



STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Eastern Ranges 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 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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1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Eastern Ranges School provides a quality educational program aligned to the Victorian Curriculum and Victorian Certificate of Applied Learning (VCAL) focussing on the needs of students with an Autism Spectrum Disorder, an associated intellectual disability and a language disorder. Our programs are informed by current research and are embedded in best practice, focussing on preparation for transitions to post school pathways. The community of learners are supported by an enthusiastic and skilled staff that is comprised of teachers, therapists and education support staff.

2. School values, philosophy and vision

Eastern Ranges School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community.

At Eastern Ranges School we are committed and driven to seek success for all in a positive, safe, energetic and collaborative environment that values diversity, respects and recognises the contributions of all, celebrates achievement and builds community.

In doing so, we are guided by the values and implicit behaviours of:

- **Teamwork**
- **Respect**
- **Inclusion**
- **Responsibility**
- **Achievement**
- **Optimism**

At Eastern Ranges School we acknowledge that student wellbeing and learning outcomes are intricately linked, and we address this directly using our School Wide Positive Behaviour Support (SWPBS) framework. The school committed to implementing the SWPBS framework in 2018 under the *Victorian SWPBS School Collaboration Agreement* with the Department of Education and Training (**see Appendix A**). Please refer to our school's *ERS SWPBS Handbook* for more information on the SWPBS framework.

Our SWPBS Behaviour Purpose Statement outlines our intentions for all community members:

At Eastern Ranges we work together to create safe, respectful and responsible learners.

Our SWPBS approach focuses on supporting student well-being and engagement by teaching and reinforcing behaviours that link to our school-wide expectations. These expectations are:

- **Safe**
- **Respectful**
- **Responsible**
- **Learner**

Behaviours that represent these values are consistently taught, practiced and reinforced across all school environments.

Our Statement of Values is available online at: <https://easternrangesschool.vic.edu.au/parents/>

3. Engagement strategies

Eastern Ranges School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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.

Our school endeavours to work collaboratively with students and parents / carers to establish fair and respectful behaviour policies and practices based on the school's values and expectations, social competencies and positive peer relationships. There are also intervention strategies in place to address behaviours which can negatively impact on the learning environment of the student themselves and others using our *ERS Behaviour Response Continuum* (**see Appendix B**). For students who require more intensive social, emotional and behavioural support, the school offers interventions ranging from Tier 1 to Tier 3. All are part of our SWPBS framework and are dependent on the specific needs of the student.

The universal (Tier 1 – universal), targeted (Tier 2 – targeted) and individual (Tier 3 - tertiary) engagement strategies used in our school are outlined in our *ERS Student Engagement Strategies* included in **Appendix C**. Further information on the specific interventions used can be found in the *ERS SWPBS Handbook*.

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

Universal

- high and consistent expectations of all staff, students and parents and carers
- 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
- 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
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Eastern Ranges School use an Structured Teaching instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Eastern Ranges School 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
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- opportunities for student inclusion (i.e., sports teams, clubs, recess, and lunchtime activities)

Implementation of strategies to support student engagement

Our staff, programs and policies support student engagement at Eastern Ranges School in the following ways:

- Student attendance is recorded and monitored on a daily basis using Sentral.
- Student attendance is encouraged by:
 - Each student having an Individual Learning Plan (ILP), which addresses individual needs, interests and skills through curriculum content and individual learning goals.
 - Where applicable, student involvement in the SSG and goal setting process.

- Professional, positive and friendly staff who effectively implement SWPBS strategies across all school environments.
- Special responsibilities and activities for students (e.g. student voice agency and leadership opportunities).
- Positive relationships developed with students and their families / carers through open and honest communication.

Positive (pro-social) behaviour is encouraged by

- The use of evidence-based Autism Spectrum Disorder (ASD) strategies such as visual schedules and supports, work systems, task organisation, individual social narratives and video models, to develop an ASD-friendly physical environment and promote positive behaviour.
- The use of positive behaviour acknowledgement programs (e.g., School-wide Token Acknowledgement System).
- Our *ERS Behaviour Matrix* (see **Appendix D**).
- The development of appropriate individualised communication systems / augmentative and alternative communication (AAC).
- The provision of programs to practice social behaviours (e.g. eating / drinking appropriately, dressing, toileting, hygiene and grooming skills and so on).
- The prescription of Individual Student Travel Plans to support pro-social behaviour on the school buses.
- The provision of opportunities to practice pro-social behaviour in the community (e.g. excursions, camps).
- Targeted social skills programs.
- Programs to address executive functioning skills that guide behaviour such as response inhibition, emotional control, attention, task initiation, flexibility and persistence.
- 1:1 and paired music therapy for individual students that have been identified as needing extra support to engage in the school environment. This is tailored to the individual student's interests and needs. This may include Improvisation, Song Writing, and Therapeutic Music Teaching.
- A consistent approach across the school to address student's self-regulation. This includes education to staff regarding ways to provide co-regulation.
- Play therapy and play skills programs to encourage the development of imaginative play and positive peer interactions.
- The provision of structures to support positive behaviour include the development of an individual *ERS Tier 1 Behaviour Support* document (see **Appendix E**) for all students, an *ERS Behaviour Response Plan (BRP)* (see **Appendix F**) when necessary and / or an *ERS Behaviour Support Plan (BSP)* (see **Appendix G**) using the *Prevent-Teach-Reinforce* model. Both the *BRP* and *BSP* are developed using the templates and online training modules provided by Department of Education and Training. More information on these models can be found: <http://detbehavioursupport.vic.edu.au/>

Student wellbeing is addressed by:

- The ILP process leading to the development of individual programs.
- The inclusion of all students through programs incorporating different learning styles, teaching methods and strategies.
- Evidence based consultation model delivered by therapy staff
- Specialist programs including art, PE, music, performing arts and swimming.
- The development and continuation of a SWPBS team.
- The implementation of SWPBS strategies / processes across all school environments.

