



## WELLBEING AT FRANKLIN



### Our Vision

Our students will be confident and involved learners who have a strong sense of identity and wellbeing.



### Our Purpose

To create an environment where learning is dynamic, fun, challenging and focused on success and achievement.



### Our Priorities

Priority One: To improve spelling and writing for all students  
 Priority Two: Improve mathematical outcomes for all students  
 Priority Three: To maintain student levels of wellbeing during the expansion.

## OUR SCHOOL DISPOSITIONS



## National Safe Schools Framework

Promoting and providing a supportive learning environment in which all students can expect to feel safe is an essential function of all schools. Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect. The National Safe Schools Framework identifies strategies and principles that can inform practice which enhances school safety and students' physical, social and emotional wellbeing. The principles are as follows:

### GUIDING PRINCIPLES FOR THE PROVISION OF A SAFE AND SUPPORTIVE SCHOOL ENVIRONMENT

All Australian schools:

- affirm the right of all school community members to feel safe at school
- promote care, respect and cooperation, and value diversity
- implement policies, programmes and processes to nurture a safe and supportive school environment
- recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment
- develop and implement policies and programmes through processes that engage the whole school community

- ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
- recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment
- have a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships
- focus on policies that are proactive and oriented towards prevention and intervention
- regularly monitor and evaluate their policies and programmes so that evidence-based practice supports decisions and improvements
- take action to protect children from all forms of abuse and neglect

The Franklin School Wellbeing procedures were created to meet the principles of the National Safe Schools Framework as well as sit alongside the ACT Education Directorate Safe and Supportive Schools Policy. The Safe and Supportive Schools Policy outlines that:

*Canberra public schools are committed to providing positive and engaging environments where young people feel connected and respected, achieve success and are fully engaged in education. Student wellbeing impacts on student learning and is fundamental to a student's successful engagement with education.*

The Future of Education Strategy outlines the plan for education in the ACT for the next decade. It is based around four principles for implementation: equity, access, inclusion and agency. These principles are the corner stone of the well-being procedures at Franklin School, where students and their needs are placed at the centre of all plans and decisions.

## RIGHTS AND RESPONSIBILITIES

The inaugural Franklin School Parliament worked with all members of the school community to establish the rights and responsibilities of our stakeholders. These are as follows:

<b>RIGHTS – a right is something a person is entitled to.</b>		
<b>Students have a right to:</b>	<b>Staff have a right to:</b>	<b>Families and our community have a right to:</b>
<ul style="list-style-type: none"> <li>• Be treated fairly and with respect</li> <li>• Be valued as individuals and have their unique learning styles recognised and catered for so that they can learn and maximise their potential</li> <li>• Expect a learning program that meets their individual needs</li> <li>• Participate fully in the school's educational program</li> <li>• Have a safe, secure environment</li> <li>• Be provided with exemplary role models by all staff of the school</li> <li>• Be regularly informed of their progress</li> <li>• Be involved in the decision making process of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Expect student to follow reasonable instructions given by teachers in the performance of their duties</li> <li>• Expect that they will be able to teach in an orderly and cooperative environment</li> <li>• Expect students to be punctual and regular in attendance to school and classes and take all the required equipment to participate</li> <li>• Use discretion in the application of rules and consequences and be fair and consistent in their application</li> </ul>	<ul style="list-style-type: none"> <li>• Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> <li>• Expect communication and participation in their child's education and learning</li> <li>• Expect a positive and supportive approach to their child's learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> <li>• Receive respect and support from the school community</li> </ul>	
--	---	--

**RESPONSIBILITIES- a responsibility is something for which one is responsible – legally or morally obliged to take care of someone or something or to carry out a duty**

