



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

# *Pine Rivers Special School*



## *Responsible Behaviour Plan for Students*

### **1. Purpose**

Pine Rivers Special School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### **2. Consultation and data review**

This plan was developed in consultation with the school community of Pine Rivers Special School, and has been reviewed as part of the Quadrennial School Review 2012 and further reviewed again 2016. Broad consultation with parents, staff and students has been undertaken through surveys, meetings, and in consultation with the school's Positive Behaviour for Learning committee.

The Plan is endorsed by the Principal, the President of the P&C and the Regional Director (North Coast Region).

### **3. Learning and behaviour statement**

At Pine Rivers Special School, students will be actively engaged in learning that will enable them to participate successfully in society.

The Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable/ non proffered behaviours.

Through our school plan, shared expectations for student behaviour are plain to everyone; assisting Pine Rivers Special School to create and maintain a positive and productive learning and teaching environment, where ALL school community



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members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:



# PINE RIVERS SPECIAL SCHOOL

## Our students are



### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

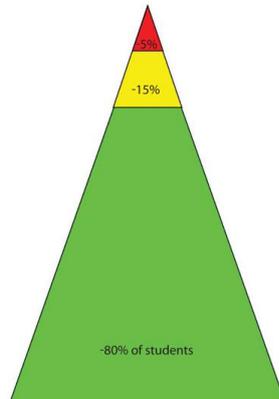


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At Pine Rivers Special School, students may display a range of support needs in relation to development of Appropriate Behaviour.

While many students demonstrate Appropriate and Expected Behaviours, it should not be assumed that students will develop these skills without training.



Intensive Behaviour Support (approximately 5 %)

Targeted Behaviour Support (approximately 15%)

Whole-School Behaviour Support (80% of students)

This 'Universal Support' and training is provided to all students as part of the school's Social Skills Training program.

Targeted Behaviour Support is provided to students who are identified through data gathering processes as requiring an Individual Positive Behaviour Support Plan to help shape Appropriate Behaviour.

Intensive Behaviour Support is provided to the small number of students at Pine Rivers Special School whose Complex and Challenging Behaviour necessitates some form of Intensive Intervention, involving a Functional Behaviour Analysis and the involvement of a team of Behaviour Support Personnel.

### • Universal behaviour support

The first step in facilitating positive behaviour is the communication of what is expected within a range of contexts. At Pine Rivers Special School, appropriate behaviours are articulated through the Matrix of School Rules, which is displayed in every classroom and common area.

### Procedures for teaching and practising school wide expected behaviours

At Pine Rivers Special School, it is recognised that as well as teaching these skills within the classroom, students with an intellectual impairment may require explicit instruction within the range of contexts addressed in the Matrix, ie positive behaviours related to the playground must be explained, taught and practised in the playground.



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It has been suggested in the literature on 'Shaping Positive Behaviours' that, as well as establishing practices that 'tell' the students what is expected, schools also need to 'show' them what the skill looks like, and to 'practise' those skills through role plays and within the actual context. (Gresham, 1998; Sugai & Lewis, 1999).

Each of the expected behaviours within the Matrix has associated lesson plans for use across the school. The teaching of expected behaviours is necessary, but not sufficient for success in learning. The school must also provide incentives to encourage students to use appropriate skills (Alberto & Troutman, 1998; Lewis et al, 1998.)

The critical element of an incentive system is not the actual reward, but the social acknowledgement and interaction between the student and the school (Lewis & Sugai, 1999).

At Pine Rivers Special School, staff use the following strategies to help train expected positive behaviours:

- Incentives/rewards (tangible and social) for displaying the expected positive behaviours
- Student of the Week Awards – presented at school Assembly
- Rule of the Week Certificates – presented at school Assembly
- PowerPoint presentation of students demonstrating the expected positive behaviours – to be shown at assembly, lunchtimes etc
- Ticket system that staff hand out to students in the 'out of classroom situations' for displaying the expected positive behaviour of 'Rule of the Week':
  - must state what specific behaviour the incentive/reward is for; "You were being respectful by ....."
  - then a positive acknowledgement of this; "You should be proud of your responsible behaviour".

At Pine Rivers Special School, teachers collect data on positive student behaviour as well as negative incidents. All teachers and teacher aides have access to One School and are encouraged to add data about students across the range of contexts.

If it is recognised that a student is having difficulty developing Appropriate Behaviour, an Individual Positive Behaviour Support Plan will be developed for that student.

### • Targeted behaviour support

For students who need this next level of support for the development of Appropriate / Expected Behaviour will have an Individual Behaviour Support Plan (IBSP) developed in conjunction with their Individual Education Plan OR Individual Curriculum Plan (IEP).

In this plan, short-term, achievable goals are negotiated with parents / care-givers and strategies that may be used to help shape these behaviours are articulated.