- School wide communication strategies that support development of student initiated, spontaneous and functional communication.
- Communication / AAC supports: including environmental Aided-Language Displays (ALDs), CoreBoard and CoreChat and other individual student communication devices including LAMP, Proloquo etc.
- Provision of a safe and nurturing environment.
- Consistent implementation of school wide approaches to address student specific needs relating to wellbeing.
- Student Support Groups (SSGs) which meet four times per year.
- A collaborative, multidisciplinary team approach: Teachers, Education Support Staff, Speech Pathologists, Occupational Therapists, Music Therapist, Psychologist, families and school leadership.
- Appropriate Professional Development for staff relating to Structured Teaching, ASD, SWPBS, communication, sensory needs and teaching and learning.

Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- Eastern Ranges School assists students to plan their Year 10 work experience, supported by their Career Action Plan
- 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 to working with students who have experienced trauma

Individual

Eastern Ranges 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
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- 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

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
- running regular Student Support Group meetings for all students:

4. Identifying students in need of support

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

- Personal information gathered upon enrolment
- Attendance records
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation **AND** reported on our Sentral Wellbeing reporting system.
- Dynamic and informal assessments by therapy and Engagement and Wellbeing staff
- Engagement with families
- SWPBS team referrals
- Engagement with students' families
- Edusafe reports
- Records of student injuries (CASES 21)

5. 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. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

The Victorian Registration and Qualifications Authority (VRQA), as regulator for all Victorian schools, has responsibility for ensuring compliance with the Child Safe Standards in schools. At ERS we committed to upholding the standards and the rights of our students. The Standards are:

- Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- Standard 2: A child safe policy or statement of commitment to child safety
- Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children
- Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Standard 5: Processes for responding to and reporting suspected child abuse
- Standard 6: Strategies to identify and reduce or remove risks of child abuse
- Standard 7: Strategies to promote the participation and empowerment of children

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, discrimination or intimidation
- express their ideas, feelings and concerns
- express their wants, needs, choices, interests, decisions with support from school staff and care providers

Students are expected to:

- be safe, respectful, responsible and a learner
- participate fully in their educational program
- display 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.

6. Student behavioural expectations and management

Rationale:

- At ERS, we believe that **ALL** behaviour has a specific function / purpose. We recognise that students with an intellectual disability and ASD may have impairments in the areas of social skill development and communication, and therefore often require an individual approach that focuses on: understanding the individual's learning / emotional needs, having knowledge of the triggers that may cause an escalation in the student's behaviour cycle and adapting the environment to avoid triggers.
- Students who attend Eastern Ranges School may exhibit behaviours of concern. These behaviours are often associated with the student's diagnosis of intellectual disability and ASD. Behaviours may also indicate communication and / or sensory needs.

Aims:

- At Eastern Ranges School we aim to address student behaviour in a way that promotes positive supportive behaviour strategies and skill development, whilst minimizing any risk to students or staff.

Guidelines

At ERS, we use our SWPBS framework in-line with the Department of Education and Training (2018) Policy guidance, procedures and resources for the reduction and elimination of restraint and seclusion and the online training module *Behaviour Response Planning* to respond to behaviours of concern. Links to these resources can be found below:

<https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/behaviourofconcern.aspx>

<http://detbehavioursupport.vic.edu.au/>

Combining our SWPBS framework with the guidance, staff follow four steps when responding to behaviours of concern:

- Prevention and early intervention
- De-escalation
- Incident intervention
- Response and recovery

Further information on how each step is implemented at ERS can be found in the *ERS SWPBS Handbook*.

Other recommended strategies include:

- Providing effective communication systems.

- Teaching expected behaviours / skills using modelling, visual schedules, structured work systems, visual aids, video models and self-models and social narratives.
- Providing opportunities for the students to practice and perfect the behaviour / skill learned.
- Reviewing, correcting and testing the behaviour / skill learned.
- Embedding the behaviour / skill in the daily curriculum.
- Using positive rewards and reinforcement to encourage the expected behaviour.
- Ignoring undesirable attention-seeking behaviours where appropriate and safe to do so.

Other guiding principles

- Student welfare and student behaviour is a shared responsibility for all staff. All major incidents are recorded on-line through our Sentral reporting system and followed up with an Edusafe report, report of student injury and / or an *ERS Record of Restraint and Seclusion* form as appropriate.
- If any members of our school community have concerns about student behaviour, they are encouraged to bring it to the attention of teaching staff, Engagement and Wellbeing staff, SWPBS team, Assistant Principals or the Principal.
- If deemed necessary, behaviours of concern can be addressed through a behaviour support meeting called by a staff member or parent / carer. Please see *ERS Behaviour Support Flow Chart (Appendix H)* for more information. Where possible, staff are encouraged to bring data about the behaviour to the meeting. The care team will generate support plans, which are expected to be followed through, with data taken to support the strategies, or interventions put in place. Interventions are to be implemented for three weeks and reviewed with collected data.
- If a *BRP* or *BSP* are created, they are endorsed by the parent / carer, the SWPBS Learning Specialist and the Principal.
- Behaviour support may also be addressed through a Student Support Group Behaviour Review Meeting. Members of Leadership, therapists, and / or a member of the SWPBS team may be invited to be a part of this meeting.
- All behaviour plans will be documented and filed. A copy will be placed in the student's confidential file, in the student's file on the school shared network (S: drive) and in the student's classroom. A copy will be forwarded to all members of the Student Support Group.
- It is the responsibility of the classroom teacher to ensure that all relevant staff are informed of the *BRP / BSP*. Information should also be provided at Team Meetings if required. All staff are expected to follow the plan.
- All *ERS Tier 1 Behaviour Support / BRP / BSP* will be located in the work program folder in each classroom for access by CRT staff.
- Curriculum development and implementation will support the development of responsible behaviours to replace behaviours of concern (e.g. SWPBS curriculum, self-regulation strategies etc.)
- **Restraint or seclusion must only be used if it is immediately required to protect the safety of the student or any other person, and no other option is available. If used, all restraint and seclusion MUST be used:**
 1. With the minimum amount of force
 2. For the minimum duration
 3. With the least restriction possible
 4. Witnessed by another staff member (when possible)

