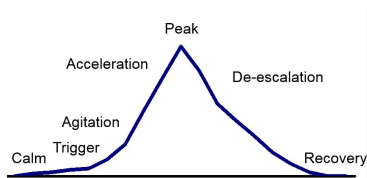


# Student Safety Plan – Reference Guide

Clear and succinct language is recommended as is a plan that does not need more than one piece of A4 paper.

BEHAVIOUR STAGE	DESCRIPTION OF STUDENT BEHAVIOUR In this column the student's <b>most typical behaviours</b> at each stage are summarised.	PLANNED RESPONSES In this column the planned responses are summarised. Location / context subheadings can be added if required e.g. 'Learning Area', 'Playground', 'Other'.
<b>POTENTIAL TRIGGER/S</b>	In this stage something upsets the student and prompts problem behaviour. Record known triggers i.e. antecedents or setting events/contexts/routines that significantly increase the likelihood of problem behaviour occurring. <i>Number each 'potential trigger'.</i>	The focus is on prevention and redirecting the student's behaviour e.g. actions to modify or eliminate problem routines, making structural or environmental modifications, reinforcing success, prompting alternative behaviour or behaviour that has been taught and practised. <i>Match planned responses to potential triggers by numbering them.</i>
<b>AGITATION</b>	Overall behaviour of the student is unfocused and distracted e.g. they are 'off-task', questioning/arguing, out of seat, disturbing peers, withdrawing from social interaction.	Intervention is focused on reducing anxiety. If not addressed, the student's agitation may <b>escalate</b> . Implement supportive adjustments such as: making structural / environmental changes, providing options/choices, additional support for interaction with peers, movement activities, prompting/guiding use of relaxation techniques.
<b>ACCELERATION</b>	At this stage the intensity of the behaviour increases: increased questioning, arguing, threats; noncompliance and defiance; provocation of others; rule violations. The student's behaviour may reflect that they perceive a 'conflict' to be unresolved e.g. an assigned task is too hard. Behaviour is often aimed at obtaining a response from another person – typically the teacher.	The focus is on safety and reducing student agitation through actions that include: avoiding escalating prompts, removing triggering factors, modifying the task or task demands, maintaining calmness and respect and any approach to the student to be in a <b>nonthreatening manner</b> .
<b>PEAK UNSAFE BEHAVIOURS (CRISIS EVENT)</b>	At this stage the student exhibits their most severe behaviours. These behaviours require intervention for the safety and wellbeing of the student and others e.g. physical aggression, property destruction, self-injury, running away/leaving the supervised area.	Safety factors are of prime importance in this stage and guide all responses. Determine who will respond to and support the student using a calm, non-threatening manner. Describe the actions that must be taken to keep everyone safe. Identify the personnel that will assist in implementing the plan. Identify what the other students will do. <b>N.B.</b> The use of restraint or seclusion do not form part of a Student Safety Plan.
<b>DE-ESCALATION</b>	In this stage severe behaviours decrease as the student is starting to calm e.g. they may start to slow down physically, speak to a supportive adult and be responsive to brief non-confrontational directions. Behaviours may also include withdrawal, crying and other indicators of distress.	As the student is often in a fragile state, emphasis is on ensuring the student has the time they need to calm after the crisis event. The potential for the student to re-escalate should be considered. The focus then is on helping the student regain composure. <b>N.B.</b> This is not a teaching time or a time to seek apologies.
<b>RECOVERY</b>	The student's behaviour reflects a reduction in tension and regaining of control. <i>The student may express shame, sorrow, fear or regret.</i> The student may display a willingness to become engaged in activities, although not necessarily those that require interaction with others.	The goal is for the student to return to their baseline 'calm' and for staff to assist them to resume a familiar routine. This may include helping the student to return to, or commence, an activity where success is high. Cooperative and pro-social behaviour is acknowledged. <b>N.B.</b> While some students, after a period of time, may be able to engage in a brief, supportive and private conference to speak about their emotions, this action should be very carefully considered.

# Student Safety Plan



Please place School Logo /  
School Name Here

**STUDENT:**

**YEAR LEVEL:**

**DATE OF PLAN:**

This plan is designed to provide the school team with a planned response to support the safety and wellbeing of the student and others, with special focus on behaviour/s in which learning and teaching are severely interrupted and/or safety is compromised. Ensure that all relevant staff are informed of the processes to be followed to achieve a consistent approach.

<b>BEHAVIOUR STAGE &amp; DESCRIPTION OF STUDENT BEHAVIOUR</b>	<b>PLANNED RESPONSES</b> <i>(If required, specify locations/contexts for Planned Responses)</i>
<b>POTENTIAL TRIGGER/S</b> 1. 2. 3.	1. 2. 3.
<b>AGITATION</b> •	<i>In addition to the above adjustments:</i> •
<b>ACCELERATION</b> •	•
<b>PEAK UNSAFE BEHAVIOURS (CRISIS EVENT)</b> •	•
<b>DE-ESCALATION</b> •	•
<b>RECOVERY</b> •	•
<b>POST-INCIDENT SCHOOL CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Refer to CECV Positive Behaviour Guidelines (including 'Incident Management' pp 26-29, the Post-incident Checklist for Principals p 57, Risk Assessment Tool pp 58 &amp; 59)</li> <li>• Review the Student Safety Plan and Behaviour Support Plan.</li> </ul>	

I have read this plan and commit to / support its implementation.

NAME (print)	ROLE	SIGNATURE