discipline is not a means to control and direct others, instead it is a process to recognise and work within 'Beautiful Boundaries' (Maggie Dent) around self-care, safety and respectful relationships in both the real, concrete, physical, face to face world and the digital on-line world. Refer to Louise Porter "Developing Responsible Behaviour", Maggie Dent Resiliency resources, Search Institute's Developmental Relationship Framework. We do not use comparison, competition, praise, rewards, fear or punishment in any way to manage children or to externally incentivise effort and participation.

Ways to guide children's behaviour:

1. Build strong, reciprocal relationships with children and staff in a collegiate culture where working with children **well** is the priority. Build knowledge of children, childhood phases and purposes, and of each child in order to engage with **Caring For Children**, which is one of our 3 pillars of our school and playgroup.

2. Provide an appropriate, inspiring, safe (emotionally and physically) environment and cluster kinship 'culture', with physical places that reflect children rights, such as their right to individuality, and responsibility to communicate own needs. Provide interesting places, experiences and open-ended materials that will keep children creatively, constructively and gainfully occupied. Use distraction and redirection as a short-term strategy to deflect and de-escalate until appropriate time, place and leadership support can be accessed.

3. Build and use Personal Competencies: Expect and support adults and children to accept that they themselves and others have a right to disagree or question, without personal offence to anyone else, taking ownership of their views and lived experiences and opinions. Encourage and support adults and children to view differences and diversity as interesting and enriching. Find ways to view and re-frame 'negative' emotions and behaviours as pathways to deeper understandings about oneself and others (self-knowledge and self-advocacy). Encourage and support adults and children to acknowledge and accept the emotions and validate them, but to distinguish between accepting the emotion but not the unacceptable behaviour. Support children in continuing to develop social and emotional awareness to build a library of readily accessible **pro-social** behaviours focusing on common goals and the common good, through **Caring For Community** within their personal capacity. Pro-social behaviour is doing something to benefit, help or care for someone else because you believe other people's feelings and experiences are important too.

4. Encourage and support developmentally appropriate strategies for children and adults to develop for personal and group accountability within an emotionally safe/brave 'culture' that accepts that conflict, personal challenges and change as inevitable parts of life that can help lead to deeper understanding and growth. Examples of these are:

- de-escalation language and strategies engaged by staff,
- re-framing behaviours, responses, tasks to increase understanding and see another perspective (especially in adolescence or with neurodiversity), build tolerance, grit and Systems Thinking
- checking in if children's needs are being met and their capacity and confidence matches the tasks and processes required,
- individual and regular group meetings,
- shape of day design to purposefully identify and communicate the positive consequences of character strengths (Character Lab- Angela Duckworth)
- reflection to see if an adult or another child has violated another's rights or neglected their responsibilities,
- allow reasonable time to deal with these issues and procedures,

- explain and re-iterate frequently that there is no 'magic' or capacity for others to be 'fixed'
- proactive rather than reactive solutions, acknowledge Critical Thinking (problem seeking) and Creative Thinking (problem-solving) as part of any process, shape of day, interaction...
- appropriate language for negotiation and self-expression,
- short term, immediate 're-set time' away (in a designated space) from group/context will be used as giving oneself or another 'personal reflection and calming down time' rather than as a negative punishment/removal,
- explicit teaching and modelling of age/context appropriate resolutions, strategies aligned with Competency Curriculum

5. We are aware that while we see children as having competencies, we also see them as being emotionally and socially complex and vulnerable, especially in their digital worlds and as they change and grow through the childhood phases, getting to accept their changing bodies, mindsets and capacities and navigating any changed circumstances and expectations from/of them. We listen carefully and observe, act as a guide and a 'filter' (especially in terms of world events, the powerful influence of the media and marketing on young children, any significant family events, trauma (including environmental and eco-grief and anxiety) and the impact of taking their cues and responses from or through other 'just as vulnerable' children and/or on-line sources, dis/misinformation, social media, influencers...