Students have a responsibility to:	Staff have a responsibility to:	Families and community have a responsibility to:
<ul style="list-style-type: none"> <li>• Respect the rights of fellow students, staff and members of the school</li> <li>• Behave in a positive manner that contributes to the learning of fellow students, does not disrupt the learning of students and enables teachers to teach in an atmosphere of cooperation</li> <li>• Take responsibility for their learning and use the resources and teachers of the school to facilitate and support their learning</li> <li>• Use ICT appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly, reasonably and consistently, implement the engagement policy.</li> <li>• Use positive reinforcement and encouragement to build self-esteem</li> <li>• Build positive relationships with students</li> <li>• Know how students learn and how to teach them effectively.</li> <li>• Know the content they teach.</li> <li>• Know their students.</li> <li>• Plan and assess for effective learning.</li> <li>• Create and maintain safe and challenging learning environments.</li> <li>• Implement the anti-bullying and harassment policy</li> <li>• Access specialist welfare and referral services when required</li> <li>• Use a range of teaching strategies and resources to engage students in effective learning.</li> <li>• Regular monitoring of student progress, attendance, participation and welfare</li> <li>• Treat all members of the college community with respect, fairness and dignity</li> <li>• Keep families informed on student progress and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.</li> <li>• Ensure their child’s regular attendance</li> <li>• Engage in regular and constructive communication with school staff regarding their child’s learning.</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students.</li> <li>• Build positive relationships with members of the school community Promote respectful relationships</li> </ul>

# FRANKLIN SCHOOL

## WELL BEING SUPPORT PROCEDURES

Well-developed social /emotional skills in students cannot be assumed and must, therefore, be explicitly taught in order to equip students to contribute effectively in creating an ongoing positive learning environment. Everyone associated with the school must work towards creating and maintaining quality teaching practices, quality curriculum and quality relationships. This can be done through the use of positive, universal, selected and targeted proactive strategies that assist build a positive learning environment.



### Targeted Strategies

- Are used to support a select group of students to participate positively at school and achieve academic success
- Should capture few students in the school population (who require this level of additional support)
- Are implemented after careful thought and planning by an identified team of adults
- Identification of behavioural and academic goals at this level, together with highly structured strategies, encourage positive behavioural changes over time.

---

### Selected Strategies

- Build on the foundations provided by universal strategies to respond to an identified need in a particular group of the student population.
- Focus on developing the academic, social and emotional skills of an individual through participation in structured group learning.
- Careful consideration is given to identifying the students and the additional skills needed by the group.
- Some students will benefit from a combination of universal and selected strategies to learn positive behaviours in a school setting.

---

### Universal Strategies

- Are used across the school to support a positive learning environment for all students and teachers. These strategies underpin the success of the core business of all staff working in school.
- Universal strategies are presented in two categories: **Universal school strategies**, and **Universal classroom strategies**.
- Aim to improve school culture. A school's culture is derived from the social and emotional interactions that occur between each member of a school, and the underlying culture that exists in the country and locale in which the school is positioned
- Each moment of the day should contribute positively to building character, developing social and emotional intelligence and providing a nurturing environment that supports students' academic, social and emotional growth.
- A positive school culture connects students to their school and builds a sense of pride in their school and themselves.
- Universal classroom strategies are best practice for every classroom in ACT Public Schools.
- For most students, universal strategies provide the structures and support needed to develop appropriate behaviours and succeed at school.

# Franklin School Response to Intervention

## **Intensive and Targeted/Individual Strategies:**

NCCD – level of adjustment (Substantial/Extensive)  
ILPs  
NSET consents and referrals  
Allied health professionals  
School Psychologist  
  
ISP  
Small group program  
Medical plans/support and plans  
PBSPs  
Suspensions/Re-entries  
OVRAs

## **Selected Strategies:**

NCCD – Level of adjustment (Supplementary)  
Additional support – MiniLit  
Differentiated reading and numeracy groups  
Targeted teaching  
EALD  
LSA support  
Student support meetings  
Targeted circle times  
Playground support/passports  
Parent contact  
Wellbeing support (club, teacher)  
Targeted professional learning

## **Universal Strategies:**

NCCD – Level of adjustment (QDTP)  
Quality differentiated curriculum, instruction, and assessment  
Quality instruction (best practices)  
Explicit instruction  
Gradual release of responsibility lesson structure (modelled, guided, independent)  
Goal setting  
Flexible pacing and grouping  
Formative & summative assessment  
Learner Dispositions  
Circle time  
Positive Behaviours for Learning (PBL)  
Social emotional programs (Everyone, Every day, Friendly Schools Plus, Be You)  
Zones of Regulation  
Lunch time clubs  
Buddy classes  
Student, school and home partnerships  
Interviews and reports  
Mentoring and coaching opportunities  
Team Teach professional learning