If any form of restraint or seclusion is used, the following must take place as soon as is practical:

- The incident is recorded on Sentral as a MAJOR incident
- An *ERS Record of Restraint and Seclusion (see Appendix I)* form is completed and attached to the incident on Sentral
- The Principal is notified
- The parent is notified by either the Principal, their nominee or classroom teacher

- DET Security Services Unit are notified by the Principal or their nominee
- OH&S representatives, in consultation with therapists, are available to work with staff to provide risk management and assistance where needed for students who require assistance to stand or move.
- Further information is available in the *SWPBS Handbook*.

School actions following behaviours of concern

- Student engagement, regular attendance and appropriate behaviour are encouraged through the implementation of SWPBS strategies and are supported through targeted and individualised support when required (e.g. *BRP*, *BSP*).
- Actions and consequences are incremental (a staged response) and will be applied fairly and consistently. See the *ERS Behaviour Response Continuum (Appendix B)* for more information.
- Positive reinforcement is instrumental in our approach to supporting student engagement.
- Actions and consequences that isolate or exclude a student from learning are **not to be used**.

The following whole-school and classroom practices outline our philosophy of actions and consequences:

- Predictable and structured classrooms and school environments
- Student participation in the development of classroom expectations regarding student behaviour
- Personalised (individualised) student learning programs documented in ILP's
- Acknowledgement of students through:
 - Natural verbal and social reinforcement
 - School wide Token Acknowledgement System
 - Student award certificates at assemblies
 - Newsletter articles where appropriate
- SWPBS strategies
- A commitment to de-escalating situations in which students are displaying undesirable behaviours

Procedures for ongoing undesirable behaviour

When an ongoing problem becomes apparent, the following steps should be followed:

1. Information recorded on Sentral.
2. Staff may invite an Engagement and Wellbeing team member to observe the student in the classroom (*ERS Engagement and Wellbeing Team Referral* – see **Appendix J**).
3. The parent / carer should be contacted.
4. Support should be provided by the Engagement and Wellbeing team (e.g. follow up on the *ERS Engagement and Wellbeing Team Referral*).
5. A behaviour support meeting should be held in collaboration with the parents / carers and the Engagement and Wellbeing team, if appropriate, to develop a *BRP* or a *BSP*. All plans will include a review date in order to evaluate the effectiveness of the plan.
6. All plans should be signed off by the SWPBS Learning Specialist, the teacher and the parent / carer.
7. Plans will be shared with all relevant staff.
8. The strategies outlined in the plan will be implemented consistently, and monitored with the collection of data.

This process is outlined in the *ERS Behaviour Support Flow Chart*.

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 Eastern Ranges School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Eastern Ranges 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 and/or Sentral
- 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
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.
- Providing information sessions for families.
- A SWPBS Parent Sub-Committee has been established to enhance the opportunities and participation of parents and carers.

Please also refer to the *ERS Home Behaviour Matrix (Appendix K)* which may be used by families to reinforce expected behaviours at home that are consistent with school.

8. Evaluation

Eastern Ranges 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
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- EduSafe

Eastern Ranges School will also regularly monitor available data dashboards 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 and/or Sentral
- Included in staff induction processes

- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

Related policies including:

- *Statement of Values and School Philosophy*
- *Bullying Prevention*
- *Child Safe Standards*

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2022
Consultation	School Council
Approved by	Principal
Next scheduled review date	March 2024

Appendices

Appendix A: Victorian SWPBS School Collaboration Agreement

Appendix B: ERS Behaviour Response Continuum

Appendix C: ERS Student Engagement Strategies

Appendix D: ERS Behaviour Matrix

Appendix E: ERS Tier 1 Behaviour Support

Appendix F: ERS Behaviour Response Plan

Appendix G: ERS Behaviour Support Plan

Appendix H: ERS Record of Restraint and Seclusion

Appendix I: Engagement and Wellbeing Team Referral

Appendix J: ERS Behaviour Support Flow Chart



SCHOOLS

VICTORIAN SWPBS SCHOOL COLLABORATION AGREEMENT

The collaboration agreement establishes a formal agreement between the school, the SWPBS Coach, and the SWPBS Central Unit for the successful implementation of SWPBS through the commitment of time and resources. Once signed, please return this form to positive.behaviour@edumail.vic.gov.au

School name: Eastern Ranges School

The Department will provide at no cost to the school:

1. Intensive SWPBS Training and action planning sessions for SWPBS Implementation team
2. Advanced technical training for SWPBS coordinators
3. Intensive coaching support including fortnightly meetings, and will attend a minimum of 1-2 team meetings per term.
4. Access to advanced technical support through the Central SWPBS Unit

The SWPBS Implementation Team at the school will commit to:

1. Collecting and analysing data for decision making
2. Submitting TFI and Self-Assessment Survey data to the SWPBS Unit on a regular basis to inform the support needed to implement SWPBS
3. Team based problem solving to provide support for all students
4. Meeting at least monthly (fortnightly in the start-up phase)
5. Develop and follow action plan for SWPBS activities based on the analyses of collected data
6. Attend all trainings (see training schedule).