It is hoped that, by focused attention on the development of the expected behaviour, the student may learn to demonstrate this within a short period of time.



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Planning at this stage should consider:

- Positive Programming (Academic Strategies),
- Specific Skill Training (Instructional Strategies),
- Environmental Adjustments, and
- Interpersonal Adjustments.

### • Intensive behaviour support

For a variety of reasons, some students need Intensive Intervention and support to enable them to learn and to demonstrate appropriate behaviours.

To support these students, the *Individual Behaviour Support Plan* which include a *Functional Behavioural Analysis*. This approach aims to determine the student's purpose for using the inappropriate behaviour, and to replace, reduce or eliminate this through Intensive Support.

At Pine Rivers Special School, the Individual Positive Behaviour Support Planning Model that we use is based upon the work of LaVigna and Willis (1995). The model consists of five interdependent phases:

1. **Background information:** Teachers collect comprehensive information about the student's medical, disability, school and behavioural history from parents, previous teachers and other professionals.
2. **Functional analysis of behaviour:** The incidence, description and antecedents of the problem behaviour are analysed and a hypothesis about the function of the problem behaviour is formulated.
3. **Intervention planning:** This is the process whereby the strategies and tactics to be employed are explored and decided upon by the team (teachers, parents, teacher aides, other professionals, student as appropriate) and involves the development of a multi-element plan on which is recorded the Ecological Strategies, Positive Programming, Focused Support and Situational Management strategies deemed appropriate for the student in the light of the background data collected and the functional analysis of behaviours. This intervention plan is included in the IBSP.
4. **Intervention implementation and review:** The process whereby staff are trained, parents are informed, and the IBSP is implemented, monitored and reviewed.
5. **Intervention evaluation:** This occurs at specified times and ensures that assessment of the ICP goal and IPBSP takes place.



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### The Behaviour Support Process Model (LaVigna & Willis, 1995).

Phase 1	Background information	<ul style="list-style-type: none"> <li>• Details of student's disability, health and medical status</li> <li>• School history and IEP/ICP focus</li> <li>• Student competencies and preferences</li> <li>• Family history and living arrangements</li> <li>• Details and history of student's problem behaviours</li> </ul>				
	Functional analysis of behaviour	<ul style="list-style-type: none"> <li>• Description of problem behaviour</li> <li>• Communication analysis</li> <li>• Ecological analysis</li> <li>• Antecedent Behaviour Consequence (ABC) analysis</li> <li>• Hypothesis building and testing</li> <li>• Ethical and policy considerations</li> </ul>				
Phase 3	Intervention Planning	Proactive Strategies		Reactive Strategies		
		Ecological Strategies	Positive Programming	Focused Support	Situational Management	
		Associated Support Programs				
Phase 4	Intervention implementation and review	<ul style="list-style-type: none"> <li>• Training and support</li> <li>• Implementation and data collection</li> <li>• Monitoring and modification</li> <li>• Regular review</li> </ul>				
Phase 5	Intervention evaluation	<ul style="list-style-type: none"> <li>• Outcomes</li> <li>• Social validity</li> <li>• Overall intervention effectiveness</li> <li>• Future recommendations</li> </ul>				



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### 5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

At Pine Rivers Special School, all staff are trained in the *Team Teach* approach. *Team Teach* was developed in schools, is research-based and employs a 'Gradual and Graded Response to Physical Intervention'.

*Team Teach* is committed to 'Positive Handling', a term used to describe the broad spectrum of Risk Reduction Strategies, including Diversion, Defusion and De-escalation. These include:

#### *Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

#### *Maintain calmness, respect and detachment*

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

#### *Approach the student in a non-threatening manner*

(Give the student Space, Provide Re-assurance "It will be OK", speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

#### *Follow through*

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

#### *Debrief*

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).



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### Physical Intervention

If a student's behaviour is considered dangerous to themselves or to others, and if all other attempts to de-escalate the situation have failed, a physical intervention may be necessary.

Physical intervention may be legitimately used if a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

In keeping with the principles of *Team Teach*, such an intervention should be proportionate to the circumstance that it is intended to prevent, and used as a 'last resort' when other 'less-intrusive' options have been considered and judged to be ineffective.

The physical techniques of *Team-Teach* are based upon the principles of bio-mechanics, which reduces the reliance on power or physical strength.

All *Team-Teach* techniques are designed to maintain dignity for all concerned and to allow them to feel safe and secure. 'Help Protocols' have been built into the program to reduce the length of time physical interventions are applied, and to offer 'Choice Points'.

Physical Intervention:

- is not used as a form of punishment
- is not used when a less-restrictive response can effectively resolve the situation.

Physical Intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

### Record keeping

Each instance involving the use of physical intervention must be formally documented using the *One School Behaviour Incident Record*.

