

Student wellbeing and engagement policy 2022

# **Background**

Carlton Primary’s Student wellbeing and engagement policy draws on our experience with the School Wide Positive Behaviour Support Program, Trauma Informed Practice in Education, and the Resilience, Rights and Respectful Relationships curriculum.

The information contained in this document is shared with the school community throughout the year via :

* Student information booklet
* Newsletters
* Parent forums
* Parent/Teacher meetings

## Companion document

*Carlton Primary School Statement of values and school philosophy*

Scope

This document applies at school, and when classes are offsite, on camps or excursions.

Objective

To support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school’s values.

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# School context

Carlton Primary School is a small inner-city school located in Carlton, on Wurundjeri country. The school is proud to educate local families from a wide range of country, language, and socio-economic backgrounds.

Carlton Primary has a large grounds of 1.04 hectares – generally unheard of in the inner-city. In 2018 and 2019 the school underwent a major refurbishment, leaving the school with impressive resources, both inside and out, including a bush classroom, a native grasses garden, and large classrooms.

Our school strives to provide an environment in which students feel safe and cared for, and are ready to push themselves to be their best.

# A wellbeing focus

At Carlton Primary School, the wellbeing of our students is seen as a priority for us, and we place students at the centre of all that we do. We know that student wellbeing must be embedded in our teaching and learning practice. We aim to build strong relationships amongst students, staff, parents/carers and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs, utilising a range of data points. This policy is intended to empower our students, who are vital and active participants in our inclusive school.

We involve students when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

* promote the cultural safety, participation and empowerment of Aboriginal children
* promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
* ensure that children with a disability are safe and can participate equally
* recognise the importance of supporting students who are gender diverse

## Wellbeing and Engagement Aims:

We aim to develop and provide strategies and programs that will promote engagement, wellbeing and resilience in our students.

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The Act (2006) prohibits the use of corporal punishment in any Victorian school. We do not permit corporal punishment at Carlton Primary School under any circumstances, indeed we recognise that positive behaviour support is effective in building wellbeing, resilience and a positive climate for learning, while use of fear and punishment is not.

## Policy Implementation:

School, home and the community have a shared accountability for student engagement, regular attendance and positive behaviours. At Carlton Primary School student wellbeing will be embedded into the core business of teaching and learning, and into the priority given to building positive relationships. A wellbeing team is appointed, and yet student wellbeing and engagement is the responsibility of all staff. Teachers and school staff are the models of the behaviour we expect from students. We see parents and carers as partners, and expect that they also support students with a positive climate for learning.

## Policy Communication Plan

This policy will be available on Carlton Primary School’s website so that parents and other members of the school community can easily access information about Carlton Primary School’s Student Wellbeing and Engagement policy.

# Our Guiding Principle:

*At Carlton Primary School we take pride in being a caring school that strives to meet the needs of all students through a rich and engaging curriculum.*

This guiding principle underpins the teaching and learning philosophy of our school, which recognises that every child is unique and the educational needs of each will be different. The school’s capacity to inspire and engage each child to fulfil their potential is a key to the success of the school.

## Values

The following values underpin everything that we do at Carlton Primary School.

**Achievement**

* Developing lifelong learning skills
* Nurturing a spirit of enquiry
* Fostering confidence, persistence, independence

**Relationships**

* Building strong partnerships between school home and community
* Developing interdependence, resilience and self-reliance
* Promoting effective and open communication

Respect

* Building an environment of co-operation
* Engaging in interactions that are mutually respectful
* Encouraging positive interactions and a sense of belonging

Diversity

* Respecting individual and cultural differences
* Valuing the experiences of our diverse community
* Providing a curriculum which builds on students’ experiences

# Rationale for this policy

We recognise the important role that schools play in a student’s life, and see that schools should always take steps to make their environment a safe and nurturing place that assists children to overcome any personal and social difficulties they may face. In this way children have the best opportunity to take full advantage of the curriculum which is available to them.