School Principal will commit to:

1. Being an active participant by attending training and team meetings and providing visibility and support for the team and SWPBS
2. Identify and facilitate a team to attend training
3. Secure >80% commitment agreement from staff to commit to SWPBS practices and to review existing discipline, academic and school data.
4. Provide opportunities for the SWPBS team to meet as specified
5. Identify a SWPBS Coordinator to receive training to support SWPBS efforts and build capacity within the school
6. Budget funds to support SWPBS implementation as necessary
7. Student behaviour/student wellbeing is identified as one of the school's priorities
8. Make a 3-5 year commitment to implementing SWPBS

Principal Name: C. J. McKeown

Coach Name: Sarah LaGreca

Signature: [Signature]

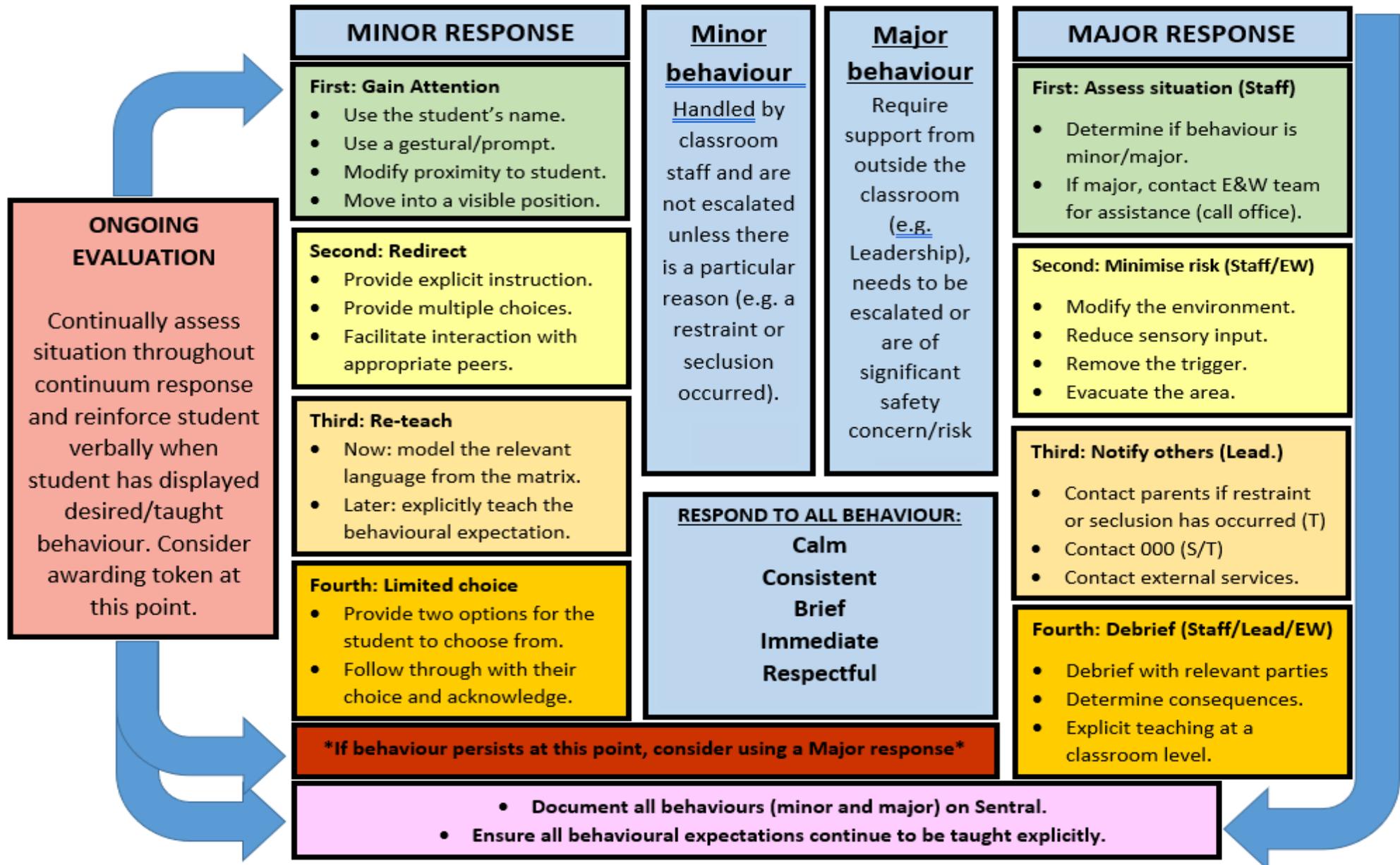
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Date: 23/4/18



