

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the Naranga School office on 9788 2222.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Naranga School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

Naranga is a specialist school for students who are funded on the Department of Education and Training (DET) Program for Students with Disabilities (PSD) under the criteria of mild intellectual disability.

The school is located in Naranga Crescent, Frankston, where it shares its boundaries with Ballam Park Primary School, McClelland College, and the City of Frankston's Ballam Park Complex.

The school services an area on the Mornington Peninsula which extends from Edithvale down to Mornington and across to Langwarrin, Pearcedale, Somerville and parts of Tyabb. The DET provides a bus service for students living within the transport zone designated by DET.

In Term 3 2022 the school had an enrolment of 160 students aged from 5-18 years old.

Students come from diverse social and economic situations, and the school's SFOE index is 0.6268.

Approximately 50% of parents are entitled to receive financial support from DET for Sports, Camps and Excursions. Six percent of students are in 'out of home care' arrangements, and 6 percent of students identify as Aboriginal or Torres Strait Islander.

The staffing profile consists of two Principal Class, 2 Leading Teachers, 2 Learning Specialists, and 26 Expert Teachers. In addition 24 Educational Support Staff provide classroom support, psychology, speech pathology, office and ICT support, and grounds and vehicle maintenance.

Naranga School provides a stimulating, safe and challenging learning environment where student achievement is acknowledged and celebrated. A matrix of expected behaviours underpins all learning at the school, and employs a triangulate approach to positive schooling with Team Teach, Restorative Practices and School-Wide Positive Behaviour Supports.

The school responds to the needs and aims of parents and the community by providing learning programs that aim to assist students to reach their full potential, extending and supporting them to become effective and productive members of the community.

The curriculum and extra curricula programs offered are extensive, class sizes are small. Individual Learning Programs - devised in consultation with parents and specialists - focus on the achievement of success and personal growth for each student. The school has a strong commitment to student wellbeing. Pathways and transitions are a strong consideration of all school programs. The school values parent input and works closely with families to ensure the required supports are available both at school and at home.

2. School values, philosophy and vision

School Vision Statement

Naranga School provides educational programs that are engaging and meaningful in a structured, safe and supportive learning environment so that students develop the knowledge and skills that equip them to be independent and able to make a valuable contribution to society. This is reflected in our school motto: "Learning For Life"

Statement of Values and School Philosophy

Naranga School's values are visible, explicitly taught and constantly celebrated:

'Be Safe', 'Be Respectful', 'Be Responsible', 'Be a Learner'

The Naranga School Matrix of Expectations is displayed in all areas of learning in the school – including offices. Every classroom teacher works with their students to develop a class-agreed set of expectations for themselves.

Our school houses are named for each of the values: Red House = Be Safe; Blue House = Be Respectful; Green House = Be Responsible; Yellow House = Be a Learner.

Our values are demonstrated and taught in every area of the school at all times, and are celebrated through a variety of awards, rewards and acknowledgements. There is a behaviour matrix in each learning space including our school buses.

Naranga's Statement of Values and School Philosophy can be found at this link:

<https://www.naranga.vic.edu.au/page/174/Policies>

Wellbeing and engagement strategies

Naranga School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school are included below:

Universal - Whole School Strategies

Naranga School acknowledges that:

- Effective schools and classrooms are inclusive and recognise and respond to the diverse learning needs and the wellbeing of their students.
- Positive school cultures are proactive, and influence the social/emotional and learning outcomes for students.
- Effective learning environments must be relationship based – teacher/student, student/student, school/parent & community.
- Pro social behaviour can be taught and reinforced in the school and classroom environment – act before difficulties arise.
- School staff require ongoing professional development to ensure current best practice for our students.

Naranga School recognises that we are preparing students for their adult lives in the community. The school motto is Learning for Life. The development and learning of social competencies is embedded into the school pedagogy, curriculum, behaviour and management strategies and expectations.