# Wellbeing and Engagement strategies and resources

Student Wellbeing and engagement occurs in a universal way in ways such as:

* Embedded student wellbeing, trauma informed practice of the school staff.
* High and consistent expectations of all staff, students and parents and carers
* Positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
* Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
* Welcoming all parents/carers and being responsive to them as partners in learning
* Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
* Delivering a broad curriculum including specialist programs such as science and PE and art
* Teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
* A school readiness program - Leap in to learning program that supports our students coming in to prep
* Transition to high school program supporting our year six students
* Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
* Monitoring of student attendance and implementation of attendance improvement strategies at a whole-school, cohort and individual level
* Creating opportunities for cross—age connections amongst students through Carlton’s got talent, athletics, and after school programs
* All students are welcome to self-refer to the Student Wellbeing Coordinator, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
* Resilience Rights, and Respectful Relationships program operates across the school
* Programs, incursions and excursions developed to address issue specific needs or behaviour
* Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
* Partnering with community to support the health and wellbeing of all families, including being an Our Place school

Students who require additional support are referred to the students wellbeing team, who utilise resources such as:

* First Nations students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
* our English as an additional language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our multicultural school
* we support learning and wellbeing outcomes of students from refugee background
* we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on LGBTIQ+ support
* all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
* students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](https://www2.education.vic.gov.au/pal/students-disability/policy), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
* wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
* staff will apply a trauma-informed approach
* students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](https://www2.education.vic.gov.au/pal/international-student-program/guidance/supporting-students-learning-and-engagement-section-7)
* building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
* meeting with student and their parent/carer to talk about how best to help the student engage with school
* considering if any environmental changes need to be made, for example changing the classroom set up
* referring the student to:
	+ school-based wellbeing supports
	+ Student Support Services
	+ Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
	+ Re-engagement programs such as Navigator

Where necessary the school will support the student’s family to engage by:

* being responsive and sensitive to changes in the student’s circumstances and health and wellbeing
* collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
* monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
* engaging with our regional Koorie Engagement Support Officers
* running regular Student Support Group meetings for all students:
	+ with a disability
	+ in Out of Home Care
	+ with other complex needs that require ongoing support and monitoring.

# Engaging families to support student wellbeing and engagement

Carlton Primary values the input of parents and carers, and we will strive to support families to engage in their child’s learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

* aiming to provide wrap around support, as an Our Place school, and as part of the Carlton Learning Precinct
* warmly meeting and greeting all families at enrolment
* maintaining an open, respectful line of communication between parents and staff
* providing parent volunteer opportunities so that families can contribute to school activities
* involving families with homework and other curriculum-related activities
* involving families in school decision making through school council and other parent meetings
* coordinating resources and services from the community for families
* including families in Student Support Groups, and developing individual plans for students
* having regular parent meetings
* engaging interpreters when needed

# Scaffolding Positive Behaviours

## Carlton Primary School maintains an emphasis on the following:

* Re-enforcement of positive behaviour
* Building positive self esteem
* Encouraging joint decision making between students and teachers
* Educating students in positive community values
* Respect toward self, others and the environment
* Co-operative skills
* Skill building for positive behaviours
* building a culture of fostering positive relationships;
* establishing predictable, fair environments;
* providing personalised learning and behaviour programs;
* acknowledging all students’ contributions to school life;
* providing opportunities for decision making and responsibility;
* providing a pleasant physical environment;
* teaching and promoting student managed learning;
* referring to the Wellbeing and Engagement policy document, revisiting this each year, and with each new staff member

# Rights and Responsibilities

## Students, teachers and families have the right to :

* Feel safe and secure
* Be a respected and valued member of the school community
* To have personal and school property respected
* To experience a positive teaching and learning environment

## Students, teachers and families have the responsibilities of :

* communicating in a positive and respectful way
* behaving in a way that is safe and caring toward others
* demonstrating respect toward themselves and others
* caring for property of themselves, others, and school
* cooperating and participating
* to work together to support children to build the skills they need to make positive choices to support learning.