ERS Behaviour Response Continuum



Appendix C: ERS Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • We deliver a broad curriculum based on the Victorian Curriculum and VCAL. • Our staff will implement SWPBS processes throughout all aspects of the curriculum and across all environments. • We have high and consistent expectations of all staff, students, parents and carers. • Our teachers use a range of instructional and assessment strategies to ensure explicit, evidenced-based teaching and learning. • We will develop, define and teach behavioural expectations for all members of the school community in consultation with students, staff and parents/carers. • We regularly acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents as part of our SWPBS framework. • All students have access to programs, incursions and excursions developed to address specific behaviour. • All students have the opportunity to contribute to and provide feedback on decisions about school operations. • We establish consistent school-wide processes to identify and support students at risk of disengagement from learning. • We support students with consistent approaches targeting independence and functional development related to the curriculum including – Zones of Regulation framework, Colourful Semantics, Healthy Uses of Music Screener, Play Skills/social skills and access to robust communication supports and AAC, 	<ul style="list-style-type: none"> • All students from Year 7 will be assisted to create a Transition Action Plan (TAPs). • Staff monitor the health and wellbeing of students in their sub-school, and act as a point of contact for students who may need additional support • All staff will be shown school-wide data from Sentral once a term so they are aware of the wellbeing and social skills development necessary across the school. • Staff will work closely with students who have experienced trauma and aim to support their needs using trauma-informed approaches. The school will be responsible for ensuring staff have adequate support and training to support their service delivery. • Students who are identified through data collected on Sentral will be referred to SWPBS Team and the Engagement and Wellbeing Team for further intervention to improve their social and emotional wellbeing. • Staff may identify students who require referral to their classroom Therapy team for individualised strategies to support engagement. 	<ul style="list-style-type: none"> • Strategies to support attendance, engagement and respond to individual students exhibiting challenging behaviour include: <ul style="list-style-type: none"> ○ Assess the behaviour and its functions, influences and triggers (include student, parents and school staff as appropriate). ○ Meetings with parents/carers about the student (if applicable) to talk about how to best support the student to engage with the school. ○ Student Support Groups. ○ Seeking extra resources under the Program for Students with Disabilities. ○ Engaging in multidisciplinary team meetings to support student wellbeing inclusive of parents, leadership, classroom staff, specialists or therapy staff. ○ Developing a Behaviour Response Plan and/or a Behaviour Support Plan if required. ○ Consider any environmental changes that need to be made (e.g. changing classrooms, alternative program). ○ Referring to the SWPBS Team and Engagement and Wellbeing Team for further support and intervention. ○ Referring to external service including Child First, Local Government Youth Services and Community Agencies.

Appendix D: ERS Behaviour Matrix



Eastern Ranges School Behaviour Matrix

	ALWAYS	INSIDE	CORRIDORS	OUTSIDE	TOILETS	BUSES / BUS AREA	POOL	EATING TIMES	KITCHEN AREA
<p>safe</p>	<p>I keep my hands and feet to myself.</p> <p>I walk inside.</p> <p>I look where I am going.</p> <p>I listen to staff.</p> <p>I stay with the group.</p>	<p>I sit on my chair.</p> <p>I keep my body to myself.</p> <p>I sit when on the computer.</p> <p>I carry my iPad with two hands.</p>	<p>I keep to the left.</p>	<p>I keep my shoes and socks on.</p> <p>I wear my hat in Term 1 and 4.</p> <p>I wait for staff.</p> <p>I use the stairs to go up the slide.</p>	<p>I tell staff where I am going.</p> <p>I follow my personal care routine.</p> <p>I sit on the toilet.</p> <p>I wash my hands with soap and water.</p> <p>I keep water in the sink.</p>	<p>I stop, look, listen and think.</p> <p>I wear my seatbelt.</p> <p>I stay in my seat.</p> <p>I keep my feet on the floor.</p> <p>I wait behind the yellow line.</p>	<p>I follow pool rules.</p> <p>I wait on pool bench for teacher.</p>	<p>I sit on my chair.</p> <p>I wash my hands before I eat.</p> <p>I wash my hands after I eat.</p>	<p>I use equipment the right way.</p> <p>I wash my hands before handling food.</p> <p>I use oven mitts when handling hot equipment.</p> <p>I tell staff if something is wrong.</p>
<p>respectful</p>	<p>I say please and thank you.</p> <p>I wait my turn.</p> <p>I share with others.</p> <p>I give others personal space.</p> <p>I use kind words.</p>	<p>I help others.</p> <p>I listen to others.</p> <p>I speak quietly.</p> <p>I use headphones when on technology.</p> <p>I keep equipment clean.</p>	<p>I speak quietly.</p> <p>I only touch my things.</p>	<p>I listen to others.</p>	<p>I close the toilet door when in the toilet.</p> <p>I flush the toilet after use.</p>	<p>I am quiet.</p> <p>I play music quietly.</p> <p>I use headphones.</p> <p>I stand in line.</p>	<p>I take care of equipment.</p> <p>I leave things as I found them.</p>	<p>I eat my own food.</p>	<p>I speak quietly.</p> <p>I share my working space.</p>
<p>responsible</p>	<p>I pack and unpack my own bag.</p> <p>I clean up.</p> <p>I keep my clothes on.</p> <p>I follow instructions.</p> <p>I ask for help.</p>	<p>I check my schedule.</p> <p>I use equipment the right way.</p> <p>I look after my personal devices.</p> <p>I use technology as directed.</p> <p>I pack up.</p>	<p>I look after my belongings.</p> <p>I hang my bag on my hook.</p>	<p>I use the toilet when needed.</p> <p>I keep sand in the sandpit.</p>	<p>I put used toilet paper in the toilet.</p> <p>I turn the tap off when finished.</p> <p>I use the bin for used paper towel.</p> <p>I return to class when finished.</p>	<p>I wait at grey seats.</p> <p>I carry my belongings.</p> <p>I walk on the path.</p> <p>I know my bus number.</p> <p>I use the crossing.</p>	<p>I bring correct equipment.</p> <p>I use the toilet before entering the pool.</p> <p>I look after my belongings.</p> <p>I follow my schedule.</p>	<p>I eat at mealtimes.</p> <p>I use cutlery.</p> <p>I clean up.</p> <p>I put rubbish in the bin.</p> <p>I wash dishes.</p>	<p>I listen to my teacher.</p> <p>I do my work.</p> <p>I was and dry my equipment.</p>
<p>learner</p>	<p>I give things a go.</p> <p>I listen to staff.</p> <p>I bring my materials to my work space.</p> <p>I do my best.</p>	<p>I take turns.</p> <p>I ask for help.</p> <p>I ask before using technology.</p>	<p>I stay with the group.</p>	<p>I listen to others.</p>	<p>I ask for help.</p> <p>I try to toilet myself.</p> <p>I follow my schedule.</p>	<p>I help others.</p> <p>I put my own seatbelt on.</p> <p>I try to do it myself first.</p> <p>I ask for help.</p>	<p>I listen to pool rules.</p> <p>I try new things.</p> <p>I listen to safety rules.</p> <p>I ask for the toilet.</p>	<p>I try to communicate.</p> <p>I ask for help with equipment.</p>	<p>I follow my schedule.</p> <p>I follow written recipes.</p> <p>I ask for help if I need it.</p>

