

# TPS STUDENT ENGAGEMENT AND WELLBEING 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 for students and families
- (d) Thornbury Primary School's policies and procedures for responding to inappropriate student behaviour

Thornbury Primary 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 students' wellbeing and student learning outcomes are closely linked.

## OBJECTIVE

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 both onsite and learning from home, also including camps and excursions.

## POLICY

### Contents

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
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## 1. School profile

Thornbury Primary School is a thriving, community minded school located in the inner northern suburbs. Established in 1915, it has a long proud tradition of educating children in the Darebin area. We currently have nearly 400 students. These children come from diverse economic, social and cultural backgrounds. Our school is fortunate to have a multi age group of students from Croxton Special School. Our diverse school community has a strong capacity to work together for the benefit of all children in our school by applying our values of - Respect, Trust, Working Together, Integrity and Perseverance. Our current School Strategic Plan sets the future directions in student learning, engagement and wellbeing, and pathways and transition for Thornbury Primary School. We are accredited as a Safe School who works in partnership with BeYou. Our staff have completed training in Safe Minds and Cultural Understanding and Safety. We are a partner school for Respectful Relationships and have embedded a School Wide Positive Behaviour approach. Our unique Aboriginal Language and Culture program, dual stream Steiner and Mainstream learning programs and environmental programs are central to our school. These programs along with a differentiated learning environment based on the Victorian Curriculum and Capabilities meet the individual needs of all of our students. We are developing practices to encourage and empower student voice across the school. Our core business is learning - learning to be literate and numerate, to value each other, to think critically and creatively, to be a valued community member and to have fun in our safe environment.

## 2. School Values, purpose statement and vision

Thornbury Primary School's vision is integral to the work that we do and is the foundation of our school community. Our **purpose** is to develop student-centred learning which is engaging, respectful in a culturally inclusive learning environment. To promote academic and social wellbeing in all students to be proud individuals who reach their full potential as learners and leaders.

Students, staff and members of our school community are encouraged to live and demonstrate our Deadly values of Respect, Trust, Working Together, Integrity and Perseverance at every opportunity.

Our school's vision is "A creative and Diverse Community growing Together".

Marramb-ik Deadly (I am deadly)  
Balit Narrun (Strong Spirit)



### 3. Wellbeing and Engagement strategies

Thornbury Primary 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 additional social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. TPS utilises a variety of evidence-based universal, targeted and individual engagement and support strategies aligning with the HIES document. These strategies create an inclusive and positive school culture. There is an expectation that all staff, parents/carers and visitors to TPS work together to ensure the success of these strategies to support the learner.

#### 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including Music, Physical Education, Art/Craft and Language and Culture to ensure that students are able to participate in subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Thornbury Primary School employ the Barit Barring 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 Thornbury Primary 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 and School Philosophy 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 - Gurrin Gurrin
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents - We are Deadly!
- 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 student voice teams. Students are also encouraged to speak with their teachers, MHiPS Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the MHiPS Coordinator, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning. All students identify their five staff they can speak with regularly - find my five.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - o Respectful Relationships
  - o Stop Walk Talk
  - o Safe Schools
  - o Safe Minds
- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs

- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

### Targeted

- each year group has a Child Safety Champion 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
- 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.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including our Koorie English speakers
- 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](#). We are a safe school. We have a Gender Inclusion Policy.
- 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 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, we employ the Berry Street Model,

### Individual

Thornbury Primary 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 - Team around the Learner Meetings
- developing an Individual Learning Plan, Safe at School Plan, Ready to Learn 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:
  - o school-based wellbeing supports

- o Student Support Services
- o 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:

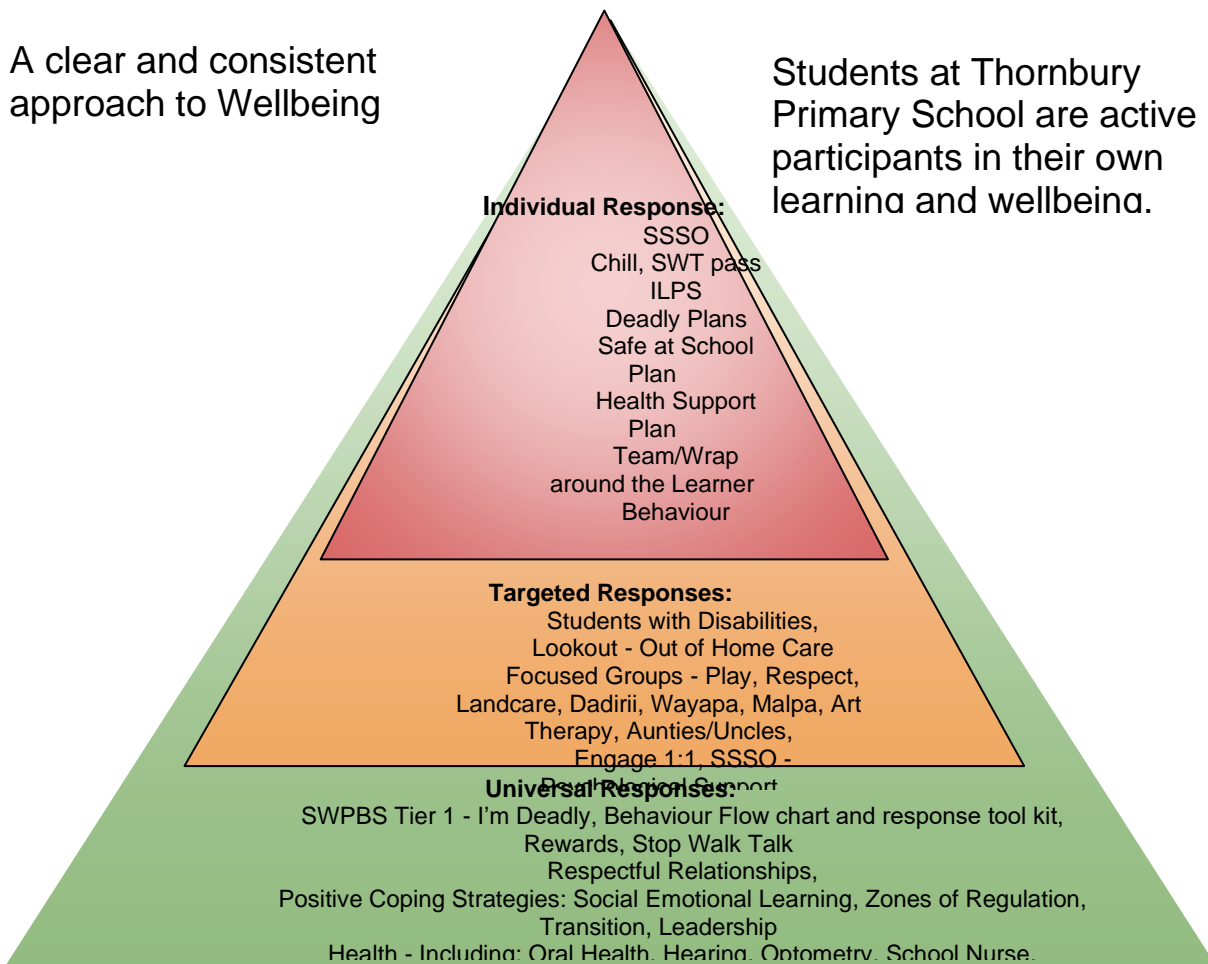
- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring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