6. We recognise that unmet needs, states and traits (and invisible catalysts such as social media, on-line bullying, information overload around world events and natural disasters) can be a major driver for inappropriate behaviour in children – and that helping them to understand what need is unmet is unbelievably important for later life. This is where children learn the difference between assertiveness, passivity and aggression. (Maggie Dent) Building self-knowledge and then Communication and Technical competencies around advocacy and self-adaptability and adjustments, learning how to recognise sources of stress... enable children as well as protect them. We recognise, teach and communicate that well-being is in the hands of everyone, including children, everyday!

7. Understanding Student Behaviour: AISWA Behaviour Management excerpt

Human behaviour is generally accepted to be a complex phenomenon. The science of human behaviour has informed positive behavioural support practices that place the emphasis on teaching social and behavioural skills rather than punitive and exclusionary policies. The following behavioural principles or assumptions may be helpful in understanding behavioural challenges:

- Behaviour is **learned** – responses to behaviour in a student's environment and the modelling of significant others all serve to reinforce the learning of specific behaviours.
- Behaviour is **purposeful** and **communicates** needs in a social environment – understanding the function of the behaviour and the unmet needs provides valuable information to inform support and therapeutic intervention plans.
- Behaviour can be **taught** and **changed** - when viewed as a skill-deficit, the lagging or yet to be developed skills can be identified and then provide a focus for support (e.g. emotional regulation skills, coping skills, problem-solving skills, communication skills ...)

Additional individual, environmental and situational factors may also contribute to specific behavioural challenges. Factors such as the following (not exhaustive) may need to be considered when planning appropriate support: identified disability, specific learning needs or strengths, difficulty at home, safety concerns resulting from trauma, mental health difficulties, and disengagement from learning. When the various areas of need are fully understood, it is more likely that effective supports can be planned and implemented.

8. We will endeavour to follow this process:

Conflict Resolution

- Calmly ensure immediate mental and physical safety of individuals, self, bystanders
- Make suitable and appropriate time, place and space to engage in process. Prioritise if high or disproportionate emotions or impact on individual, others, cluster, shape of day
- Listen actively to all concerned, even if adult has been a direct witness
- Reflect back to child/group/family within context and within children's perspectives
- Consider individual and collective perspectives
- Share educator/adult perspective
- Respond to all issues using No Blame, No Shame language and reframing in terms of Austin's Butterfly Gallery critique process giving kind, specific and helpful feedback to move forwards... 'next time...' (Remember that sometimes all children need is to be heard and understood as individuals)
- Consider reasonable and achievable **natural** and/or **logical** consequences- indicating support through intervention from adults expressing care
- Agree on actions using constructive specific language and timelines, focus on building and using Social and Relationship Competencies, actions framed around what to do (expected and desirable actions and behaviours) rather than rules or what not to do
- On-going observations and support check-ins
- Inform leadership if on-going, is visibly distressing to anyone (even bystanders or self), feels unresolved at any point in time, concerns protective behaviours, happens on-line digitally, has longer term ramifications, if responses are disproportionate to events and context, requires whole staff or cluster/school debriefing and/or upskilling, to help build collegiate process and model effective strategies
- Share with families, as determined by context (most conflict is an inevitable daily part of human interaction in group settings, at home, school etc...). Share with families of neurodiverse children - may be frequently required to help frame the context and responses for families in order for them to support their neurodiverse child at home. Neurodiversity in adults will also need to be considered as this has potentially a significant impact on the process, outcome and possibly on the relationships (even between families and staff)
- Record if appropriate (Child Side Reflection Sheet) using no blame language
- Follow up whole cluster, individuals, families, staff if required (with leadership engagement)
- Focus on well-being and healing if significant to anyone (even if others feel it has been resolved)

Natural Consequences: include both actions, re-actions and responses that inevitably result from certain anti-social, undesirable, disruptive or avoidance behaviours if no-one intervenes. Used judiciously, and making children aware in developmentally appropriate ways of these natural consequences can help children take responsibility for what they do, say or don't do or say. For learning to take place understandings HAVE to be mediated by adults for children to really process their responsibility in the chain of events. What to do differently the next time is the next step to motivate a change of behaviour after experiencing natural consequences.