ERS Tier 1 Behaviour Support		
Student Name:	Teacher Completing Profile:	Photo:
Staff working with student:		
Key Goals • •		
Things that are important to the student. Likes and Interests.	Student's strengths	
Student's Communication How does the student communicate? <input type="checkbox"/> Speech <input type="checkbox"/> ALDs <input type="checkbox"/> PECS <input type="checkbox"/> LAMP <input type="checkbox"/> Quick Talker <input type="checkbox"/> Objects <input type="checkbox"/> Grid 3 <input type="checkbox"/> Core Chat <input type="checkbox"/> Proloquo2go <input type="checkbox"/> Snap + Core <input type="checkbox"/> Communication Book Other: Does the student have a reliable Yes/No? <input type="checkbox"/> Yes <input type="checkbox"/> No What supports assist receptive language? <input type="checkbox"/> Schedules <input type="checkbox"/> ALDs <input type="checkbox"/> Single visuals <input type="checkbox"/> Their device Additional key communication information:	Student's Sensory needs What supports does the student currently use (if any): <input type="checkbox"/> Fidget toy <input type="checkbox"/> Vibrating cushion <input type="checkbox"/> Chew toy <input type="checkbox"/> Wedge cushion <input type="checkbox"/> How da Hug <input type="checkbox"/> Weighted vest <input type="checkbox"/> Weighted blanket <input type="checkbox"/> Lycra suit <input type="checkbox"/> Therapy Room <input type="checkbox"/> Move 'n' sit cushion <input type="checkbox"/> Movement Breaks <input type="checkbox"/> Music Other: How does the student access the above? (self regulation) <input type="checkbox"/> Independently <input type="checkbox"/> With support When are these supports used? <input type="checkbox"/> <input type="checkbox"/> at circle time <input type="checkbox"/> at work stations <input type="checkbox"/> at break time <input type="checkbox"/> during transitions <input type="checkbox"/> as a break <input type="checkbox"/> on the bus <input type="checkbox"/> at assemblies and special events Other: Additional key sensory information:	
Please list behaviours observed when the student is calm.	Please list strategies that help keep the student calm. (eg: Emotions thermometer, worry scale)	
Does the student have a Behaviour Response Plan to assist when the student is distressed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please see attached.		



ERS Behaviour Response Plan



Phase	Student behaviours (looks like/sounds like)	Productive responses	Unproductive responses
Calm			
Trigger			
Agitation			
Acceleration			
Peak			
De-escalation			
Recovery			

Student name: _____

Parent's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

SWPBS Team member's Signature: _____ Date: _____

Review Date: _____



ERS Behaviour Support Plan



Student:

Teacher:

Date of plan commencement:

Hypothesis:

Goal:

Prevent interventions		
Intervention strategy	Description and steps	Comments
<p>A. STRUCTURE</p> <p>1. Change the environment</p> <p>a) Clarify expectations – use visual strengths to make the work predictable</p> <p>b) Meaningful visual structure – teach meaning</p> <p>c) Ensure it is understandable on worst day</p> <p>d) Highlight ‘WHAT TO DO’</p> <p>e) Clearly ‘finished’ and time concepts</p> <p>2. Address sensory issues</p> <p>a) Minimise distractions</p> <p>b) Reduce stimulation (visual, auditory, tactile, olfactory)</p> <p>3. Develop a varied and balanced schedule of activities</p> <p>a) Use strengths and interests</p> <p>b) Provide choices</p> <p>c) New things/challenges</p> <p>d) Age appropriate activities</p> <p>e) Socialise with peers</p> <p>f) Engage in tension reduction activities</p>		

Teach interventions		
Intervention strategy	Description and steps	Comments
<p>B. TEACHING</p> <p>1. Teach what you want them to do</p> <p>a) Teach functional communication skills</p> <p>b) Self-determination – choices/preferences</p> <p>c) Communicating need to escape / be alone</p> <p>d) Communicate 'I want help'</p> <p>e) Communicate 'no' appropriately</p> <p>f) Communicate when and where they feel pain</p> <p>2. Teach emotional control strategies</p> <p>3. Teach social skills</p> <p>a) Turn taking, sharing, social rules</p> <p>b) Social perspective taking</p> <p>c) Initiation of social interactions</p> <p>4. Teach many ways to understand finished</p>		