## HIGH IMPACT ENGAGEMENT STRATEGIES

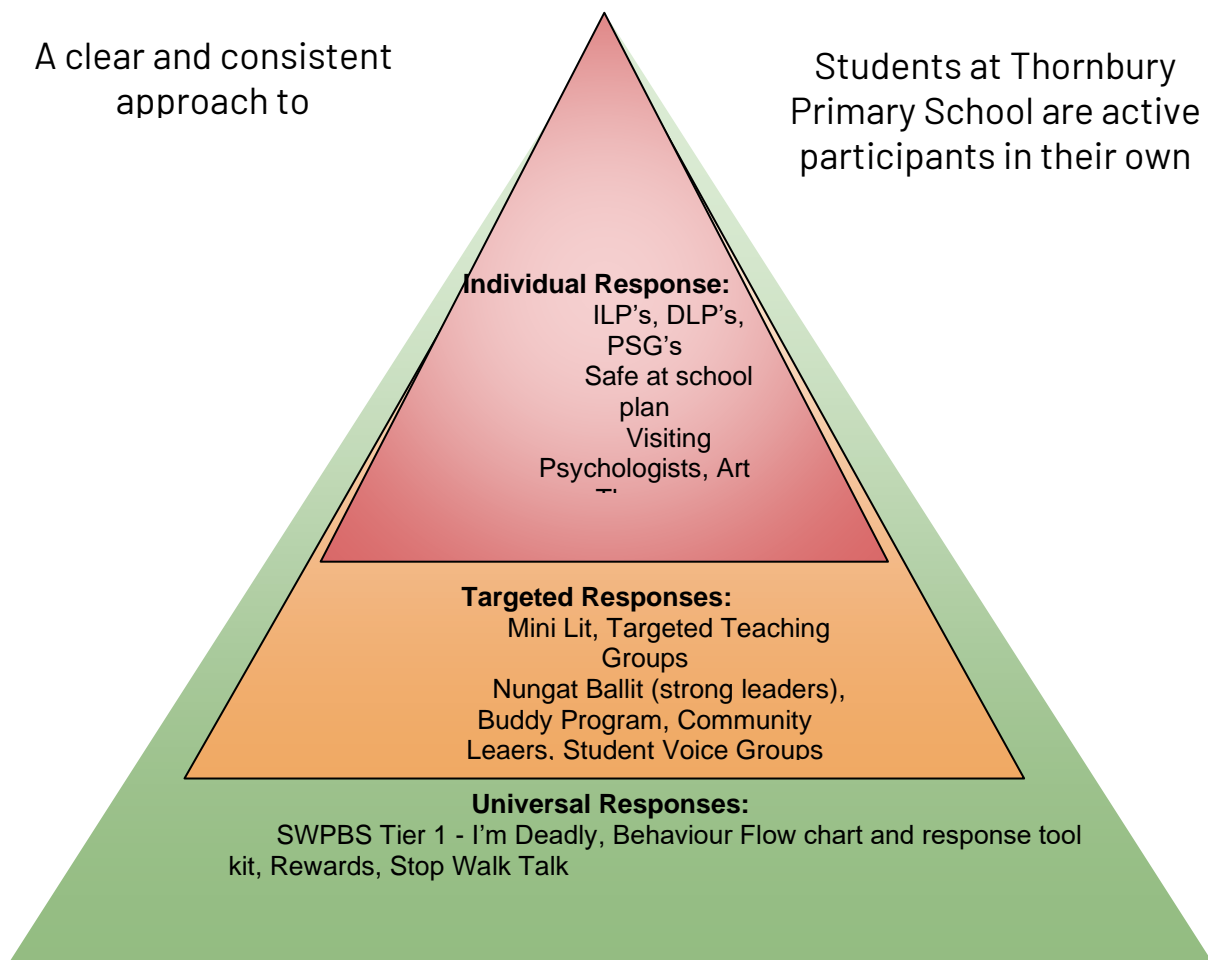
A clear and consistent approach to Wellbeing

Students at Thornbury Primary School are active participants in their own learning and wellbeing.



A clear and consistent approach to

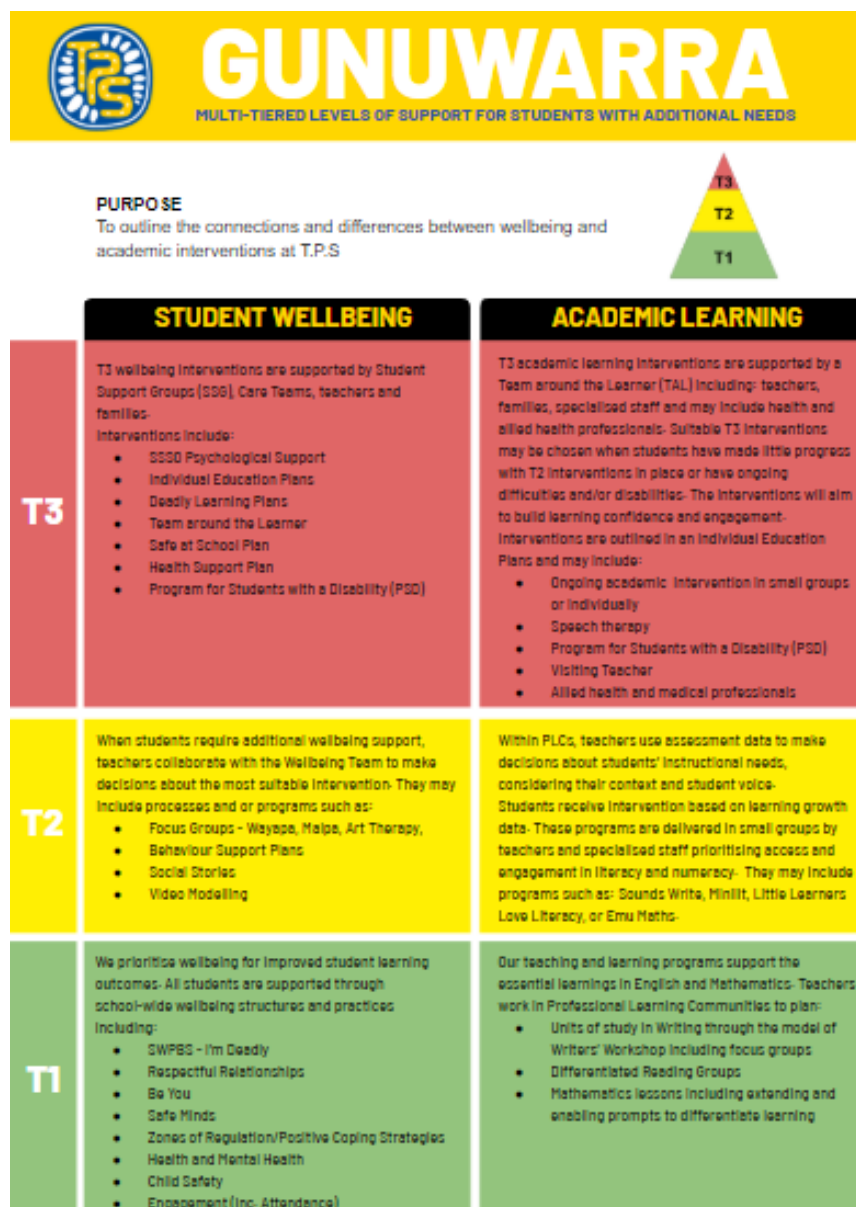
Students at Thornbury Primary School are active participants in their own