Logical consequences: show children the rational result of their undesirable behaviours. Such results are unappealing to children and thereby guide children to adopt desirable behaviours. An essential characteristic of logical consequences is that the result is directly linked to undesirable behaviour. Another characteristic of logical consequences is that though they occur as a result of a child's actions, they are carried out by the adult as a follow-up. Unlike natural consequences, therefore, logical consequences bear the imprint of adult intervention. This adult intervention and calm, rational, constructive communication reduces the potential of/for harm (including of reputations with others and harm of own confidence in self), helping protect and then enable children (including by-standers). Even though adults have the final say and follow through with logical consequences, children should have

some sense of agency in the process, even if it is their choice how to emotionally respond or choose between two appropriate consequences. Adolescence, neurodiversity and young children will require adults to check in with the 'take-away' message and intent of applying logical consequences to ensure alignment between understanding and action. Logical consequences are always framed as adults 'Expressing Care' in the relationship (Search institute) in response to applying Beautiful Boundaries (Maggie Dent).

In extreme cases staff will assess the risk and immediate physical or emotional danger to the child in question, others and oneself and take the appropriate action to minimize short term and long-term harm to all involved. Recording and follow-up will be essential and families and other agencies interested in the wellbeing of the child may be involved. For serious behavioural breaches that significantly affect other children and adults in the room, as well as impacting on that child's learning and relationships to others, a further procedure will need to be devised and followed with the educator, child, family and other agencies involved as partners in supporting that child within the classroom context. The effect upon other children and adults in the room will be considered. Any Incidents of a serious nature and classified as a Critical Incident will be recorded as a critical incident and reported to DoE within 48 hours. This includes Well-being Plans and other planning guidelines such as 'School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury'. See Challenging Behaviours Management Plan below.

Challenging Behaviours Management Plan

Our 3 pillars of our school focus on Caring For Country, Caring for Children, Caring for Community. Our goal for each and every child entrusted to our care by their families and society revolves around:

"Goal 2 Alice Springs Declaration on Educational Goals for young Australians:

All young Australians become successful learners, confident and creative individuals, and active and informed citizens" within the context of Caring for Children within Caring for Community.

Please note that this is not a one-size-fits-all approach and children all enter this school with different starting points and travel different distances in their learning journey. Children's behavioural responses and progress cannot be compared to others, due to the natural asynchronous development of human-beings, but also especially, in particular, those children:

- who is the only child, or the only child currently living at home,
- living and learning with neurodiversity, including living and learning with neurodiversity at home across other family members, including a parent,
- have experienced/are experiencing personal, family, global distress/trauma,
- are living through the physical, brain and hormonal changes associated with puberty and adolescence,
- have experienced negative prior learning/past school experiences,
- have undiagnosed disorders or divergences,
- have recent or ongoing major living arrangement changes,
- live with extended and/or FIFO families,
- have returned from a period of home-schooling,
- are experiencing 'school-refusal',
- have a high level of absenteeism,
- have compromised immune systems or other health issues,
- have diagnosed, or undiagnosed/imputed mental health and well-being concerns,
- have reduced or little access to 'external assets' (Search institute) in their communities beyond family or school,
- have reduced confidence, motivation, support or resources to seek or follow own interests,
- have significantly different boundaries between home/s, school especially around access to digital devices, unrestricted or unmonitored screen time, around nutrition, exercise and/or sleep,
- have little engagement or responsibility within the home, neighbourhood, daily living... lacking the associated relevance to learning at school, coming to school with reduced curiosity or the motivation to invest effort, challenge their own growth or to expand possibilities for self or others.

This is an enormous breadth to consider in order for staff to Care for Children within Caring for Community. Aligned with Big Picture, Australia we care and provide opportunity for "each and every child within a community of learners." Community functionality, health and well-being always being the necessary priority. Our Community needs to maintain a desirable, feasible and sustainable workplace for all children and staff. The priority for children displaying challenging behaviours or disengagement will be around building Personal, Social and Relationship Competencies.

