

			
	POLICY		
	Behavior Support and Crisis Management Policy		
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Behavior Support and Crisis Management Policy

Policy Statement:

The Centre is committed to responding to distress, aggression, and self-injurious behavior through prevention, functional understanding, communication, co-regulation, positive reinforcement, environmental support, and least-restrictive safety responses. Behavior support shall protect dignity, autonomy, participation, access to education, and physical safety.

Purpose:

This policy establishes organizational expectations for preventing escalation, responding safely when escalation occurs, using approved regulation strategies, applying ABA principles ethically and functionally, and completing post-incident review and continuous improvement.

Scope:

Applies to classroom staff, therapists, behavior specialists, administrators, support personnel, and other staff responsible for students who may display aggressive or self-injurious behavior.

Principles

- Value the students' right and dignity
- Understand that every student is unique
- Consider the person's life experience
- Recognize that the person knows themselves best
- Safety without unnecessary restrictions.
- Prevention before crisis response.
- Communication and regulation before compliance.
- Function-based intervention based on assessment.
- Teaching replacement skills rather than relying on punishment.
- Individualized reinforcement and meaningful outcomes.
- Respect for harmless self-regulation and neurodivergent communication.
- Begin with the least intrusive and least restrictive approaches .
- Least-restrictive response consistent with immediate safety needs.
- Objective data collection, review, and accountability.
- Family/caregiver and trans-disciplinary collaboration where appropriate

			
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Crisis Response and Restrictive Practices

When there is imminent danger of serious physical harm, staff should activate the Centre's established emergency/crisis / de-escalation protocol. This policy does not authorize any intervention prohibited by applicable regulation.

Staff Responsibilities

- Know the students' FBA/BIP/IEP and individualized crisis support.
- Recognize individualized early warning signs.
- Use consistent, calm communication and avoid multiple simultaneous directives.
- Maintain safe space and exit access.
- Use only approved strategies within training and role authorization.
- Document incidents objectively and promptly.
- Participate in debriefing and prevention review.
- Escalate medical, safeguarding, or emergency concerns according to Centre procedures

Positive Behavior Support Strategies

Prevention Strategies

- Review the student's Functional Behavior Analysis (FBA), Behavior Intervention Protocol (BIP) and Individual Educational Plan (IEP).
- Identify known triggers and early warning signs.
- Identify communication methods and sensory preferences.
- Identify individualized de-escalation strategies.

Preparation Strategies

- Maintain a written crisis-response plan identifying the lead responder and assistance process.
- Identify the peer relocation and support.
- Identify the safe regulation area.
- Identify the trained staff/caregiver to assist the student in crisis.

Pro-Active Strategies

- Teach and practice replacement skills during calm periods

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- Train students for requesting a break/help/"not yet"/"all done"/" asking for space"/AAC device and strategies/ making choices and use of regulation tools.
- Use antecedent supports such as visual schedules, transition warnings, predictable routines, choice, task modification, reduced language, appropriate breaks, sensory/environmental adjustments, and high-probability instructional sequences when supported by the BIP.
- Reinforce desired communication and regulation frequently and specifically using meaningful reinforcement.
- Ensure staff use consistent language and responses. Avoid multiple adults giving simultaneous directions during escalation.

Staff Training and Competency

Staff responsible for students with identified crisis risks shall receive role-appropriate training on the student's

- a) Individualized Behavior Protocol
- b) De-escalation Strategies
- c) Communication / Co-regulation support
- d) Safeguarding, emergency procedures
- e) Any physical crisis intervention the staff is authorized to perform.
- f) Should not perform untrained physical intervention.

Review and Continuous Improvement

- The PL/HOD shall review significant incidents and recurring patterns to identify antecedent, environmental, staffing, communication, training, and plan-related factors.
- The purpose of review is prevention and improved support.
- This policy shall be reviewed at least annually and whenever applicable law, regulation, Centre requirements, or evidence-based practice changes.

Identification of Evacuation Room

- Senior Activity Room
- PACT Play Room

			
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Appendix – Amendment History & Authorisation

Revision No	Description of Change	Issue Date	Authorised By
00	First Issue	06 October 2026	Director