## 4. Identifying students in need of support.

Thornbury Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing AIP Team plays a significant role in developing and implementing universal strategies that help identify students in need of support and enhance student wellbeing. The Wellbeing AIP Team is a collaborative team of teachers from all parts of the school. They seek to represent the various voices of the teachers, students and community of Thornbury Primary School. They assess, design, implement, review and promote evidence based wellbeing initiatives at TPS. This work builds consistent best practice at TPS and endeavours to change the climate and sense of safety within our classrooms.



The Wellbeing Team (Wellbeing Leader, Assistant Principal, Principal) in conjunction with the ES and Teaching staff 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
- School Nursing Program
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation - NOTICE (Safeminds)
- Attendance
- Compass, reflection and suspension data
- Engagement with families
- Self-referrals or referrals from peers
- Safe at School Plans (POOCH)

#### Academic and Engagement referrals

Teacher and curriculum evidence from observations and quantitative data sources may lead to further investigation into individual student academic and engagement needs and a referral process or involvement in Tier 1 programs.

- Data driven ILPs and DLP's
- Transition forms Kindergarten and 6-7
- TAL and Prevent-Teach-Reinforce BSP's
- SSS referrals
- Assessment Australia referrals
- Learning Places Connect
- Yarra Me School
- Croxton School
- Referrals to or from private practitioners
- KESO
- KLNP
- SFYS programs
- DHS, Orange Door, CYMS, police and community health services
- Royal Childrens Hospital
- Care Teams with VACCA, LOOKOUT, Berry Street Take Two
- Attendance strategy
- Highly able extension and enrichment program (DET Money)

## 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 and dignity. We model gender equality and respect through our interactions with each other. Our school's values highlight 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, violence, discrimination or intimidation
- Express their ideas, feelings and concerns

Students have the responsibility to:

- Participate fully in their education
- Display deadly 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 one of their five, their parents or carers, a trusted teacher or a member of the school leadership team.

## 6. Student behavioural expectations

Students at TPS are Marramb-ik Deadly (I am deadly). We recognise and respect our students Balit Narrun (Strong Spirit). On the occasions where students are unable to meet the schools behavioural expectations or regulate emotions there are formal and sequential responses for each situation. Our staff will respond in a calm, consistent, brief, immediate and respectful manner.

All responses to behaviour are premised by first understanding the function of the behaviour and how to respond respectfully. They are seen as learning experiences for students to understand their impact of behaviour on themselves and others. All staff aim to re-teach more positive coping strategies and skills to communicate effectively.



School Wide Positive Behavioural expectations across both onsite and digital spaces for students, staff and families are grounded in our Deadly Behaviour Matrix and Flow Chart. Student bullying behaviour will be responded to consistently with Thornbury Primary School's Bully Prevention Policy.

- Deadly Value and Behaviours
  - I am Deadly outside

- I show integrity in the toilets
- I am Deadly moving around our school
- I am a Deadly community leader
- I am Deadly at OSHC
- I am Deadly using ICT
- I am a Deadly Staff member
- I am a Deadly Community member
- I am Deadly at the park

Thornbury Primary will institute a staged response, consistent with the Departments Student Engagement and Inclusion Guidelines. We adhere to our Behaviour Flow chart, a parents/carer will be informed about the inappropriate behaviour and the actions taken by teachers and other school staff. Behaviours are classified into minor and major behaviors and responses are listed as Step 1, Step 2 and Step 3 with increasing intervention and support. Each incident will be documented on Compass Chronicle using the ABC framework (Antecedent, Behaviour, Consequence).

### TYPES OF BREAKS

**Brain Break – 2-4mins** in the classroom then back to the task – stretch, breathe, move, verbal etc

**Chill out Break - 10-20 mins** to support regulation of emotions (co-regulate) - requires a “**Chill Out Pass**” - can be in safe space in classroom/just outside classroom or needing to be outside supervision with ES/teacher in the direct area

Student needs to be calm/green zone and ready to learn before returning to the class or they will escalate again – if not calm after 20 minutes contact leadership.

**Deadly Reward Break - 10 minutes** students have achieved goal or First/Then reward and have chosen a preferred activity.

All break times are monitored by the classroom teacher and to seek support if the student refuses to return to learning or escalates further

Restorative and Reflective practices are embedded in the resolution of conflict or behaviour incidents. Students may work with a mentor, teacher or leadership to problem solve, restore relationships and re engage with the learning. Lunch times are used for a structured and formal reflection for students who have engaged in major behaviours.

- Can you tell me what happened?
- How were you feeling? What were you thinking when it happened?
- How can we make things better?
- Is it fair? Do you agree? Is that okay?
- How can we make sure it doesn't happen again?

A school-wide approach is taken to deal with bullying (inclusive of cyber bullying) and harassment in a consistent and systematic way. This is detailed in the Bully Prevention Policy and flow chart. These strategies are in line with current DET materials “Building Respectful and Safe Schools and the PBS model STOP, WALK TALK and Find my Five. The school promotes strategies for students who have been affected by, engaged in or witnessed bullying behaviour to address changes via a restorative framework.

In severe cases of bullying incidents (including cyber bullying) involving assaults, threats, intimidation, harassment and racism TPS will report critical incidents via the **student critical incident unit of the DET**.