### **Tier 3**

#### **Intensive and Targeted Level of Support**

Provided to students to assist them in participating positively at school and achieve academic success. Based on comprehensive evaluation and provided to students with intensive needs. These are interventions required for 1%-10%

### **Tier 2**

#### **Selected Level of Support**

Provided to students identified through data as requiring specific targeted support to make commensurate growth. They are the modifications made to provide access and opportunity to students with additional needs. These are interventions required for 10% – 30% of the student population.

### **Tier 1**

#### **Universal Level of Support**

Provided to ALL students; research based, high quality education using on-going monitoring, and assessments to direct and design instruction. These are the interventions required for 70% - 80% of the general student population.

**Universal, Selected and Targeted Classroom Strategies to encourage, support and reinforce stakeholder wellbeing**

**CURRICULUM**

**RELATIONSHIPS**

**TEACHING/ORGANISATION**

- High expectations for achievement are set
- High expectations for behaviour are set
- Student voice and choice is used
- Curriculum is differentiated
- Engagement of students is a priority
- Support is provided, as appropriate
- Students have a say in learning and assessment
  - Students work cooperatively to develop goals and plan for programs or activities that they are involved in

- PBL across the school
- Positive relationships are built with students
- Teachers welcome students into classes
- Students greet teachers each day
- Every day is a new day and a fresh start
- Teachers know individual students strengths
- Whole class and individual success is celebrated
- Students help construct class rules
- Socially appropriate behaviour is modelled and expected
- Honest and prompt feedback is given
- Staff responses to behaviour are predictable
- Staff help repair relations between all stakeholders
- Staff build positive relationships with parents
- Staff use Collaborative Problem Solving to support students to manage their behaviour and emotions
- Community Coordinator works collaboratively with staff, students and families
- Social Emotional Skills are explicitly taught
- Circle time is utilised
- 

- Rules are collaboratively constructed
- Careful consideration is given to the physical environment
- All members of the school are responsible for the learning environment
- Student work is displayed
- Routine is explicit and displayed each day-use visuals to support
- access to PL and building capacity (shoulder to shoulder work)
- Adjustments as per the NCCD framework

UNIVERSAL

SELECTED

- Lessons are inclusive to the needs of all students
- Literacy and numeracy programs tailored to meet student needs
- Student learning profiles are developed and used
- Curriculum reviewed and adjusted to meet specific educational and social needs
- Special needs team and/or intervention teacher support
- Guided practice used to reinforce appropriate behaviours

- School-based Special Needs intervention team responsible for supporting selected programs
- Clear processes to build and strengthen existing support networks for students
- At-risk students are identified as early as possible and engaged in selected programs
- Social Emotional Skills development addressed through programs
- Restorative practices used following incidents of harm
- Opportunities provided for small groups to discuss, problem-solve and role-play ways to behave in challenging situations
- Forum for Student Parliament to identify needs and develop initiatives
- Community agencies introduced into the school to support and/or mentor students

- Identified teams of staff who collaborate to support the social, emotional and academic development of students with challenging or complex needs
- Formal assessment of academic and behavioural programs
- Small-group support in literacy and numeracy for selected students
- Group and individual behaviour reward system used to acknowledge and promote appropriate behaviour
- Social and academic factors considered when deciding class placements
  - access to PL and building capacity (shoulder to shoulder work)
  - Adjustments as per the NCCD framework

TARGETED

- Individual Learning Plans (ILPs) developed to target academic needs with the involvement of students, parents and teachers
- Assessment processes in place to determine the level of intervention e.g. use of Learning Support Assistant
- Learning technologies, such as assistive technologies, utilised to achieve ILP outcomes

- Case conferences held to ensure there are shared goals and expectations among key stakeholders
- Successes recognised and celebrated
- Parents informed about inappropriate behaviour and involved in managing it
- Staff such as the Community Coordinator are involved in case management
- Individual Learning Plans (ILPs) developed to target academic needs with the involvement of students, parents and teachers