We have always had, and always will have, children with challenging behaviour across a significant spectrum, especially after a global pandemic with increased family stress and children who crave

certainty, reassurance, who seek education as entertainment and fun, who seek out school as their only social and face-to face platform, who have greatly reduced attention spans, reduced physical/emotional/cognitive grit and stamina along with increased, unrealistic and unreasonable expectations of self and others, the school (from children, families, therapists, medical experts, society....) and who significantly lack connection, interest and experience with the wider world and how it operates both on a natural and human made level, including basic things like shopping, banking, conversation (we design curriculum for the everyday to enable children). We define behavioural responses according to whether they are a **trait** (part of the individual's neurodiversity) or a **state** (part of the individual's current experiences or unmet needs).

There is also a significant lack of support and resources around neurodiversity across the whole diagnostic and therapeutic 'industry' and increasing levels of children and adults (families and staff) identifying with neurodiverse behaviours and responses as well as mental health and well-being high unmet needs. These can often be exasperated in a 'small by design' setting and continuity and cohesion lead educators and the leadership team can carry a heavy load which can, and does, impact upon their capacity in other context of the roles. It can, and does, also impact upon the cluster with many often-opposing high level needs and recommended adjustments around a variety of traits and states. We continue to support and learn and grow together as a whole school in the best interests of each child and the best interests of the learning community within each cluster. Each child is supported as an individual but always in the context of their learning community- the same as for each staff member within the staffing community.