## Expectations of behaviour for CPS students, staff, parents and carers, and volunteers

* We speak and listen politely to everyone.
* We allow others to work, learn and play without interruption and interference.
* We respect and care for all school property (your own, others’ and the school’s).
* We follow teacher instructions.
* We walk and play sensibly and safely inside and outside the school building.
* We participate in a whole school approach to student wellbeing and engagement
* We treat everyone with dignity and respect.

When incidents occur all students will be treated fairly and will have their version of events listened to. Everyone is treated fairly, everyone has a voice.

## The structure for promoting and implementing student wellbeing and engagement guidelines across the school includes:

* The guidelines are applicable across the whole school, and are enacted in individual interactions, as well as on a class level.
* All teachers and support staff will focus on positive behaviour of students
* Class agreements are negotiated in the classroom and based on whole school expectations
* Teachers respond to individual student capacity with regard to behaviour. Teachers work with students and the wellbeing team to build student capacity to support learning behaviours. Differentiation happens for behaviour as well as learning
* Where practicable, restorative practices will be implemented e.g.: if a student drops papers on the ground, the negative consequence is to pick up papers; if a student upsets another student, they will make a plan to repair the relationship
* Rationale for consequences for inappropriate behaviour are discussed with students, and where appropriate, with parents
* Teachers will consistently reflect on their own teaching – content, mode of delivery and ways of supporting and promoting positive behaviour
* Teachers will always maintain a focus on a sense of inclusion
* At school assemblies we take the opportunity to promote and reinforce the importance of school rules and expectations
* Each year class agreements shall be established early in the school year, in consultation with students in each learning area.  These will be based on the whole school expectations and be written in a language appropriate to the age and English proficiency of the children
* Specialist teachers to also develop and display a set of class agreements
* Class agreements will be clearly displayed in the classroom, and a copy of the class agreement to be sent home for parents to read
* Fundamentals of the whole of school approach to student wellbeing and engagement will be linked in with the curriculum wherever possible, for example, as part of the Resilience, Rights and Respectful Relationships curriculum.
* Where appropriate, visual aids will be used to help explain the rules. E.g. photographs and illustrations, whole school display of students’ positive learning behaviours achievements
* Specialist teachers participate in the whole school approach to skill building to support student engagement and wellbeing
* The school will impress upon the senior students that they are role models of expected behaviour for all of the children at the school

## Responding to student behaviour may include:

Teachers will focus on acknowledging positive learning behaviours, and students will be supported to build the skills they need to be able to make positive behaviour choices.

Acknowledgement of positive student behaviour choices includes, but is not limited to:

### Individual

* A sticker/stamp from teacher/wellbeing/principal
* An acknowledgement for positive behaviours from Wellbeing staff
* Student awards
* Verbal praise
* Praise written on student’s work
* Print names in the newsletter
* Letters / phone calls / emails to parents
* Inform Principal of good behaviour
* Activity (earned) time
* Visit other teacher / class for praise
* Extra time on favourite activity – e.g. computer or drawing
* Principal’s award

### Class

* Organisation of group / class activity e.g.: barbeque, special lunch, concert, party, fun sports
* Game outside / inside
* Pizza award presented by Principal each term
* Other acknowledgement celebration as devised by teacher

### School

* Special incursions
* Excursions
* Special lunch, e.g. barbeque
* Fun day activities

## Responses to behaviour that impedes learning:

When children struggle to make positive behavioural choices, teachers need to address this to maintain a safe and positive teaching and learning environment for all students, teachers and visitors to our school. Teachers should not use shaming or frightening words or behaviour to correct a student’s behaviour.

