



## Key Features of the Tiered Support approach to Student Wellbeing and Engagement

### TIER 1

The key features of this tier include:

Explicit teaching of positively stated behaviours

Respond to high-frequency, low intensity behaviours as part of regular practice

Teachers take responsibility for managing behaviour

### TIER 2

The key features of this tier include:

Intervention strategies outlined in this tier apply to students who have been identified as not making adequate progress in the core curriculum and require additional support

These strategies are implemented in the regular learning environment

### TIER 3

This level of intervention is designed to provide intensive support for students presenting with complex ongoing difficulties and who are considered significantly at risk.

The school Principal/Deputy Principal and Student Wellbeing Leaders in consultation with the Catholic Education Office (if required) target complex behaviours to remediate and further escalation.

They along with other key staff, are responsible for managing and coordinating the Positive Behaviour Support Plan (PBSP).



**Tiered Support Continuum of Strategies**

Tier 1	Tier 2	Tier 3	Serious Incidents
100% of Students 100% of the Time	Students only move to Tier 2 following documented intervention at Tier 1	Students only move to Tier 3 following documented intervention at Tier 2	<p><b>Teachers may be required to respond to a serious incident, this can occur:</b></p> <ul style="list-style-type: none"> <li>• with a student who has been supported and monitored as per the positive behaviour support continuum <u>or</u> as a one-off incident with a student who has no prior history of requiring support and /or intervention</li> </ul> <p><b>Strategies for De-escalation</b> It is important that teachers be aware and recognise the indicators that a student's behaviour is escalating and have a planned response. These actions are critical to minimising behaviours of concern and the risks to the student and others. In some cases, these strategies may be documented in the PBSP and teachers should be made aware of them if this is the case.</p> <p><b>Key de-escalation strategies may include:</b></p> <ul style="list-style-type: none"> <li>• remaining calm and speaking in a lowered tone of voice in some cases, distracting the student may be helpful</li> <li>• providing short, positive instructions, indicating what they should do (not what they should stop doing) eg "please move to back to your seat/the restorative space and take a minibreak"</li> <li>• being careful to maintain a non-threatening stance and move slowly allow reasonable personal space and do not attempt to touch or stand near the student</li> <li>• use non-verbal cues, particularly where these have been established</li> </ul> <p>If the student moves to a safe area/restorative space, allow them to cool off prior to seeking to engage in conversation.</p>
<p><b>The following continuum of support reflects the collective responsibility of all teachers within their classrooms and in the school community in supporting student wellbeing and engagement:</b></p> <ol style="list-style-type: none"> <li>1. Teachers routinely refer to the School Expectations of Student Behaviours displayed in classrooms or student planners</li> <li>2. Teachers to work with students to establish individual class behavioural expectations that are consistent with the school stated expectations</li> <li>3. All students receive high-quality, scientifically based instruction, differentiated to meet diverse student capabilities</li> <li>4. Staff explicitly teach positively stated behaviours</li> <li>5. Modify teaching strategies, curriculum and learning environments as required to support positive student engagement</li> <li>6. Use of informal through to formal restorative practice strategies to re-engage learning, restore relationships and manage emotions</li> </ol>	<p><b>Continuum of support:</b></p> <ol style="list-style-type: none"> <li>1. Continue to apply and reinforce universal strategies</li> <li>2. Establish a Positive Behaviour Support Plan (PBSP) support group that involves parents/guardians</li> <li>3. Use Identification and Referral-Behavioural Form to collate and evaluate relevant data</li> <li>4. Use data to develop a PBSP with support group and student</li> <li>5. Review the PBSP and use data to modify</li> <li>6. Seek relevant school based/external support (if necessary)</li> </ol> <p>Continue to use the Wellbeing for Learning Support Group as the decision-making body to determine if the above intervention strategies are supporting positive engagement, if further more intensive support is required move to Tier 3.</p>	<p><b>Continuum of Support:</b></p> <ol style="list-style-type: none"> <li>1. Intensively apply and reinforce universal strategies</li> <li>2. Continue to use key staff members and leadership as the key decision-making body considerations for external support may be utilised</li> <li>3. Use additional data and advice to review and redevelop the PBSP</li> <li>4. Evaluate the intervention and determine further steps or procedures for student behaviour management.</li> </ol>	



### Responding to Physical Altercations between Students

When responding to a physical altercation or fight between students, the focus should be on the safety of all concerned. There is no 'one size fits all' response, staff must use their professional judgment according to the circumstances.