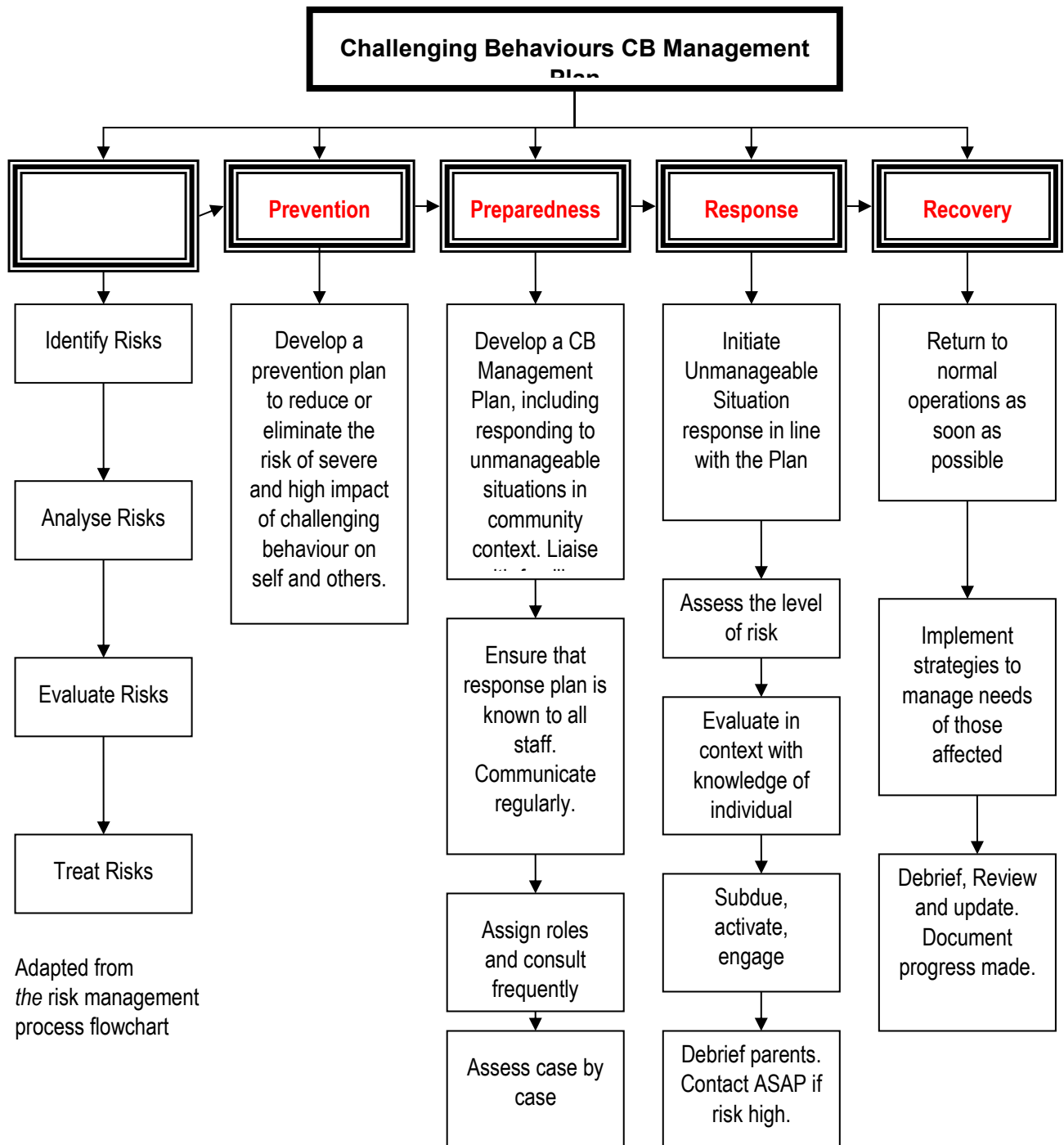
We observe the behaviours in context and across contexts, assess the risks for each child who exhibits challenging behaviours based upon our own professional observations and signs of progress demonstrated. We are conscious that the observations in other settings like home, community and past schools maybe significantly different to what we observe over a period of time at our school. We evaluate the risks case by case and then consider and enact both protection and enablement through competencies within our culture and design. Our focus is on getting to know each child (and their family as part of the learning team triangle) and prioritising developing trusting working relationships, any 'unlearning' of child's self-fulfilling prophecies and default states and expectations based on their past experiences and levels of trauma, anxiety, neurodiversity, unmet needs. Our focus is based heavily around working towards adequately meeting these children's needs in Maslow's Hierarchy in our Child Side context and within our capacity, then focusing on reduction of the frequency of these behaviours and the impact on the child and others, gradually working towards prevention, as Social and Relationship competencies and confidence grow. However, when working with neurodiversity, which is a trait, rather than a state, we help children build self-knowledge in order to learn how to adapt and adjust within any given context, rather than expecting the community to adjust and adapt. We recognise that not all of anyone's individual needs can be met within our context and design. This also applies for neurotypical needs and helping ALL children, families and society recognise that school is only one of many places for learning and growth. Guiding children's behaviours, especially with challenging behaviours, is only made possible with family commitment, support and engagement through honesty and a non-judgemental, **caring for children** approach.