Individuals may require a Behaviour Support Plan (BSP) which will be developed in collaboration with teacher, parents/carers and the student (age appropriate). The BSP will follow the Prevent-Teach-Reinforce model and will be monitored and updated as required. This process may involve other professionals as part of the Team around the Learner.

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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, Thornbury Primary 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 disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, 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.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- 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.

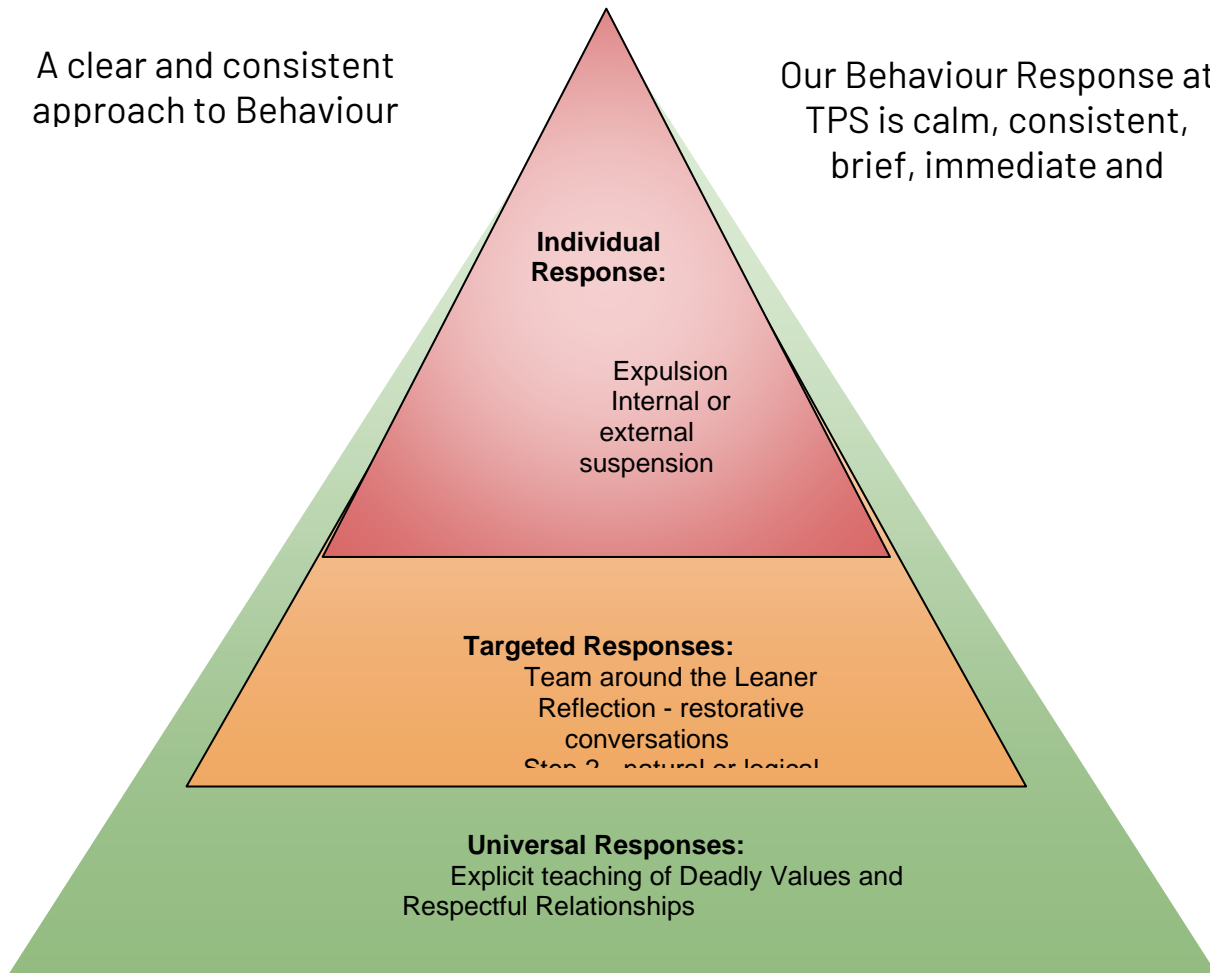
The Principal of Thornbury Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

school.

A clear and consistent approach to Behaviour

Our Behaviour Response at TPS is calm, consistent, brief, immediate and



## 7. eSafety Education and Tool Kit

At Thornbury Primary School we utilise digital technologies to support student learning across the curriculum. All members of our learning community are expected to be responsible, safe and ethical users of digital technologies. Our students, staff and community are regularly provided training opportunities for training in eSafety. This learning & empowerment is based on the eSafety modules - BeSafe, BeKind, BeCurious, BeSecure. All students annually sign the TPS Deadly ICT Agreement for Responsible, Safe and Ethical use of technology at TPS. Staff are provided protocols for online meetings and Online learning platforms as well as Child Safety considerations and Mandatory Reporting Modules.

## 8. Engaging with Community

Thornbury Primary School values the input of our community, and we strive to support our community to engage in their child's learning and build their capacity as active learners.

We work together to create successful partnerships with our community by:

- Ensuring that all of our community has access to our school policies and procedures, available on our school website.
- Maintaining an open, respectful line of communication between parents and staff, supported by our Deadly Community Members matrix.
- Providing Community volunteers opportunities so that families can contribute to school activities

- Involving families in home learning.
- Involving families in school decision making.
- Coordinating resources and services from the community for families.
- Including families in Student Support Groups, Team around the Learners, and developing individual plans for students.
- Encouraging Community Voice.

#### Consistent, Respectful and Transparent Communication

TPS will seek feedback and monitor approaches to learning, wellbeing and behaviour support across the school community.

TPS staff, school council and leadership will communicate through Compass, Newsletters, Website and individually with families to ensure there is understanding and agreement about processes and policies used to support student engagement and wellbeing.

Traffic Management - working with Darebin Council to input Octopus School strategies and a traffic management plan.