Reinforce interventions		
Intervention strategy	Description and steps	Comments
<p>5. Use reinforcements as highlighters of rules and expected behaviours</p> <p>a) First, then</p> <p>b) Special interests and preferences</p> <p>c) Choices</p> <p>d) Age-related expectations</p> <p>C. CREATE A BEHAVIOUR RESPONSE PLAN WHICH SUPPORTS THE STRATEGIES WITHIN THIS BRIEF BSP.</p>		

Parent's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

SWPBS Learning Specialist Signature: _____ Date: _____

PCO Signature: _____ Date: _____

Review Date:

Student name and class:	
Teacher / ESS:	
Date of plan:	

Interests and motivators: 1. 2. 3. 4. 5.	Triggers: <u>Slow –</u> <u>Fast –</u>
--	--

Phase	Student behaviours (looks like/sounds like)	Productive responses	Unproductive responses
Calm (0)		•	•
Agitation (1)		•	•
Acceleration (2)		•	•
Peak (3)		•	•
De-escalation and Recovery		•	•



ERS Behaviour Support Plan

BEHAVIOUR RATING SCALE (BRS) for <student name>

BSP commencing:

Week 1:

APPROPRIATE BEHAVIOUR

Behaviour (Frequency)		Date				
	E.g. 7+	5	5	5	5	5
	5-6	4	4	4	4	4
	3-4	3	3	3	3	3
	1-2	2	2	2	2	2
	0	1	1	1	1	1

PROBLEM BEHAVIOUR

Behaviour (Frequency)		Date				
	E.g. 4+	5	5	5	5	5
	3	4	4	4	4	4
	2	3	3	3	3	3
	1	2	2	2	2	2
	0	1	1	1	1	1

Week 2:

APPROPRIATE BEHAVIOUR

Behaviour (Frequency)		Date				
	E.g. 7+	5	5	5	5	5
	5-6	4	4	4	4	4
	3-4	3	3	3	3	3
	1-2	2	2	2	2	2
	0	1	1	1	1	1

PROBLEM BEHAVIOUR

Behaviour (Frequency)		Date				
	E.g. 4+	5	5	5	5	5
	3	4	4	4	4	4
	2	3	3	3	3	3
	1	2	2	2	2	2
	0	1	1	1	1	1



Record of Restraint and Seclusion

General Information

Student Name		Classroom	
Student D.O.B		Age	
Staff Member/s Involved			
Date and Time			
Location			
Witness (Staff and Student)			

Details of Incident

Specific details of the incident	
De-escalation actions taken	
Rationale for Restraint/Seclusion	
Nature of Restraint/Seclusion	
Duration (of the intervention)	
Name of witnesses during intervention	
Student Response (Outcome of the incident)	
Injuries or property damage	

Post-Incident Actions

Immediate post-incident actions (First Aid, emergency services etc.)	
Details of contact with parent/caregiver	
Post-Incident Support (provided or organised) Update or development of; Behaviour Support Plan Behaviour Management Plan	

Staff Details

Person completing record	
Relationship to student	

Office Use Only

Date and Time of IRIS Alert	
IRIS Reference Number	



ERS Student Referral form to the SWPBS Team and Engagement and Wellbeing Officers (EWOs)

<p>Student: _____ Class: ___p6_____</p> <p>Date: __15/2/22_____</p> <p>Teacher Placing Referral: Brand _____</p>		<p>Sentral History Has this pattern of behaviour for this particular student been reported on Sentral? <input type="radio"/> Yes If so, how frequently? <input type="radio"/> No <input type="radio"/> Every time it occurs <input type="radio"/> Sometimes <input type="radio"/> Never</p>	
<p>Behaviour(s)</p> <ul style="list-style-type: none"> <input type="radio"/> Sexual assault <input type="radio"/> Throwing objects at others <input type="radio"/> Biting <input type="radio"/> Smearing/eating faeces/blood <input type="radio"/> Leaving school w/out permission <input type="radio"/> Self harm <input type="radio"/> Scratching <input type="radio"/> Kicking <input type="radio"/> Hitting <input type="radio"/> Pushing others <input type="radio"/> Yelling <input type="radio"/> Damaging property <input type="radio"/> Masturbation <input type="radio"/> Swearing at others <input type="radio"/> Removing clothing in public <input type="radio"/> Pulling hair <input type="radio"/> Spitting <input type="radio"/> Throwing objects/furniture <input type="radio"/> Dropping where there IS a danger <input type="radio"/> Throwing sand/dirt at others <input type="radio"/> Eye gouging <input type="radio"/> Other _____ 	<p>Towards</p> <ul style="list-style-type: none"> <input type="radio"/> Self <input type="radio"/> Student(s) <input type="radio"/> Staff/Volunteer <input type="radio"/> Other _____ <p>Location</p> <ul style="list-style-type: none"> <input type="radio"/> Classroom <input type="radio"/> Playground (junior) <input type="radio"/> Corridor (specify) <input type="radio"/> Office <input type="radio"/> Library <input type="radio"/> Swimming pool <input type="radio"/> Specialists <input type="radio"/> Toilet/Bathroom <input type="radio"/> Excursion <input type="radio"/> Crown bus (Morning) <input type="radio"/> Crown bus (Afternoon) <input type="radio"/> Program _____ <input type="radio"/> Other _____ 	<p>Motivation</p> <ul style="list-style-type: none"> <input type="radio"/> Avoid attention (adult/peer) <input type="radio"/> Avoid tangible (task/activity) <input type="radio"/> Avoid sensory <input type="radio"/> Access attention (adult/peer) <input type="radio"/> Access tangible (task/activity) <input type="radio"/> Access sensory <input type="radio"/> Unknown <input type="radio"/> Comment _____ <p>Trigger</p> <ul style="list-style-type: none"> <input type="radio"/> Being told "no" <input type="radio"/> Loud noise <input type="radio"/> Being directed to finish <input type="radio"/> Being asked to wait <input type="radio"/> Transition (within the class e.g. work to group circle) <input type="radio"/> Staff changes <input type="radio"/> Behaviour of another student <input type="radio"/> Being asked to complete a task <input type="radio"/> Trigger unknown <input type="radio"/> Other _____ 	<p>Action Usually Taken</p> <ul style="list-style-type: none"> <input type="radio"/> Neutral response from staff <input type="radio"/> Do-over <input type="radio"/> Task redirection <input type="radio"/> Student directed to an alternate location Specify: _____ <input type="radio"/> Communication system offered <input type="radio"/> Other students moved away <input type="radio"/> Break offered <input type="radio"/> Evacuation of area <input type="radio"/> Other _____ <p>Follow Up I would like:</p> <ul style="list-style-type: none"> <input type="radio"/> Support beginning the Behaviour Support process <input type="radio"/> Support from Engagement and Wellbeing officers (EWOs) <input type="radio"/> Support with data collection (Sentral) <input type="radio"/> Ideas/support with creating a more structured classroom, including visuals <input type="radio"/> Team Teach de-escalation and/or intervention refresher. <input type="radio"/> Other _____