How we as staff, respond, interact and communicate is the biggest learning for the rest of the cluster in developing resiliency and coping skills and learning how to manage self around difficult circumstances, reducing conflict, working with widely differing capacities and confidences: through adult responses children learn Personal and Communication competencies that will support them throughout their lives.

Managing and Guiding Continuous or Extreme Challenging Behaviour:

Challenging and Risky Behaviours that consistently or unacceptably have a significant impact on anyone, including staff, around the protective behaviours sphere will require a management plan co-created with the leadership team and professional input from medical, mental health or neurodiversity

areas if and when available. It is the priority for the school to engage in prevention, preparedness, response and recovery within our professional education capacity and duty of care to all children and staff. The impact of implementing the plan will need to be carefully managed in context of the whole school needs and responsibilities, especially in the medium to long term. This will include considering the profile of the cluster the child displaying this challenging behaviour works in, as often there is more than one child living with neurodiversity and/or displaying other unmet needs and levels of challenging behaviours, and the level of commitment of the family to supporting their child as a Child Side community member. The neurodiversity profile of parents/caregivers and any staff member needs consideration when communicating and interpreting plans and actions, using an evidence based approach.



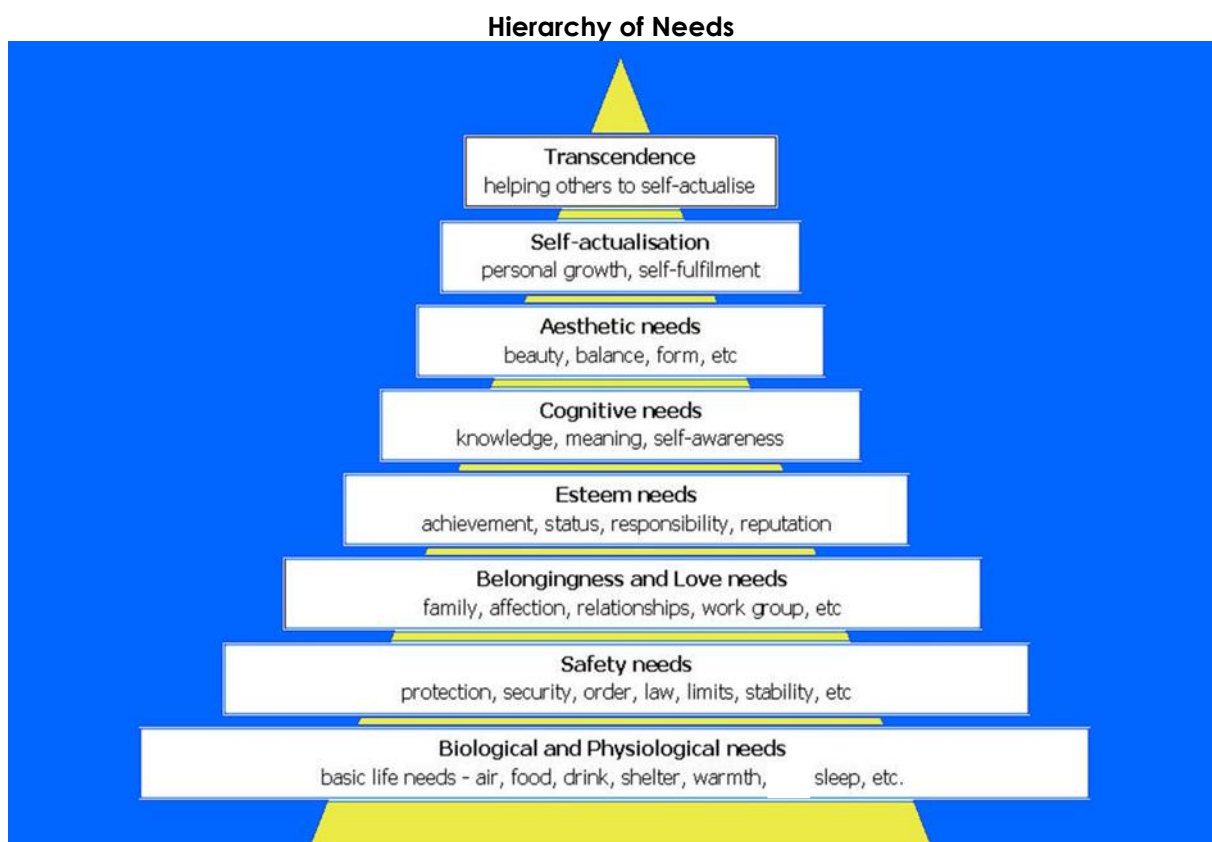
Adapted from Australian Standards AS4360 Risk Management, AS3745 Emergency control organisation and procedures for buildings, structures and workplaces, and HB292 Handbook: A practitioner's guide to business continuity management.

Extreme Challenging or Risky Behaviours Response:

1. Risk Management Plans * AISWA informed

A Risk Management Plan may be used when a child's behaviour is considered to present a physical risk to the safety of staff, other students or themselves. These plans should include:

- a summary of the child's behaviour and the risk it presents;
- the known antecedents to the behaviour and strategies which de-escalate this behaviour;
- immediate strategies in place to support staff in managing the risk and advice as to how staff should access this support;
- an outline of the other resources required to manage the impact of the child's behaviour;
- a documented outline of how to respond to the behaviour;
- professional support for staff in recognising, assessing and responding to 'at risk' behaviour
- regular revision of the documented plan (within time management feasibility of staff); and
- involve professionals for assistance or advice in establishing the plan and maintain regular communication for revision of the plan (when available)



Most consistently challenging behaviours in children are acts of communication that their needs are not being adequately met for their individual context or they are responding through neurodiversity or triggered by trauma or possibly an extreme adolescent response. Children who exhibit continuous or extreme challenging behaviour tend to not have their biological and physiological, safety, belongingness and love and/or esteem needs being met (see above diagram). Each level of need depends upon each child's back story, current story at each point in time (their **state**) and their personal **traits**. Children with constant high stress levels, trauma, neurodiversity and anxiety will always require 'different' but over time this should not be interpreted as consistently 'more' (inferring other children will have 'less'). The longer-term goal is moving the child towards building strategies to adapt and adjust to participate and contribute within their learning community within their own capacity and the capacity of the cluster, human resourcing and opportunities available. Individual needs do not take continual priority and precedent over the needs of the cluster, group, shape of day, staff health and well-being.