## 9. Inclusive Approaches - I take care of my mob

Thornbury Primary school is committed to create and maintain an inclusive school environment consistent with our school values, we work and learn together in a number of ways:

- Each year TPS starts with 5 Deadly Days to reteach our Deadly Values
- Each week we have a Deadly Focus and celebrate this learning with PBS rewards
- We provide differentiated learning opportunities
- Leadership is embedded through the Nangit Balit Conference and program
- We are a Safe School
- TPS engages a range of Health Programs and Sexual Education
- Staff are provided professional development and supported in Trauma informed practices
- Emergency Lunches and State School Relief Fund Uniforms are provided to those families who require this support
- Dadirri is offered across our school as a school wide Wellbeing approach
- Dual enrolment with Croxton School to provide appropriate learning support
- Cultural and interest based engagement programs are provided
- A range of interest based Lunch Clubs are offered
- At the beginning of Foundation students are allocated a Year Five student as a 'buddy'. A relationship is fostered throughout the year through social and learning activities. Students in both Steiner and Mainstreams continue with the buddy throughout the following years to support children feeling safe, comfortable and secure in a new environment.
- We celebrating and acknowledge special events and days to raise awareness and develop inclusion:
  - Pride March
  - Harmony Day
  - Reconciliation Week
  - NAIDOC week
  - Yarning Conference
  - R U Okay Day?
- Crisis Response and Safety management systems have an inclusive approach embedded in them

## Evaluation

Thornbury Primary 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:

- Attitudes to School Student Survey Data
- PAT Social Emotional Data
- Incident Data - Compass, Reflection
- School reports
- Parents Opinion Survey
- Case management
- CASE21
- SOCS

Thornbury Primary 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 school website
- Included in staff induction processes
- Included in our staff and parent/carer handbook
- Included in transition packs for new students
- Discussed at parent information sessions as required
- Annual reference in school newsletter
- Posted to Compass annually
- Hard copy available 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](#)

## RELATED POLICIES

[TPS Anaphylaxis Policy](#)

[TPS Child Safety Policy](#)

[TPS Sun Smart Policy](#)

[TPS First Aid Policy](#)



[TPS Administration of Medication Policy](#)

[TPS ITC Policy](#)

[TPS Visitors and Volunteers Policy](#)

[TPS Learning Policy](#)

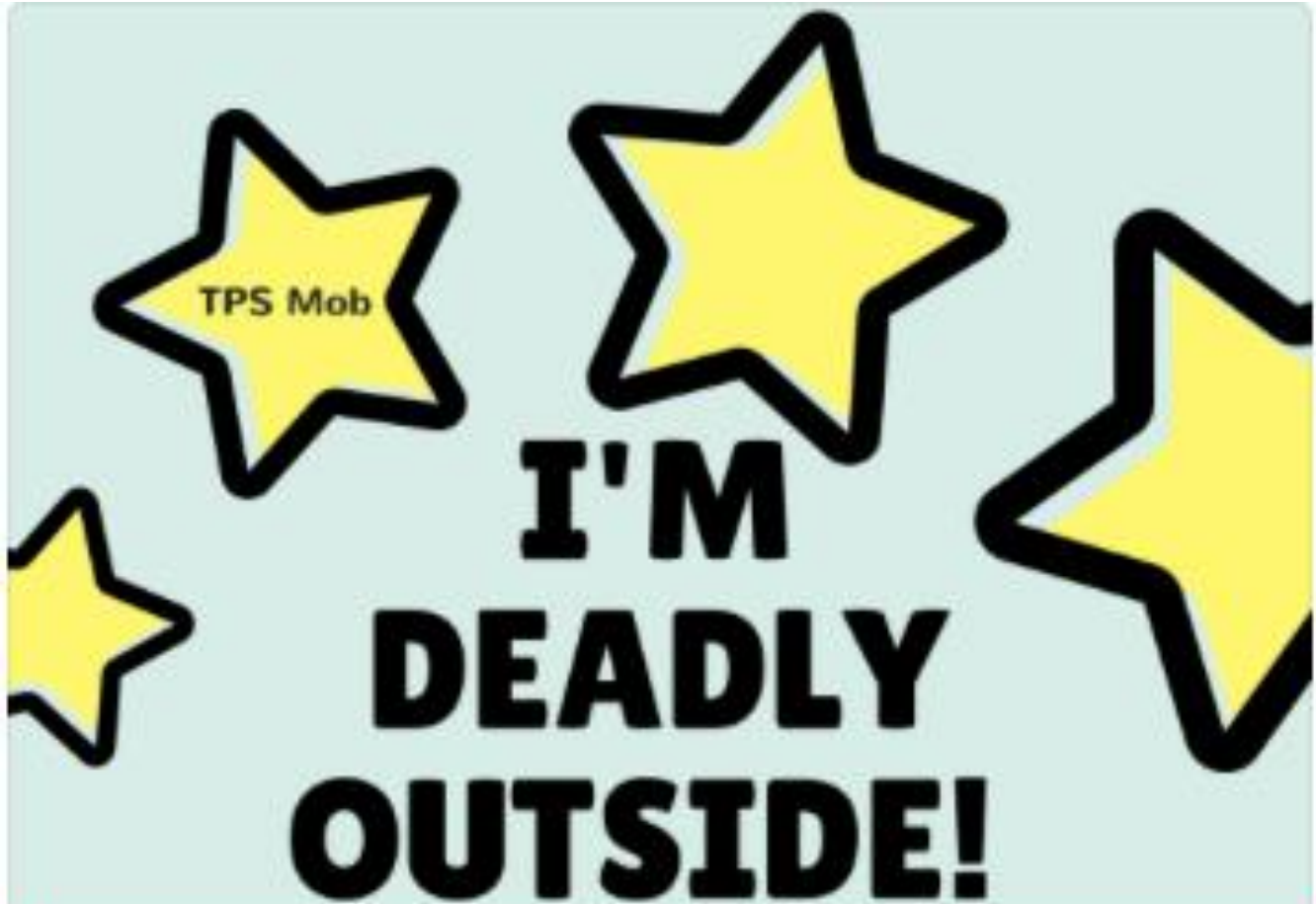
[TPS Bully Prevention Policy](#)