Whole school programs and strategies implemented to promote student engagement, high attendance and positive behaviours include:

- Individual Education Plans (IEPs) are developed for each student.
- Student Support Group meetings are conducted four times a year, with further meetings available on request.
- Expectations Matrix is embedded in the school language and activities: Be Safe, Be Respectful, Be Responsible, Be A Learner.
- School values are embedded in everything we do: Safe, Respectful, Responsible, Learner.
- Ongoing staff professional development on wellbeing and mental health, and student engagement and support.
- Specialist training and refreshers provided for all staff in School-Wide Positive Behaviour Supports, Restorative Practices, Explicit Instruction and Team Teach.
- Work experience programs linking with community programs (purposeful learning) e.g. volunteering services at Kingston Meals on Wheels, Carrum Downs Indigenous Nursery, Sweetwater Creek, and the Pines Flora and Fauna Reserve.
- Engaging and practical senior school programs including ASDAN and VCAL.
- Positive learning programs, e.g. Learn to play Programs, Restorative Practice, Interception embedded in curriculum explicitly teaching strategies for problem solving. There is a Bully Stopper Program with visuals and a Stop Walk Talk strategy. There is a Naranga Bully prevention booklet implemented as part of the SWPBS sessions. Clear classroom and specialist rules and expectations, clear sub-school rules and expectations including alternative lunch programs, sub-school and whole school assemblies.
- High-level Wellbeing and Therapy Team – lead by a Psychologist and including Mental Health Practitioner, Speech Pathologist, Occupational Therapist and Wellbeing Officer.
- Education Support staff allocation as needed across classrooms and specialist programs.
- Early identification of vulnerable students and those at risk of disengagement through sub-school, leadership, Student Engagement and Wellbeing Team and family meetings.
- Therapeutic referrals and intensive secondary consultation requests.
- Access to DET specialist services including psychologist, speech pathologist, hearing impairment visiting teacher and occupational therapist.
- Strong working links with support agencies, eg: OzChild, Anglicare, Menzies, Brotherhood of St Laurence, Berry St, Salvation Army.
- Strong links with Government Departments e.g. Frankston Council, DFFH, ELHMS, NDIS. Orange Door, VACCA.
- Well planned and prepared transition programs.
- Strong liaison with parents and local community to focus on consistent attendance and positive behaviour.
- Student personal needs supports including breakfast program, spare uniforms, self-care programs.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - i. Respectful Relationships
 - ii. Bully Stoppers
 - iii. Safe Schools
- prioritise 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
- Naranga’s curriculum and instructional model are specifically designed to promote student engagement and success through individualisation and differentiation.

- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. cyber safety)

Targeted

- School systems are designed to monitor the health and wellbeing of all students and identify students who may need additional support. For example: Student Engagement and Wellbeing Team, Therapeutic Secondary Consultation, Student Support Group meetings, Professional Learning Teams.
- Koorie 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
- we support learning and wellbeing outcomes of students from refugee background through our individualised education framework
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student 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](#) 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](#), 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 allied health staff will undertake health promotion and social and emotional skill 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 to working with students who have experienced trauma
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Naranga School assists students to plan their Year 10 work experience, supported by their Career Action Plan

Individual

Student specific strategies may be considered and applied on a case-by-case basis.

All students have:

- [Student Support Groups](#)
- [Individual Education Plans](#)

Individual students may be identified as requiring:

- Escalation Cycle Management Plan
- Behaviour Support Plans
- Behaviour Change Intervention Plans

- Safety Plans

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Naranga School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances from a trauma-informed and inclusive lens
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan for all students and a Behaviour Support Plan when necessary
- being flexible and considerate of any environmental changes that may need to be made to benefit the students' academic, social and emotional learning
- 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 and/or Orange Door
 - Re-engagement programs such as Navigator
 - Out of Home Care

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

3. Identifying students in need of support

Naranga School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Naranga School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled

- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- wellbeing, behaviour and suspension data
- engagement with families
- self-referrals or referrals from peers

4. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values <https://www.naranga.vic.edu.au/page/174/Policies> highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Naranga School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the action taken by teachers and other school staff to support behaviour change.