Responses to student behaviour choices that impede learning include, but are not limited to:

* Acknowledgement of desired behaviour in other students
* Non-verbal acknowledgement of behaviour
* Verbal warning – name student, name behaviour, explain to the student what the desired behaviour is
* Offer time in class reset space
* Reset the student using the reset process (Appendix 1)
* Call parents/carers to explain what has happened, or to request that they come to the school
* In school suspension – principal’s decision. Parents notified.
* Home suspension – principal’s decision. Parents notified, DEECD suspension form completed
* *Incident Report* (appendix 2)  and report to the *Incident support and operations centre* to be completed where anyone has been injured or restrained

## Responding to extreme behaviour

The definition of extreme misbehaviour includes:

* Wilfully inflicting physical harm on another person or property
* Repeated overt refusal to do as the teacher requests
* Any behaviour which is so severe that it stops the whole class from proceeding.

Teachers will call on wellbeing staff to assist in cases of extreme behaviour. In these the cases, leading or restraining a child may be appropriate in cases where there is risk of harm to any child or adult, refer to *Framework for the reduction and elimination of restraint and seclusion in Victorian government schools* (below).

Restraint will be always avoided except where safety is compromised.

See companion document: *Carlton Primary Incident Protocol (*Appendix 3)



## Process for extreme behaviour in the classroom

* *Carlton Primary Incident Protocol* (Appendix 3) to be followed
* *Incident Report* (Appendix 2) and report to *Incident support and operations centre* to be completed where anyone has been injured or restrained

See above for Responses to behaviour that impedes learning

## Behaviour In the Playground

In addition to students following whole school expectations.  Other outside expectations include:

* Follow the yard duty teacher’s instructions
* Play safely in the designated area and allow other children to play safely without interference
* Use acceptable language
* Respond to bells in a timely manner
* Stay within the yard boundaries
* Resolve conflicts peacefully or seek the help of the yard duty teacher.

Teachers might respond to playground behaviour choices with:

* Verbal praise
* Recognition at assembly or a contribution to the whole school display
* Walking with the yard duty teacher for a specified time
* Time out at an appropriate place in the playground – usually in the picnic area
* Heading to the person on duty inside, at the main office

Process for extreme behaviour in the playground

* If the yard duty teacher requires assistance, use a mobile phone to call the person on duty at the front office for assistance, using the school’s phone number, or school mobile number
* *Carlton Primary Incident Protocol* (Appendix 3) followed
* *Incident Report*  (Appendix 2) to be completed and report to *Incident support and operations centre* where anyone has been injured or restrained

*Note: Yard duty teacher is to take aid bum bag and their mobile phone outside*

## Out of School expectations

On excursions and interschool sport, in addition to students following whole school expectations out of school rules include:

* Stay safe and be sensible when travelling
* Remain with your class / group
* Respect others and all property

When these behaviour expectations are not met, teachers may implement consequences such as:

* Verbal warning given
* Stay with the teacher for a given time
* Remain with the teacher for the rest of the excursion
* Dangerous behaviour may result in contact with the school for collection

# Bullying, racism, sexism, and harassment

Students have the right to be in a secure environment.

All forms of bullying, racism, sexism and harassment are not tolerated at Carlton Primary School, and will be treated very seriously.

* Reference these policies for more information:
* CPS Inclusion and Diversity Policy,
* CPS Gender Identity Policy
* CPS Bullying Prevention Policy
* CPS Duty of Care Policy

## **POLICY REVIEW AND APPROVAL**

|  |  |
| --- | --- |
| Policy last reviewed | [insert date] |
| Consultation | [Consultation on this policy is mandatory. Please insert date/s and who you consulted with e.g. student representative groups, parent groups, school council] |
| Approved by | Principal  |
| Next scheduled review date | [insert date – note that the mandatory review cycle for this policy is 2 years] |

**References**:

*“I feel happy when I get to be with you” Trauma informed practice in education at Carlton Primary School.* Rebecca Harris, 2016

*Victorian Charter for Human Rights*    <https://www.humanrightscommission.vic.gov.au/human-rights/the-charter>

*Making SPACE for learning*. Australian Childhood Foundation, 2012

*Klassroom Kaleidoscope.*  Foundation House 2007

*Effective Schools Are Engaging Schools.* State of Victoria 2009

*Learning Behaviour Principles and Practice Department for Education and Skills*. UK 2006

*Anti- Violence Manifesto for Carlton Primary School.*  Grades 4/5/6, 2019

Appendix 1: Reset process

# Reset process – Carlton Primary School

Background**:**

We became aware that students who were spending time out of class, as a result of behaviour, were not participating in learning activities, and we wanted to address this. We devised a system that supported students to build their skills, and continue their learning, even when struggling in the classroom.