## APPENDICES

### I'm Deadly Always



## I'm Deadly Outside



**I WEAR MY HAT**

**I PLAY BALL GAMES IN THE RIGHT AREA**

**I INCLUDE OTHERS**

**I AM SAFE**

**I USE KIND WORDS**

**I DO THE RIGHT THING EVEN**

**WHEN NO ONE IS WATCHING**

I'm Deadly moving around our school




**I walk**

**I am quiet**

**I am safe**

**I move on the left hand  
side**

## I'm a Deadly Community Leader



**TPS Mob**

**I'M A DEADLY  
COMMUNITY  
LEADER**

**Perseverance**  
We keep trying even if the job is hard so we complete all tasks

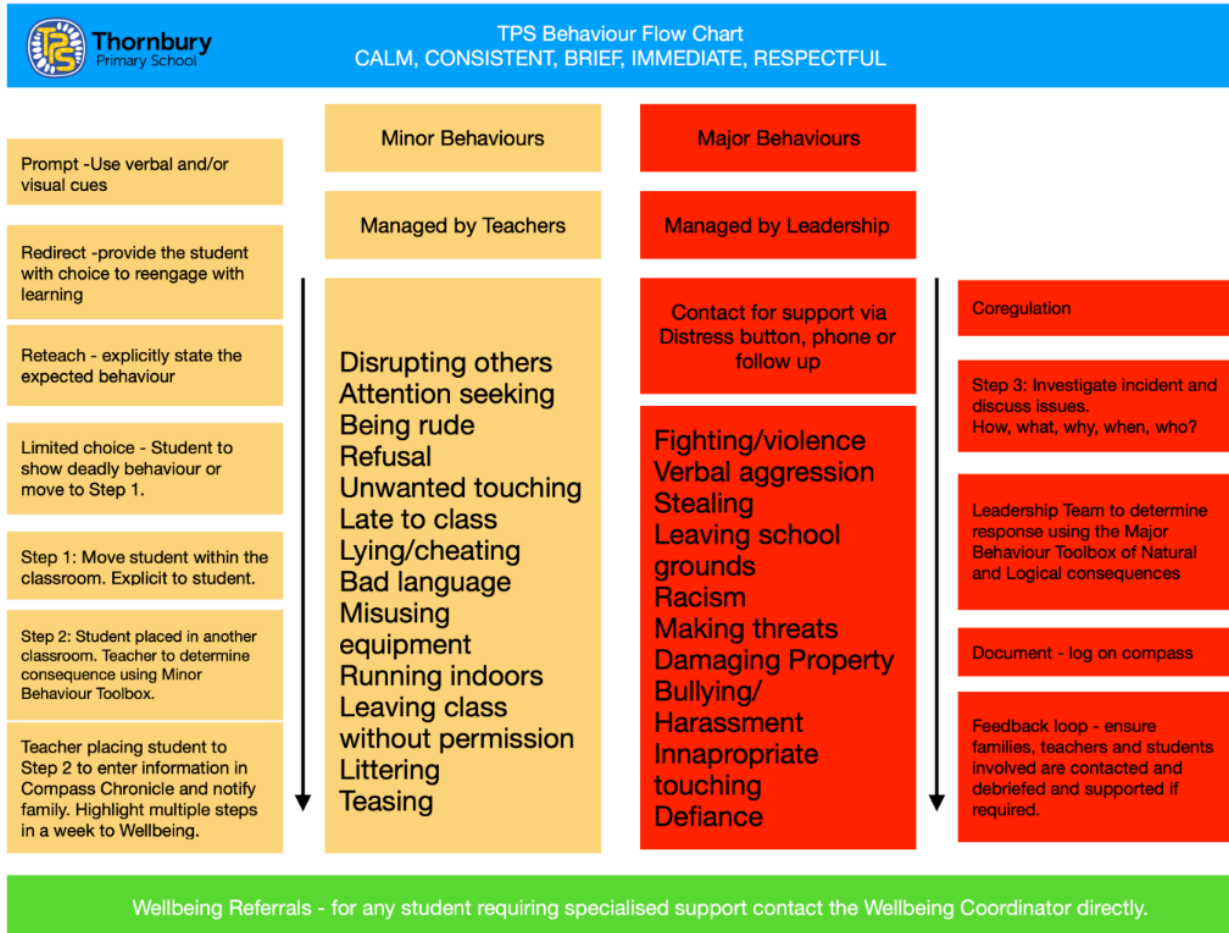
**Working Together**  
We share the jobs and do things together to achieve all tasks

**Respect**  
We speak politely to office staff and teachers and respect the learning by entering spaces quietly.

**Trust**  
We build trust with the office staff by following all their instructions

**Integrity**  
We follow the daily jobs list and do the right thing when all the tasks are completed.

# Behaviour Flowchart



## Behaviour Flowchart Toolkit of responses

### TPS Behaviour Flow Chart - STAFF TOOL BOX OF RESPONSES

MINOR BEHAVIOUR		
TEACHER BEHAVIOUR	TEACHER RESPONSE	DIALOGUE/ACTIONS TEACHER CAN USE
<b>CALM</b>	Prompt	Use verbal and/or visual cues. (ie. student is out of bounds, move towards student and make eye contact)
	Redirect	Provide the student with choice to reengage with activity. (ie. would you like to work at another table)
<b>CONSISTENT</b>	Reteach	Explicitly state and demonstrate the deadly behaviour back. Have student demonstrate. Provide immediate feedback.
	Limited choice	Give a statement of two alternatives, the preferred deadly behaviour or move to Step 1. Pause after providing the choice and when the student chooses the desired behaviour provide positive feedback.
<b>BRIEF</b>		
<b>IMMEDIATE</b>	Step 1	Move student within the classroom.
	Step 2: Student placed in another classroom.	Teacher to apply natural or logical consequences, student voice should be encouraged in deciding on response (what have I done? how can I make this better?)
<b>RESPECTFUL</b>	Consequence is applied	This may include: -picking up rubbish, walking with yard duty teacher, removal from yard -catching up on any learning missed -cleaning (if mess made) -writing a letter of apology -loss of privilege
	Students Explicitly explained process.	
	Teacher involved in Step 2 to enter information in Compass Chronicle and notify family. Multiple step 2's need to be referred to Wellbeing Referrals - for any student requiring specialised support contact the Wellbeing Coordinator directly.	

MAJOR BEHAVIOUR		
LEADERSHIP BEHAVIOUR	LEADERSHIP RESPONSE	DIALOGUE/ACTIONS LEADERSHIP CAN USE
<b>CALM</b>	Coregulation	Calm space, conversation, play regulation, or quiet
	Step 3: Investigate	Investigate incident and discuss issues. How, what, why, when, who?
<b>CONSISTENT</b>	Response	Leadership Team to to apply natural or logical consequences, student voice should be encouraged in deciding on response (what have I done? how can I make this better?)
		This may include: Removed from yard -Letter of apology -Restorative conversation with a strong apology -Reflection -TAL meeting -Behaviour support plan -Safe at School Plan -External support services -Internal or external suspension -Expulsion Refer to guiding Department of Education Discipline Policies.
<b>BRIEF</b>		
<b>IMMEDIATE</b>		
<b>RESPECTFUL</b>	Document	Log on compass, include Response and plan for the future
	Feedback loop	Ensure families, teachers and students involved are contacted via phone calls and emails at the time and debriefed and supported if required.