Our school considers, plans and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Measures that may be applied include:

- teaching a student that their behaviour is inappropriate
- restating and reteaching expectations
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- teaching replacement behaviours
- incentivizing appropriate learning behaviours
- referral to the Year Level Coordinator
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Naranga School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

School-Wide Positive Behaviour Supports

School-wide Positive Behaviour Supports (S-WPBS) is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

Naranga is committed to implementing the S-WPBS approach to the teaching and management of student behaviour. This means that we use:

- DATA to track progress and identify areas for intervention;
- Naranga Matrix, which outlines EXPECTATIONS and VALUES in specific settings, to explicitly teach appropriate behaviour;
- POSITIVE INCENTIVE programs to encourage appropriate behaviour;
- EFFECTIVE CONSEQUENCES to discourage inappropriate behaviour.

A voluntary S-WPBS team oversees the various S-WPBS activities within classrooms and across the school. Ideas are discussed and shared with all staff in staff meeting and on the intranet on a dedicated page.

There are three tiers of behaviour and support identified in S-WPBS:

- Tier 1: A positive school climate
At tier 1, expected behaviours are taught systematically and explicitly through: developing a safe environment; using positive reinforcement; creating predictable structures and routines; practising skills in functional situations; providing choices and celebrating achievement.
- Tier 2: Minor, persistent infractions of expected behaviours that interfere with learning of self and others
At tier 2, in addition to tier 1 strategies, interventions may include: a “quick” Functional Behaviour Analysis (FBA); systematic and targeted use of a positive reinforcement system; sensory analysis/breaks: more time spent on students’ preferred activities to provide opportunities for success. These interventions are developed by the school staff supported by the Student Engagement and Wellbeing Team. A Behaviour Support Plan is developed, or the existing plan is reviewed.
- Tier 3: Persistent challenging behaviours that endanger self and others
At tier 3, interventions are developed and implemented with the support of the Student Engagement and Wellbeing Team, in conjunction with the staff and parents as appropriate. The Safety Plan is reviewed and modified as needed. The Behaviour Support Plan is reviewed and modified as required. A full Functional Behaviour Analysis (FBA) may be conducted and signed off by the parents/carers, class teacher and Principal/Assistant Principal. In addition to tier 1&2 strategies, an individualised timetable is developed and additional 1:1 support may be provided. In some instances, the school will seek parent support to design a targeted, intensive program that builds student capacity to attend the school full-time as they demonstrate safe learning behaviours. Frequently this involves highly-trained specialist teachers in a modified classroom setting that reduces cognitive load and allows students to focus on the skills they need to successfully transition into a regular classroom.

Students who exhibit tier two and tier three behaviours require a formal Behaviour Support Plan. This plan is written in consultation with the student’s parent/s, teacher, School Psychologist and relevant therapists through a Student Support Group meeting (SSG).

Functional Behaviour Analysis

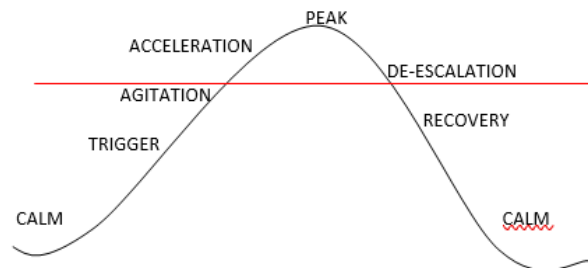
A Functional Behaviour Analysis (FBA) must be completed in order to determine the triggers and functions of particular behaviours.

FBA is a systematic, evidence-based process for assessing the relationship between a behaviour and the context in which that behaviour occurs. A primary goal of FBA is to guide the development of effective positive interventions based on the function of the behaviour (e.g., tangible, escape, attention, automatic). Interventions based on an FBA result in significant change in student behaviour. FBA is critical to the design and successful implementation of positive behavioural interventions.

At tier two level, FBA involves simple and realistic team-driven assessment and intervention strategies aimed at students with mild to moderate behavioural issues. At tier three level, FBA is considered a complex, time-consuming, and rigorous process focused on students with more chronic, intensive behaviour issues for whom primary and secondary level interventions were unsuccessful. Students that exhibit serious problem behaviours in school (about 5% of school population) require an extensive FBA process led by an individual well-versed in behavioural principles (e.g., psychologist, speech pathologist).

Cycle of Escalation

Behaviours and actions observed are categorised into the cycle of escalation. This cycle is not always linear and students can cycle through different stages depending on their current state.