We are committed to:

- build reciprocal relationships with the child and family
- focus on communicating through Caring For Children and Caring for Community
- make the best interests of the child a primary consideration; building their rights and responsibilities to ensure others are free to be involved in the teaching and learning process unhindered by any anti-social behaviour
- access achievable (in our context and capacity) design elements and principles of the UDL Universal Design for Learning, especially around engagement and confidence
- consider the safety and wellbeing of all school staff and all other members of the school community
- maintain cohesion of behaviour support for children across context and educators
- build consistency in behaviour support in and out of school, through liaison with family and community
- use the least restrictive alternative that will prevent or de-escalate risky behaviours and/or emotional states that risk harm to self or others
- support the growth of self-regulation and peer-regulation
- employ achievable strategies that are culturally, developmentally and psychologically appropriate

The design of Child Side is set up to accommodate all children to develop their potential within their own capacity (not-one-size fits all) through:

- accessible, engaged and proactive leadership who are engaged across all clusters
- our small by design low class sizes and high adult to child ratio
- our flexible staffing arrangements with all staff knowing all children in some capacity
- our shape of the day (temporal learning environment) to enable flexibility and accommodate individual levels of needs (especially time wise),
- the way we set up the physical learning environment to act as another educator to engage children if and when educator is responding to challenging behaviours and/or implementing preventative measures
- and our intentional conditions for learning and culture of learning are invested in heavily so that children are not dependent only on the educator but can develop a sense of agency and build capacity to access what they need independently through the physical and collegiate environment

This intentional design enables other children and staff to stay engaged and purposeful when processes to reduce challenging and risky behaviour is being actioned through the Continuity and Cohesion Educators and the leadership team.

Important Note:

All of the above needs to be kept in context with the purpose of the whole school, along with the workload and the whole school profile where typically there will be more than one child with high support needs in any cluster. A whole school perspective needs to remain a high priority. Real time solutions are needed, actioned by home and school, regardless of availability of external professional medical, mental health or neurotypical support. The very real challenges of implementing, communicating and reviewing plans alongside the other workloads and timelines needs to be taken into consideration, especially for the educators and leadership team and their own health and well-being.

Risk Assessment: In terms of risks to child (self) and others

Identify range of possible risks and effect on whom: 'Self' refers to the child;

1. Physical risk of harm to self and /or others -intentional and unintentional, impact on self, staff, specific targeted others or indiscriminately anyone in cluster or in close proximity
2. Risk of sexual aggression or transgression (physical, verbal, intimidation or stealth)- impact on others security and physical safety and mental wellbeing. Intention to distress others or have power over others or unintentional- learned responses to stress, distress and dysfunction, habitual responses.
3. Risk of emotional harm and verbal outbursts- intentionally directed at self, staff member, another child, a specific group of children, everyone indiscriminately and/or unintentional due to habitual response triggers and unexpected events in times of high stress. Impact on self and others- bystanders- (if others feel directly targeted or feel situation is escalating and out of control for staff)
4. Risk of being overwhelmed with uncontrollable extended emotional responses such as crying, yelling, withdrawal, self-harm without abating/easing with any calming technique or staff support- impact on self (both short and long term health and energy levels and ability to learn, function and be seen as too high risk by others) and impact on others'- bystanders- ability to continue with work and raised cortisol levels, distress at being exposed too long to another's distress without any signs of it abating or losing confidence in staff to make a difference
5. Risk of removing self from situation and leaving school property – impact on self and staff members looking for them (impact on leadership – core educator should remain with cluster once help activated)
6. Risk of hiding from staff and being unresponsive to calls - impact on self by missing out and causing stress to others, impact on Leadership team
7. Risk of wilful destruction of property- impact on school and cluster, impact on self- level of trust to use shared resources minimised or removed temporarily or occasionally permanently
8. Risk of persistent annoying behaviours impacting on self and others such as constant high level interrupting, sabotaging, stopping self/others working or their ability to move around room, taking/hiding objects, going in other's personal spaces or physically touching others with intention to disrupt, seek attention, get a reaction from others, done on purpose to get self or others removed OR unintentional habitual actions or reactions to stress that build up to explosive reactions from others and then impact on self
9. Risk of accessing social media, outside world through own phone or laptop to share with others or post about others, including staff
10. Risk of harmful substance use (legal and illegal), including prescription medications, vaping and alcohol, on self and own behaviour, attendance, engagement
11. Risk of reputation- child, others, staff, school, risk of alienation
12. Risk on well-being and willingness to attend school for self/others, including staff