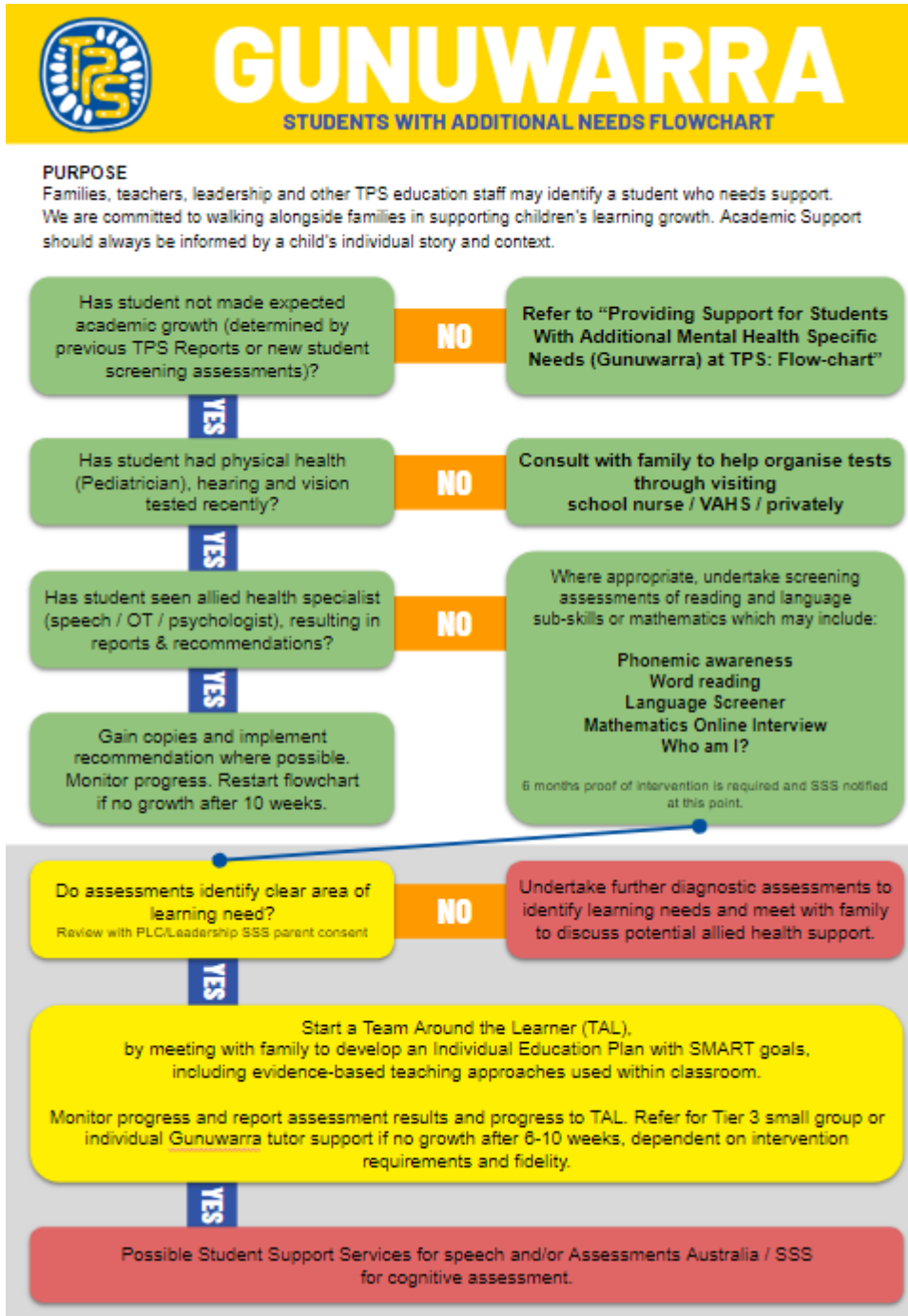
[TPS I am Deadly ICT agreement F-2](#)

[TPS I am Deadly ICT agreement 3-6](#)

## Chill out Pass



## TPS Referral Process





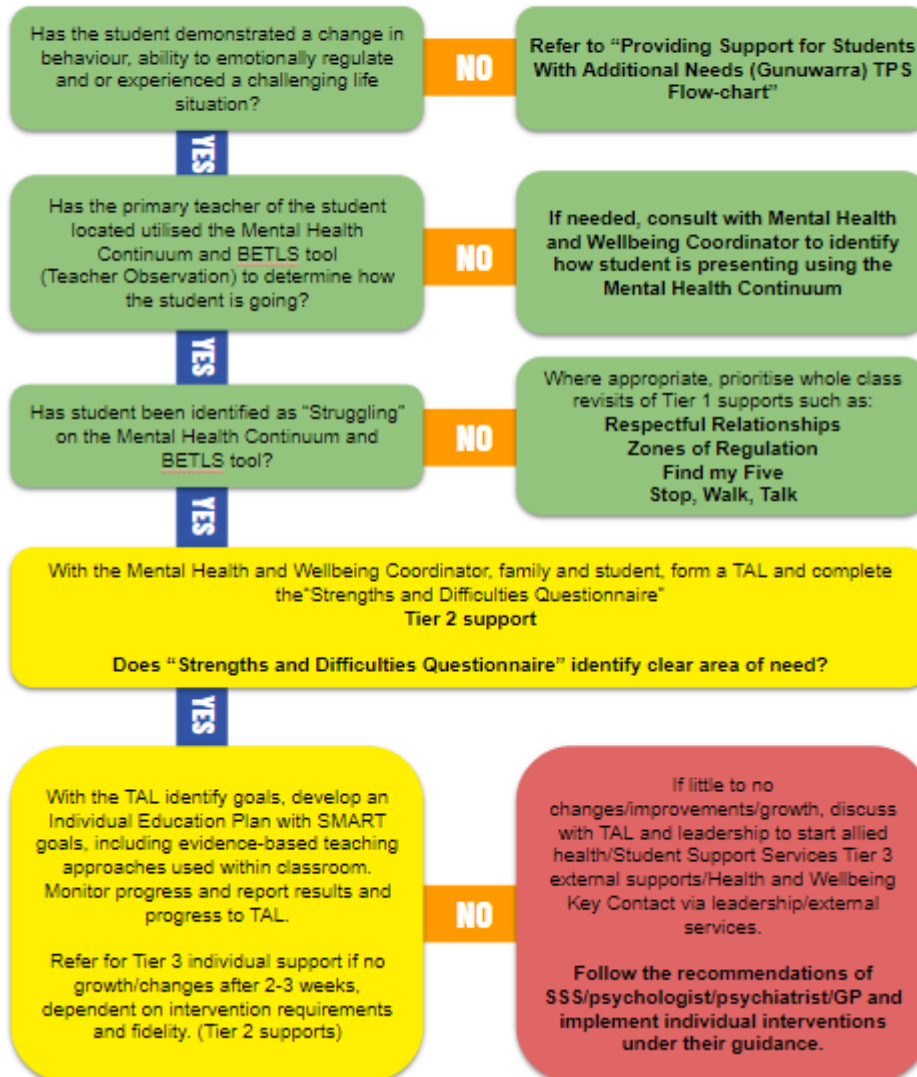


# GUNUWARRA

STUDENTS WITH ADDITIONAL MENTAL HEALTH SPECIFIC NEEDS FLOWCHART

## PURPOSE

Families, teachers, leadership and other TPS education staff may identify a student who needs support. We are committed to walking alongside families in supporting children's learning growth. Mental Health Support should always be informed by a child's individual story and context.