Staged Response

Students with challenging behaviours or ongoing absenteeism will be responded to through a staged response. Some students who are at risk for disengagement from their learning, require evidence based targeted interventions that are monitored regularly to assist them to improve their wellbeing and educational performance. These students are best supported in calm, consistent and predictable school classrooms and environment that understand and recognise their individual needs and provide evidence based support. Staged response documentation is updated regularly by staff with relevant information, after parent contact and to document current student behaviour.

Behaviour Support Plans

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the student. The school develops a Behaviour Support Plan.

The Student Engagement and Wellbeing Team works closely with staff to develop Behaviour Support Plans for students who have been suspended and for those with challenging behaviours. A proforma

for this plan covers areas such as the interests of the students, triggers, preferred activities. It also details the cycle of escalating and how to manage each stage of this cycle:



Behaviour Support Plan & Risk Assessment

NAME:		DATE:		CLASS:		TEACHER:	
TRIGGERS:	<i>Level 2 events</i>						
<i>Function of Behaviour</i>							
<i>Replacement Behaviours</i>							
POSITIVE MOTIVATORS	BEHAVIOURS		LIKELY OUTCOME		INTERVENTIONS		
	Level 1	<i>Level 1 behaviours</i>	<i>Outcome of level 1</i>		<i>Level 1 Interventions</i>		
	Level 2	<i>Level 3 Behaviours</i>	<i>Outcome of level 3 behaviours</i>		<i>Level 3 interventions.</i>		
	Level 3	<i>Level 4 behaviours</i>	<i>Outcome of Level 4 Behaviours</i>		<i>Level 4 Interventions</i>		
COMMENTS:					REVIEW DATE:		
<p>SAFETY PLAN: <i>Evacuate other students. Call leadership for help. Lead person to stay with</i></p> <p><i>Team Teach scripts and strategies as necessary.</i></p>							

Escalation Cycle Management Plan


The Student Engagement and Wellbeing Team may also assist teachers to develop an Escalation Cycle Management Plan for those students who have typical escalation cycles, using a form developed by our Positive Behaviour Consultant, Dan Petro:

ESCALATION CYCLE MANAGEMENT PLAN	
Student:	Date of plan:
TOPOGRAPHY OF STUDENTS BEHAVIOUR	TOPOGRAPHY OF PLANNED RESPONSE
1. Atypical baseline behaviours:	
2. Potential problem behaviour triggering events:	
3. Escalation behaviours:	
4. Problem behaviours:	
5. De-escalation behaviours:	
6. Post-incident behaviours:	

Whole School Expectation Matrix

Embedded across the school is the Expectations Matrix. The document was devised through extensive consultation with staff. It is visible throughout the school, and teachers use it to embed the expectations of appropriate behaviours and language with students in their classrooms, the yard, on excursions and on the bus. We work with the bus staff to ensure they also use the language in the matrix and have consistent expectations (see next page):