13. Risk of including others into destructive or harmful behaviours, including on-line in the digital world, such as vaping, alcohol, trolling

14. Risk of staff burn-out over time, especially from hyper-vigilance; impact on that staff member's energy levels and well-being; impact on child, cluster, leadership team, whole school staff, confidence of families...

Additional protective measures may be activated for child displaying:

- Continuous intentional or unintentional disregard for codes of conduct and protocols (in real, concrete, physical face to face world and/or the on-line digital world), continuous intentional or unintentional disruption
- One off severe disruption or critical incident, intentional or unintentional
- Behaviours that impact on health, safety and well-being of self or others over a period of time
- Avoidance behaviours such as hiding or running away
- Risky behaviours as a result of neurodiversity

These additional Protective Measures include:

- Shadowing by co-operative family member at school, particularly during excursions or other times of high need to ensure physical safety
- Working in another space under the supervision of the leadership team or another educator (as a circuit breaker and/or re-set time for rest of cluster)
- Changed or reduced hours of attendance, particularly to reduce times of stress for individual or rest of cluster, such as later arrival, earlier pick-up, starting day in different space
- Safety Circle meetings for other children to debrief
- Loss of ICT access, switching to hard copies or other work aligned with competency development if hard copies unavailable or additional workload impacts upon staff
- Frequent and point of need e-safety conversations and protocols checks around BYOD, phones in schools etc
- Activation of Well-Being plan within capacity of school to implement, communicate, review
- Imminent risk to self will take the highest priority once we become aware and both external and internal supports will be sought and activated

Procedural Fairness for any breach or risk management will include: *AISWA informed

- A reasonable opportunity to respond to any allegations and/or complaints and to share their perspective and related circumstances
- A clear relationship is distinguished between the boundaries and codes of conduct and the behaviours/indiscretion/allegation
- Disputed matters are investigated within the capacity of the school leadership and educators and the decision-makers act consistently with in our Vision and Values and this policy
- The school's response will be proportionate to the nature of the breach and any proportional impact upon child, others and the community
- Consideration of known neurodevelopmental disorders which will impact on engagement with the process
- Reasonable input and active support from families

Responding to Major Breaches of the Student Code of Conduct:

- A serious breach, for example, vandalism, theft or drugs, will follow a clear, documented procedure that includes contacting the Police
- A serious breach with significant consequences may invoke a temporary suspension of a child, whilst professional help and support is sought through and at home or school, in the context of 'preparedness' and 'recovery' - refer to flowchart

- A serious breach with significant consequences that may involve a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention may invoke an exclusion of a child

Any of these above points will be invoked after procedural investigation and consultation, including with AISWA, and any relevant legislation that pertains to Non-Government schools:

- The School Education Act 1999 (WA) Part 3 Div.5 s.90 pp77-78
- The School Education Regulations 2000 Part 3 Div.5, Subdiv.2: r.43-46 pp28-31

Families will also be provided with contacts for further support and letters of observations for referrals as evidence informs us that behaviours may not just change due to change of context or circumstance and further intervention is needed from professionals in other fields, beyond the scope of educational professionals.