

## Other Policies and Procedures

### Behaviour Management Policy

#### Policy

This policy reflects Dunlea Centre values, the Salesian ethos and the elements of RUAH.

Dunlea Centre must be a safe, supportive and calm environment to assist students to learn, and staff to teach, both academic and prosocial skills. Duty of Care of all students is paramount and this policy is informed by and complies with the Children and Students (Care and Protection) Act 1998 and Regulation 2012.

Dunlea Centre utilises the Boys' Town Teaching Family Model (referred here as the TFM) as a system for behaviour management. The TFM is a well-defined set of procedures and practices to assist students in developing prosocial skills which they can generalise across all aspects of their lives. The TFM reinforces positive behaviour choices and uses inappropriate behaviour choices as an opportunity to teach and practice prosocial skills while implementing consequences. All direct care staff are fully trained in the TFM and undergo regular refresher training.

The use of the TFM and TCI (Therapeutic Crisis Intervention) provide techniques to de-escalate behaviours when dealing with students who are displaying physically aggressive behaviour. These provide a resolution that respects the integrity and dignity of all parties. Physical restraint of student using TCI methodology must only be used as a last resort and by fully trained staff.

On no occasion may staff use or sanction corporal punishment. On no account may staff sanction the administration of corporal punishment by any person not employed at Dunlea Centre, such as parents, carers, caseworkers or volunteers. Dunlea Centre's



Behaviour Management Policy and Student Wellbeing Policy, are available in full to parents/carers and the general public on the website:

[www.dunleacentre.org.au](http://www.dunleacentre.org.au)

A hard copy may also be requested by contacting Dunlea Centre directly.

## Implementation

- At the **organisational level** where a culture of calmness and consistency establishes an atmosphere of positive relationships, high expectations and support for the development of prosocial behaviours.
- At the **program level** where staff implement the TFM to promote behaviour change in students.
- At the **individual level** where students take responsibility for their choices and develop an understanding of the positive and negative consequences of their choices.

## Behaviour Management - Organisation Level:

- Students are acculturated into a calm, consistent and positive environment
- Students focus on goals established in their Individual Program Plan
- Students are able to comprehend what is asked of them and seek guidance when required
- Parents and carers are able to participate in the program without fear of exclusion and in the knowledge that their primary role is as a supported individual

An Individualised Program Plan (IPP) which incorporates educational goals and behaviour management is established within 4 weeks of entry to Dunlea Centre. An Individual Risk Assessment And Crisis Plan are also established if deemed appropriate. The IPP is developed collaboratively by the student, parents/carers, Leadership, staff and other relevant professionals.



## Behaviour Management - Program Level

- Dunlea Centre utilises the TFM system to address both positive and negative behaviours
- Students are encouraged to engage in prosocial behaviours which are transferrable to all aspects of their lives
- Expectations and tolerances are set by the Leadership Team and implemented across the whole agency which provides consistency and predictability for the students.

Every staff member is responsible for implementing the TFM effectively to manage day to day behavioural issues with students.

Dunlea Centre's Behaviour Management system incorporates:

- A clear set of behavioural expectations and tolerances
- A clear, consistent and graded method of managing inappropriate behaviours
- Providing students with the opportunity to make positive choice regarding their behaviour
- A system of monitoring and documenting the behaviour of each student through the TFM motivation system
- Privileges are earned or not earned to increase a student's responsibility over their choices. Parents/carers agree to the use of the motivation system by signing the Placement Agreement Upon enrolment
- A menu of privileges is clearly communicated to students and their input is encouraged
- A system of progression to build on and master skills
- Expectations and tolerances are reviewed by the Leadership and input from staff, students and parents is encouraged

## Behavioural Management - Individual Level



The IPP addresses behavioural difficulties a student currently has and wishes to address. The aim of the IPP is to assist a student to learn prosocial replacement behaviours.

Each IPP includes:

- Identified strengths, skills and interests for learning
- Education adjustments and inclusive strategies
- Identified behavioural difficulties
- Behavioural goals and objectives
- Behavioural data
- Additional needs for ATSI and CALD students

IPP's are developed and reviewed collaboratively with the student, parents/carers, Leadership, staff and other relevant professionals. The Review Meetings are held on a termly basis.

Students participate in a Daily Skills Review each afternoon with a staff member, during which they identify how they are progressing on program goals and skill mastery. This process allows for students to reflect on their behaviour choices and plan/practice for the following day.

### **Suspension, Expulsion and Exclusion**

Dunlea Centre recognises the terms suspension, expulsion and exclusion to be defined as follows:

- Suspension: the removal of a student from a school for a period of time
- Expulsion: the permanent removal of a student from a school
- Exclusion: the act of prevention of a student's admission to other schools

As Dunlea Centre implements the TFM the use of these 3 processes would be uncommon.





Dunlea Centre uses Subsystems as a short term, intensive social skill teaching process to manage incidents of escalated behaviour that require increased intervention whilst retaining the student on site in the program.

A student's placement may be suspended and then considered for expulsion should any escalated wilful and harmful behaviour continue. In the event any student is behaving in a way that is considered dangerous and unsafe to themselves or others the police will be called to assist.