Naranga School Expectations Matrix

	Whole School	Classroom	Yard	Toilets	Transitions	Bus/Excursions
<p>BE SAFE</p> 	<ul style="list-style-type: none"> Walk in school buildings Keep hands, feet, body and objects to self Ask for help Be where you are meant to be Respect personal space Be Sun Smart Be eSmart Make safe choices 	<ul style="list-style-type: none"> Move safely – walk Keep hands and feet to yourself Ask for help from a teacher if you feel unsafe Stay in your classroom Ask if you need to leave 	<ul style="list-style-type: none"> Use equipment appropriately Ask for help from someone in an orange vest Stay in the schoolgrounds Ignore or walk away from a game if there is silliness 	<ul style="list-style-type: none"> Use toilet appropriately Wash hands then return to work/play area Ask for help from a teacher if you are feeling unsafe 	<ul style="list-style-type: none"> Wait your turn Walk to destination Walk calmly, arms by your side Hold the door for the next person Walk with space between each other 	<ul style="list-style-type: none"> Use a quiet voice Wear a seatbelt Keep your body inside the bus Stay seated Listen to bus staff Sit where you are asked to sit Follow instructions Stay with the group
<p>BE RESPECTFUL</p> 	<ul style="list-style-type: none"> Use school language Share and take turns Wait Take care of our school Treat others as you would like to be treated Listen to others Celebrate achievements Be friendly 	<ul style="list-style-type: none"> Let others learn Be kind Calm bodies Quiet voices Listen to each other Respect others right to learn Look after school property 	<ul style="list-style-type: none"> Be friendly Help each other Share school equipment Take turns 	<ul style="list-style-type: none"> Flush the toilet Use the waste bins Respect privacy of others Close the door when in the toilet 	<ul style="list-style-type: none"> Wait quietly in line Respect personal space Stay with your group Move quietly 	<ul style="list-style-type: none"> Take care of the bus Quiet voices Use headphones if listening to music Represent the school in a positive manner Use appropriate language Eat off the bus
<p>BE RESPONSIBLE</p> 	<ul style="list-style-type: none"> Keep the school tidy Put rubbish in the bin Take care of property Make good choices Look after school property Be truthful about your actions Be honest Wear your uniform 	<ul style="list-style-type: none"> Clean up after yourself Look after your belongings Finish your work Try your best Be on time Hand in phones and devices 	<ul style="list-style-type: none"> Put your rubbish in the bin Follow instructions Be a positive role model Put equipment away when finished Play fairly 	<ul style="list-style-type: none"> Turn off the tap Keep area clean and report mess Think about how much water you use 	<ul style="list-style-type: none"> Be prompt Start transitioning when you hear the music at end of break Have teacher permission to transition during learning time 	<ul style="list-style-type: none"> Keep the bus tidy Wear school uniform Hands and feet to yourself Be prepared (hat, drink, Myki...)
<p>BE A LEARNER</p> 	<ul style="list-style-type: none"> Follow your program Respect the rights of others to learn Cooperate with others Be at school Actively participate Follow instructions of all staff Complete set tasks 	<ul style="list-style-type: none"> Everyone is a learner Try your best Ask for help if you need Have a go Persist with new skills Use inside and outside voices 	<ul style="list-style-type: none"> Play cooperatively with others Be a good sport Make new friends 	<ul style="list-style-type: none"> Be aware of hygiene and health Go straight back to class 	<ul style="list-style-type: none"> Co-operate with others Be patient 	<ul style="list-style-type: none"> Co-operate with others Behave in a manner suitable for the setting/venue/ environment Ask questions Stay alert and look around you

EMERGENCY CALLS

A whole-school announcement over the phone system may assist with the provision of prompt action in an emergency situation. When making a whole school announcement staff should:

- Pick up phone and dial *70, wait for tone
- Call for assistance and state the location of incident

The term **Code BLACK** refers to a lock-down, during which time students and staff are to go indoors and keep students in their room. During a code black, senior staff that are available will attend the incident. Duties during this time may involve the supervision of the other students, or physical assistance to the staff involved with the incident. In this case please follow the direction of the staff in charge with the particular student/event.

The following language should be used to help identify the current situation:

- **“It’s fine, I’ve got it”** – there are too many people present. Leave the area.
- **“Stay near”** – stay in the vicinity and watch ready to step in if needed

If supporting staff wish to assist, the Team Teach script should be used to determine the need:

- **“Help is available”**
- **“Do you require more help?”**
- **“Mr A, more help is available”**

Basic defusing strategies

Avoid escalating the problem behaviour

Do not shout, corner the student, move into the student’s space, touch or grab the student, give sudden responses, sarcasm, become defensive, communicate 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. Communicate clearly by providing short simple statements and avoiding idioms (such as “cut it out”).

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, 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 potential 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.

6. Engaging with families

Naranga School 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:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff through multiple channels that take into account the family's needs.
- involving families with Individual Education Plan development.
- involving families in school decision making including through Student Support Group meetings, Disability Inclusion Profile meetings, Pathways planning meetings, career action plans, and school council.
- coordinating resources and services from the community for families

7. Evaluation

Naranga School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data (Sentral)
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Naranga School will also regularly monitor available data dashboards (i.e. Sentral) to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safe Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2022
Consultation	Consultation with Child Safety Officer – 14/10/2022 Consultation with school council – 25/10/2022
Approved by	Principal
Next scheduled review date	October 2024