# TPS Behaviour Support Plan

## Behaviour Support Plan

Learner: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Review Date: \_\_\_\_\_



Team Members	Role	Signature

<b>Learner Strengths</b>	•	<b>Addition information</b>	•
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Behaviour		
Potential Behaviour Triggers	Potential Behaviour	Potential Functions
•	•	•

Behaviour Goals	
<b>Long term goal:</b> (SMARTAR)	
<b>Short term goal:</b> (SMARTAR)	

**Monitor/ Review**

INSERT LEARNER'S NAME'S Behaviour Support Plan will be monitored throughout its implementation and will be reviewed at HIS/ HER Individual Learning Plan meeting or Student Support group meeting.

**PREVENT STRATEGIES**

Intervention type	Specific Steps

**TEACH STRATEGIES**

Intervention type	Specific Steps

**REINFORCE STRATEGIES**

Intervention type	Specific Steps

Review date: \_\_\_\_\_

Adapted from Prevent-Teach-Reinforce: The School-based Model of Individualized Positive Behaviour Support by G.Dunlap, R.Iovannone, D.Kincaid, K.Wilson, K.Christensen, P.Strain, and C.English, 2010.

**REFERENCE GUIDE**

<b>Team Members</b>	Team members will include the learner, a parent/carer/guardian, school staff implementing the Behaviour Support Plan and additional professionals working with the learner or team e.g., Occupational Therapist, Psychologist, aide. It is valuable to include a professional with experience in functional behaviour assessment in the team.
<b>Strengths of the learner</b>	Refer to the comprehensive <b>Analyse Needs</b> phase of the Team Around the Learner approach to support the identification of the learner's strengths.
<b>Additional information</b>	Team members to include additional context information to ensure that everyone is informed of factors which may influence the learner's behaviour and assist them to implement the behaviour support plan effectively. Such information could include learner preferences, updated personal circumstances, relevant health information or links to additional plans e.g., Safety Management Plan.
<b>Potential behaviour triggers</b>	Based on observations by the team, the team identifies events that occur immediately before the problem behaviour is displayed. The team discusses and agrees on potential triggers for the problem behaviour/s.
<b>Potential behaviour</b>	Based on observations by team members, the team identifies the form of the problem behaviour/s e.g., what the behaviour looks like. The team develops a clear and measurable definition of the behaviour to promote a consistent understanding of the behaviour by all users of the Behaviour Support Plan.
<b>Potential functions</b>	Based on observations by team members, the team determines what the learner is communicating through his/her problem behaviour. Team members then develop and test a hypothesis regarding the function of this behaviour.
<b>Long term goal (s) (vision)</b>	The vision should be developed collaboratively and be clear and simple and summarised into 1-2 sentences. The learner and family should be given the opportunity to present their views on what they think it should look like. Refer to the comprehensive <b>Analyse Needs</b> phase of the Team Around the Learner approach to support the development of the vision.
<b>Short term goal</b>	The team should develop a number of goals that when achieved will be successful in meeting the prioritised needs of the learner. The learner should be integral in the development of these goals. Teams are encouraged to use the SMARTAR approach to goal development: <b>S</b> pecific <b>M</b> easurable <b>A</b> ttainable <b>R</b> elevant <b>T</b> imed <b>A</b> greed <b>R</b> eviewed
<b>Monitor/ Review</b>	Team members commit to ongoing monitoring of the intervention, review of the Behaviour Support Plan and the documentation of agreed changes. Team members provide details of the next review meeting in the Behaviour Support Plan. The frequency of team meetings may vary at various points within the intervention. Team members can initiate a team meeting at any stage.
<b>Prevent Strategies</b>	Team members identify and outline environmental modifications that will reduce the occurrence of behaviour triggers. Examples of environmental modifications may include the use of visual cues, motivators or changes to the physical environment. Team members should consider the variety of domains the learner operates within (eg bus, classroom, specialist lessons, playground, home, respite

## TPS Safe at School Plan (can also be used for camps and excursions)



# SAFE AT SCHOOL PLAN

DEADLY VALUES - Perseverance | Working Together | Respect | Trust | Integrity

STUDENT NAME:

YEAR / CLASS:

Things that happen at school that don't make me feel safe at school are:

When I don't feel safe I know that I can:

Strategies that I can use to ensure that I am safe at school are:

Find My Five - support I need to feel safe:

- 1.
- 2.
- 3.
- 4.
- 5.



When I am supported and am safe I will feel:

### Understanding of the TPS Safe at School Plan

Student:


Teacher:

Parent:


DATE TO BE REVIEWED:

**TPS Team around the Learner**

Respect | Trust | Working together | Integrity | Perseverance

  
 Thornbury  
 Primary School

### Team Around the Learner (TAL) Meeting Agenda



Date:  
 Time:  
 Venue:  
 Chair:  
 Attendees:  
 Apologies:

Acknowledgement of Country and Welcome		
Agenda Item	Discussion	Responsibility
Actions from previous minutes as appropriate		
Student Update and Current Data		
Future Actions		

Next meeting:

## Stop Walk Talk



## TPS 4 positive to 1 challenge feedback



## TPS Student Snapshot



### STUDENT SNAPSHOT

Full Name	
Date of Birth	
Year Level	
Diagnosis	
Funded	
Health	

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<b>Social Skills</b>

<b>Main Concerns:</b>
I can get escalated or frustrated when this happens: When I get escalated or frustrated, my behaviour can look like:

<b>WHAT HELPS: (Successful Strategies, Interests, Motivators, Passion)</b>

[Visitors and Volunteers Policy](#)

## LEGISLATION

- Equal Opportunity Act, 2010 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Disability Standards of Education, 2005
- Education and Training Reform Act 2006 (vic)
- Ministerial Order (CSS)
- Family Violence Reform Act

## POLICY REVIEW AND APPROVAL

### REVIEW CYCLE

<b>Created date</b>	21.7.22
<b>Consultation</b>	Student representative groups week 5 Term 2, 2022 teachers Curriculum Day Term 2, 2022, school council, week 3 Term 3

<b>Endorsed by</b>	Christopher Burgess, Principal
<b>Endorsed on</b>	26/7/22
<b>Next review date</b>	July 2024

## Possible Future Directions

Student First Aid Training  
Body Safety Program