The Process**:**

Students who are struggling to be focused learners are able to ‘reset’ either in class, or away from the classroom. A reset card is issued, and it identifies with what is happening for the student, and supports a conversation about what has led to the reset. The reset cards have been designed to align with the school’s ‘3Bs’ (Be Safe; Be Respectful; Be a Learner) and our five learning dispositions (Persistence; Self-regulation; Reflectiveness; Bravery; Curiosity). For example, the card might identify that a student is struggling with learning, due to self-regulation.

On receiving the card, the student finds an appropriate person to reset with, the reset should be linked directly to the issue at hand, so a reset for a student struggling to self-regulate might do a short activity aimed at practicing focus, a student not demonstrating respect might write a reflection imagining themselves in another person’s shoes.

We have collated activities that are associated with the reset reasons, to offer consistency. Students who regularly have resets might also have a book to reflect what is happening for them, this book includes their own words, as well as wellbeing coordinator reflections, the book also has space to identify what strategies are working well for the student.

Data is collected each time a student has a reset, recording all relevant elements, allowing us to analyse this information to identify which classes might need additional support, or to track individual children, year levels, or assess tricky times across terms.

Procedure:

* Teacher identifies student needing a reset after offering non-verbal, and verbal warnings, and a request to move within the class to a more suitable position
* Teacher lets student know, indicating an in-class reset (some classes might have a reset space) or an out of class reset
* Student finds appropriate person to reset with, beginning with the wellbeing coordinator, but always ensuring they find an adult, depending on who is available.
* Student is directed and supported with their reset
* Student goes back to class
* Reset is recorded, for data analysis

Appendix 2. Incident report

 **Carlton Primary School Incident report**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date/time/location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adult Witnesses: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person writing this account \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description of incident including staff intervention/response:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**All incidents should be reported to the *Incident support and operations centre* on 1800 126 126.**

**Please also complete *Checklist for incidents where restraint has been used,  if applicable.***

**Carlton Primary School**

Checklist for incidents where restraint has been used.

It is important that there is a detailed written record kept at school level of any incident where a student has been physically restrained or secluded and/or where a student or staff member is harmed. This may be useful for planning to prevent future incidents and if there is a complaint.

Written records should be added to a student's Wellbeing file or on CASES21 as appropriate. The record should be made as soon as possible after the incident and include:

* the name of the student/s and staff member/s involved
* date, time and location of the incident
* what exactly happened (a brief factual account)
* any action taken to de-escalate the situation
* why physical intervention was used
* the nature of any physical intervention used
* how long the physical intervention lasted
* names of witnesses (staff and other students)
* the student's response and the outcome of the incident
* any injuries or damage to property
* immediate post incident actions, such as first aid or contact with emergency services or other relevant professionals and agencies, for example, child protection, DHHS
* details of contact with the student's parent/carer
* details of any post-incident support provided or organised, including a functional behaviour assessment.

More information on the department website:

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/responserecovery.aspx>

**Carlton Primary Incident Protocol**

Code word for incidents requiring this protocol is:  Code **Polkadot**

# During the incident

## Safety

· Assess for danger

· Establish safety if possible /promote safety if not (name it, encourage safe behaviours)

· Get back up

 - Co-teachers/nearby teachers.