The following records may also be necessary:

- [Health and Safety incident record](#) (link)
- Debriefing Report (for student and staff) (Appendix 3).



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### 6. Consequences for unacceptable behaviour

Even with the most proactive and consistent implementation of school wide positive behaviour support, some students will exhibit unacceptable behaviours from time to time.

In such a situation, it may be considered appropriate to have consequence for the unacceptable behaviours. In determining this, it is necessary to take into account the circumstances of each individual student and their actions.

It is also necessary to consider the needs and rights of members of the school community to feel safe and supported. Procedures need to be seen as fair, logical and consistent. (Consistency does not mean 'the same'. What some students may see and/or understand as a consequence for an unacceptable behaviour may not be seen in the same manner by another student).

When responding to problem behaviours, staff should first determine if the behaviour is Minor, which can be managed successfully by themselves, or Major, which requires referral to a member of the school's Administration Team.

Minor Behaviours are those that:

- Are a minor breach of the school's rules,
- Cause no serious harm to others,
- Do not violate the rights of others in a serious way,
- Are not part of a pattern of behaviour, but may also include
- Behaviours outside of the school that affect the good order and management of the school.

Consequences for such minor behaviours should be logically connected to the problem behaviour, and may include:

- Redirection,
- Removal from an activity or event for a specified period of time,
- 'Time Out' in order for the student to 'Calm Down',
- A meeting with the student, using the Restorative Practice folder,
- An apology or restitution.

Major Behaviours are those that:

- Significantly violate the rights of others,
- Put others or themselves at risk of harm,
- Require the involvement of a member of the school's Administration Team.

Major Behaviours may result in the following consequences:

- 'Time Out' in the Office, a Withdrawal Space or the Playground to enable the student to 'Calm Down' and to enable staff to bring the situation back under control,
- Parent Contact, and involvement in a Restorative Practice meeting with a member of the school's Administration Team,
- Suspension from Class or from School.

In cases of Severe or repeated High-Level Problem Behaviours, the Principal may impose a Long Term Suspension, or instigate processes for Exclusion from the school.



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### 7. Network of student support

There is a range of personnel at Pine Rivers Special School who contribute to the school's Positive Behaviour Support, including:

Teachers, Teacher Aides, the Guidance Officer, and members of the Administration Team. This team oversees the developmental and implementation processes of SW PBS at Pine Rivers Special School.

In extreme circumstances, support has also been sought from the Regional Advisory Team for School-Wide Positive Behaviour Support, Senior Guidance Officers, Paediatricians and Child and Youth Mental Health Services.

### 8. Consideration of individual circumstances

All students at Pine Rivers Special School are considered as individuals, with an Individual Education Plan and an Individual Behaviour Support Plan, if necessary.

Further, consideration is given to each student's level of cognitive understanding, sensory processing ability, and personal background.

### 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)



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### 11. Some related resources

- National Safe Schools Framework  
[http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/national\\_safe\\_schools\\_framework.htm](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/national_safe_schools_framework.htm)
- Team Teach Training Framework  
[www.team-teach.com.au](http://www.team-teach.com.au)
- School Wide Positive Behaviour Support  
([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))

### Reference List

Lewis, T. L. and Sugai, G. (1999). Effective Behaviour Support: A systems Approach to Proactive Schoolwide Management. *Focus on Exceptional Children*. Vol 31 No. 6.

### Endorsement

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Neil P Larter  
Principal

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Lisa Bowhay  
P&C President

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Tracy Corsbie  
Regional Director

Date effective: January 2017 to December 2019



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## Appendix 1

### Use of Mobile Telephones and other Personal Technology Devices

#### Background

This policy reflects the importance that the school places on Safety, Respect and Consideration when using personal technology.

It is generally recommended that students should not bring personal technology devices such as Telephones, MP3 players, iPods and Game boys to school as the risk of damage or loss is high, and the school cannot accept responsibility for the safety of personal items.

Parents should also be aware of the Departmental Policy on Personal Technology Devices, which suggests that:

*“Schools can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students. The use of mobile telephones and other electronic equipment by students at school, if unmonitored, can become disruptive.”*

If it is seen that a mobile phone or personal technology device is being used inappropriately or is causing a disruption to the smooth running of the school, it can be confiscated.

If parents require their child to carry a mobile phone, or if students choose to bring their personal devices to school, they are encouraged to:

- hand in their mobile phone on arrival to school each day
- collect their mobile phone on leaving school each day
- know that their mobile phone will be stored in a safe and secure place
- not use their mobile phone while they are at school.

At no time will students be allowed to:

- take photographs or videos or sound recordings of other people in or around the school grounds or on the contract bus to and from school, or
- will not send harassing or threatening messages by text or voice.