School staff should protect the safety of all students (including the student at risk of causing physical harm to self or others), themselves and other staff.

Any intervention should be reasonable and proportionate to the situation, and have regard for the dignity of all. Consistent with these guidelines, staff should follow the school Behaviour Support Policy and attempt to de-escalate any situation that may result in a physical altercation. If the student/s involved have a BSP or Student Safety Plan, appropriate strategies should be outlined in those documents. If the student/s have no history of complex or unsafe behaviour, general approaches should be used.

Where de-escalation is unsuccessful or there is no opportunity for de-escalation (e.g. staff are alerted to a fight on the school yard), staff need to use their professional judgment as to how best to respond, taking into account the information below.

### Underlying Principles

When responding to a physical altercation between students, staff need to be mindful of their duty of care. In the context of a physical fight, this requires teachers to take reasonable steps to prevent students from harm – in a fight situation, such harm is likely to be reasonably foreseeable.

Staff also need to be mindful of their duty of care towards other students and their obligation to take reasonable care for their own safety and that of others in the workplace. When it comes to responding to a physical altercation, staff must balance their duty of care to the students with their duty to take reasonable care for their own safety. The focus on safety does not only mean the safety of students, but also the safety of staff members.



Intervening in Fights	Physical Restraint	Post-Incident
<p>Staff must use their professional judgment to determine the best response in the circumstances to a fight between students and whether this involves intervention.</p> <p>Intervention does not always have to be physical intervention and may include verbal intervention or physically approaching students.</p> <p>Physical intervention may include protective physical interventions (e.g. deflecting the student while allowing them to move away) as well as restraint (see below).</p> <p>The stereotypical depiction of a single teacher physically positioning themselves between two sizeable students to break up a fight is often not the best response. This places the teacher at significant risk of harm and would generally not be considered a reasonable response.</p> <p>Likewise, the equally prevalent image of two teachers, each physically restraining a student in order to break up a fight, is not necessarily the best course of action.</p> <p>In addition to the risk of harm to the teachers, staff must assess whether physical restraint is justified in the circumstances</p>	<p>Restraint and seclusion must not be used except in an emergency situation that satisfies the following three conditions:</p> <ol style="list-style-type: none"> <li>1. The student's behaviour poses an imminent threat of physical harm or danger.</li> <li>2. The action is reasonable in all the circumstances.</li> <li>3. There is no less restrictive means of responding in the circumstances.</li> </ol> <p>The restraint or seclusion should be discontinued as soon as the immediate danger has passed.</p> <p><b>Even in a fight situation, restraint is a last resort not a first response.</b></p>	<p><b>Once calm has been restored/the incident is over, the principal/school leadership should:</b></p> <ul style="list-style-type: none"> <li>• provide immediate support to staff and students (e.g. organise medical checks, ensure basic needs are met, offer reassurance, monitor as required, give an opportunity to calm down)</li> <li>• contact the student's parents as soon as possible</li> <li>• consult with your relevant diocesan representative, where deemed necessary to determine the next phase of response</li> <li>• contact other parents, where required by circumstances (e.g. if other students were affected)</li> <li>• all staff involved to enter onto SIMON using Behaviour Tracking accurate records of their observations and their involvement in the incident</li> <li>• ensure that a report of the incident is prepared for the school's accident/incident register</li> <li>• advise any staff injured during the incident of their entitlements under WorkCover</li> <li>• completing a Record of Restraint/Seclusion, if relevant (see 'Use of Restraint and Seclusion in Schools' CECV Positive Behaviour Guidelines Page 30).</li> </ul>