 - Send a student to alert another adult

 - If on Yard Duty, call the school mobile to be quickest

## De-escalation

### Maintain your own self-regulation or sub out (if a colleague is available).

·      Use tone, face, body, breath to support regulation and  co-regulation. Speak calmly, attempt to regulate your breathing, think about maintaining a face that demonstrates calm and connection.

## Connection before correction - adult to child

·    Aim is to return child to a sense of safety

·     Find a safe space

·     Stay close and keep talking.

·     A sibling or friend might help, or their key staff member.

### Redirect - adult to child

·      Aim to return them from the lower brain to engage the thinking brain.

·      Questions or comments that engage the upper brain, ie. “Can you see 3 red things?” “What is your sister’s name?” “Can we count backwards from 20?”.

·      Choice, but not too much, such as which room to go to; regular cold water or extra cold water to drink; or a drink of water, or an ice block.

## Restraint

· Restraint to be used if it is to prevent harm to a student or staff member (including the student involved), not to protect property

<https://www.education.vic.gov.au/school/principals/spag/governance/Pages/restraint.aspx>

· If restraint is used, the student should be spoken to in a calm and reassuring way, explaining what is happening and why it is happening, for example “I am holding you now, to make sure that you are safe, I want to keep you safe and I am sorry that I have to hold you to do that. I am waiting until you are calmer, and then I will let go and we can get a drink of water”

# After the incident

## Communicate

· Make sure that colleagues, including someone from Wellbeing/Leadership know, using the code word if appropriate, that there has been an incident, and who the affected students and staff were.

*Leadership/Wellbeing can then communicate with*:

- Other  teachers/staff who will be with children involved as participants or witnesses

- Aftercare, if relevant.

- If multiple people need to know, a group text from Julie and an announcement “Excuse me staff, there’s an IP update, please check your phone/emails and send a thumbs up back.

- Students, does there need to be a class debrief? Do other students need to be checked in with?

- Gowrie/CoM if appropriate

## Recover

·  Staff members affected take a minimum of ten minutes of time away from students, other staff members to support this to happen

· Staff member allocated to check in with affected staff member to ascertain how much time or what else might be needed

·  Where a class is then left without a teacher, classes to be collapsed or split

·  Affected students must have a quiet place, and a staff member with them

·  Staff members should complete an incident report, online or on paper, to then give to Wellbeing

·  ‘Edusafe plus’ report if a staff member was injured (Including psychological injury)

·  Parents of affected student should be notified, student to go home (if safe)

·  ISOC should be notified

## Steps toward prevention of burnout

Burnout is always a risk for educators, but dealing with violent or distressing incidents is a factor with regard to increased risk. There are steps that can be taken to support the prevention of burnout.

## Take time

· There is a minimum allocated of ten minutes of time out for affected staff members. This is a strategy for prevention of burnout, as it allows the nervous system to begin to calm, and for the affected staff member to ascertain what it is that they need.

· More time may be required, and it is important to take as much time as required.

- Consider this recovery time as a wise investment. Missing a small amount of face to face time at this stage, can prevent lots of time being missed at a later time.

· Allow your response to come, know that it might be distress, or anger, or any other emotion. Know that it is typical to have an emotional reaction to a child, adult or family in distress.

· Acknowledge where there is inequity in a situation, and recognise that you are not in control of others’ circumstances, but that as an educator, you are contributing positively.

## Debrief

· It has been shown that debriefing supports staff to leave an incident at work, and not ‘bring it home’.

· An incident report might provide an opportunity for a written debrief, or to tell what happened as someone writes it for you (Jane is good at this).

· It might feel right to talk to a colleague about the incident, someone who was also present, or someone from Wellbeing or Leadership.

· The Employee Assistance Program (1300 361 008) is available at any time, this provides an opportunity to speak to someone immediately, in an emergency situation (if there is a risk of harm), or if there is no immediate risk, they will do their best to find someone to speak with you immediately, or within a short timeframe.

· Where it is important that all staff are aware of the incident, or where all staff were affected, a whole staff debrief will occur at 3.30pm.