In allowing their child to bring a mobile phone or other personal technology device to school, parents should:

- ensure that they inform their child about the contents of this policy
- ensure their child understands the seriousness and importance of following this policy
- refrain from phoning their child’s mobile phone number during school hours,
- support school staff and the administration team in implementing consequences if students do not meet their responsibilities.



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# Use of Mobile Telephones and other Personal Technology Devices AGREEMENT

**Student's Name:** \_\_\_\_\_

If I bring a Mobile Phone or Personal Device to school, I will either:

- hand my mobile phone in to the classroom teacher every morning and collect it each afternoon after school for safe keeping, or
- agree to not use my mobile phone while at school.

If I do not comply with this rule, I know that:

- my parents will be asked to collect my mobile phone from school, and that
- I will not be allowed to have a mobile phone or personal device at school.

I also agree to not:

- take photographs or videos or sound recordings of anyone on my phone or personal device while at school or on the bus to and from school, or
- send harassing or threatening message by text or by voice to anyone at any time.

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent's / Carer's Name:** \_\_\_\_\_

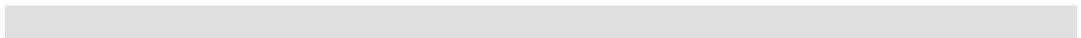
If I allow my child to bring a mobile phone or other personal technology device to school, I will:

- ensure that my child knows and meets their responsibilities listed above and within the school's policy.
- not attempt to contact my child's mobile phone during school hours.

I understand that I am free to leave messages on my child's mobile phone for retrieval after school.

If my child does not comply with the guidelines of this policy, I agree to collect my child's mobile phone from school.

**Parent's / Carer's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





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## Appendix 2

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

1. Pine Rivers Special School strives to create a safe, positive and respectful environment for all students. The disciplined environment that we are creating is essential to:
  - ensuring the safety and well-being of all members of the school community,
  - promoting equality and celebrating diversity,
  - raising levels of attendance and achievement.
2. Bullying will not be tolerated at Pine Rivers Special School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Pine Rivers Special School include name-calling, taunting, mocking, making offensive comments, hitting, kicking, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Pine Rivers Special School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Pine Rivers Special School are an addition to our already research-validated school-wide positive behaviour



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support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

### Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including bullying behaviour
  - All students know the 5 school rules and have been taught the expected behaviours attached to each rule.
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines.
  - A high level of active supervision is expected throughout the school. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the school.
  
9. The student curriculum modules of the anti-bullying process are taught by all teachers throughout the school. Consistency of approach and skill development is a school goal.
  
10. Lessons which teach the 3-step process to be used by all students when experiencing bullying behaviour, either as a person being bullied, the person bullying or bystander have been developed.
  
11. Lessons may also need to include instruction on how to approach adults and what responses they should expect from adults.
  
12. At Pine Rivers Special School care is taken to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
  
13. Pine Rivers Special School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



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## Appendix 4

### Individual Behaviour Support Plan

The below images illustrate the document used to articulate strategies to support students growth in areas of particular behaviour.

#### Individual Behaviour Support Plan NORTH COAST REGION

Student		School	Pine Rivers Special School		Behaviour Support Consultant	
DOB		Teacher			Commencement Date	
Year Level		Case Manager			Review Date	
EQ ID Number		Parent/s Guardian/s				
<b>Strengths</b>		<b>Weaknesses</b>		<b>Interests/Motivators</b>	<b>Dislikes</b>	
Academic	Social	Academic	Social			
<b>Behaviour Most Likely to Occur</b>		<b>Behaviour Least Likely to Occur</b>		<b>Current Unsuccessful Strategies</b>	<b>Current Successful Strategies</b>	
People	Time of Day	People	Time of Day			
Place	Other	Place	Other	<b>Early Signs of Agitation/Escalation</b>	<b>De-escalation/Crisis Steps</b>	
<b>BEHAVIOURS OF CONCERN: <i>Currently</i></b>			<b>Times per day/%</b>	<b>BEHAVIOUR GOALS: For _____ to...</b>		<b>Times per day/%</b>

POSITIVE BEHAVIOUR SUPPORT IMPLEMENTATION PLAN		
PREVENTION CLASSROOM	TEACHING INDIVIDUAL	REINFORCEMENT ACKNOWLEDGEMENT PLAN
		CORRECTION PLAN
PLAYGROUND	WHOLE CLASS	
OTHER	OTHER	CRISIS PLAN



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SUPPORT PERSONNEL		
Class Teacher -	SSC Staff -	Principal -
Buddy Class -	Case Manager -	

CASE MONITORING/ EVALUATION/COMMUNICATION		Other Information/Points	
This plan has Parent/Carer agreement (circle)		Date	
YES	NO	Review Date	

### SIGNATURES

Parent/s and or Carer/s	
Class Teacher	
Case Manager	
Principal	
Behaviour Support Consultant	



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