If you require assistance from Engagement and Wellbeing Officers, how would you like to target their support?

<i>What is the target behaviour you would like support with?</i>
<i>Do you know the function of the target behaviour? If so, what is it?</i>
<i>What replacement skill would you like to teach the student?</i>
<i>Would you like assistance taking data on the intervention to gauge its effectiveness?</i>
<i>What is your plan to phase out the support from Engagement and Wellbeing Officers?</i>
<i>Anything else?</i>

SWPBS Learning Specialist: _____

Date: _____

Principal: _____

Date: _____



Comment from EW team:

ERS Behaviour Support Process



<u>TASK</u>	<u>DETAILS</u>	<u>WHO IS RESPONSIBLE</u>	<u>DATE</u>	<u>COMPLETED Y/N</u>
Referral form completed	<ul style="list-style-type: none"> Engagement and Wellbeing referral form completed and placed in SWPBS pigeon hole. 			
	<ul style="list-style-type: none"> Referral form scanned and emailed to EW Team. 			
	<ul style="list-style-type: none"> SWPBS Learning Specialist to meet with classroom staff. 			
	<ul style="list-style-type: none"> ERS Tier 1 Behaviour Support document developed/revise. Ensure strategies and supports are in place. 			



Initial meeting Mondays 8:00-8:45 OR Mondays 3:15- 4:15	<ul style="list-style-type: none"> Outline team – Classroom staff, therapy staff, EW staff and roles for team members. 			
	<ul style="list-style-type: none"> Team goes through <i>SWPBS Tier 1 Universal Checklist</i>. Actions created if applicable. 			
	<ul style="list-style-type: none"> Goal setting – develop one broad goal, one short-term goal to increase and one short term goal to decrease. 			
	<ul style="list-style-type: none"> Create summary of Sentral incidents. 			
	<ul style="list-style-type: none"> Define problem. Create Behaviour Rating Scale. 			
	<ul style="list-style-type: none"> Data collection. Data to be collected for at least TWO weeks. Select observation dates with EW staff. 			



Tasks before following meeting	<ul style="list-style-type: none"> Parents contacted. Plan for writing BSP outlined. Parents invited to next meeting. 			
	<ul style="list-style-type: none"> Collect data using BRS and complete PTR Assessment Checklist Summary outlined in initial meeting. 			
	<ul style="list-style-type: none"> Forward completed data to SWPBS Learning Specialist. 			
	<ul style="list-style-type: none"> Data summarised using the PTR Summary Table and hypothesis developed. 			
BSP writing meeting	<ul style="list-style-type: none"> Hypothesis discussed and agreed to by team. 			

	<ul style="list-style-type: none"> Write PTR Behaviour Support Plan outlining a specific step-by-step plan for each of the 'Prevent, Teach and Reinforce' sections. 			
	<ul style="list-style-type: none"> If parent/support provider are present, ensure they agree to the plan. Detail future communication regarding the plan. Phone parent/support provider if not present. 			
	<ul style="list-style-type: none"> Formalise BSP with teacher, family member/support provider, SWPBS Learning Specialist and PCO by signing document. 			
	<ul style="list-style-type: none"> Confirm date for plan to commence and monthly follow up meeting. 			



Monthly follow up meeting	<ul style="list-style-type: none"> Team meets with data from Behaviour Rating Scale. 			
	<ul style="list-style-type: none"> Assess data on goal, discuss strategies and setbacks. 			
	<ul style="list-style-type: none"> Assess fidelity of implementation if necessary. 			
	<ul style="list-style-type: none"> Adjust or modify strategies if required. 			
	<ul style="list-style-type: none"> Set date for three month review. 			



Three month review	<ul style="list-style-type: none"> Team meets with data from Behaviour Rating Scale and/or Sentral. 			
	<ul style="list-style-type: none"> Assess data on goal, discuss strategies and setbacks. 			
	<ul style="list-style-type: none"> Continue/discontinue or adjust support as deemed necessary. 			
	<ul style="list-style-type: none"> Determine next meeting/steps (if necessary). 			