- Explicit targeted behaviour support plans developed and implemented
- Formal plans and support staff available to manage non-compliant aggressive behaviour in classroom and playground
- Student Support utilised
- Referrals made to community or agency support networks
- Professional support and advice provided for urgent behaviour support and critical incidents
- Comprehensive case reviews
- access to PL and building capacity (shoulder to shoulder work)
- Adjustments as per the NCCD framework



## PROGRAMS At FRANKLINI SCHOOL TO SUPPORT AND ENHANCE WELLBEING:

UNIVERSAL:	SELECTED and TARGETED:
<ul style="list-style-type: none"> <li>• Lets Go!- At the commencement of the each year.</li> <li>• Circle Time</li> <li>• Everyone Everyday- Biannually</li> <li>• PBL</li> <li>• Zones of Regulation</li> <li>• Friendly Schools Plus- Biannually</li> <li>• Peer Support</li> <li>• Student Parliament</li> <li>• Bullying and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons for Growth</li> <li>• Circle of Friends</li> <li>• Mini Lit</li> <li>• Big People Little Dreams</li> <li>• The Salvos Schools program- Kinder social skills</li> <li>• The Salvos Schools program- Mindfulness group</li> <li>• The Salvos Schools program- Individual Mentoring</li> <li>• Silence is Deadly- run by Menslink</li> </ul>

### SUPPORTS (including staff PL)

UNIVERSAL	SELECTED AND TARGETED
<ul style="list-style-type: none"> <li>• Training and access to the school SASSCO(s)</li> <li>• Restorative Practices</li> <li>• Team Teach</li> <li>• Withdrawal spaces</li> <li>• Teaching of explicit social skills through resources such as <i>"Friendly Kids Friendly Classrooms"</i></li> <li>• Zones of Regulation</li> <li>• Disability Standards for Education</li> <li>• Trauma informed Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Body Based Regulation PL</li> <li>• Targeted Team Teach PL</li> <li>• Positive Behaviour Support Plans</li> <li>• Protective Action Plans</li> <li>• Engaging professionals with appropriate expertise</li> <li>• Wellbeing Group</li> <li>• Visual supports</li> <li>• Adjustments as per the NCCD matrix</li> </ul>

### Suggested Social and Emotional Sequence

Term 1	Term 2	Term 3	Term 4
Lets Go! Bullying and Reporting and Zones of Regulation	Everyone Everyday or Friendly Schools Plus (alternate years)	Teaching of explicit social skills through resources such as <i>"Friendly Kids Friendly Classrooms"</i>	

## What to Do When...

At times, students may exhibit behaviours that are not aligned with our values, rights and responsibilities. These behaviours may disrupt their own or other students learning, cause harm to others and impact their relationships with other students or teachers.

**Whole School Scripts** to utilise if behaviours do not align with values, rights and responsibilities of all stakeholders at Franklin School:

<p><b>The student is demanding immediate and ongoing attention from a staff member...</b></p>	<p><b>Example response:</b></p> <p>“Kylie come and chase me!”</p> <p>“I can. I’ll come in a minute” Or</p> <p>“Sure! I’ll be there in a moment” Or</p> <p>“When I finish... then I’ll come”</p> <p>Try and leave some time before you respond. <b>Respond immediately, if safety is compromised.</b></p> <p>“I want a toy from the cupboard!”</p> <p>“We might get time to have a look later. Let’s go and...” then walk away from the student (maintain line of sight)and give positive attention as soon as he/she is in the right place.</p> <p>Find a distraction to re-direct into the correct space is also a good option in this scenario.</p>
<p><b>Student is refusing to follow instructions.</b></p>	<p><b>Example response:</b></p> <p>“Tablet first, then play” repeat if necessary</p> <p>“Wash hands first, then get your lunch”</p> <p>“Group time first, then you can build”</p> <p>Walking away from the student to give them ‘take-up’ time is often helpful here, but keeping them in line-of-sight is important.</p>
<p><b>If student’s behaviour is escalating, use the ‘help script’</b></p>	<p><b>Example response:</b></p> <p>Name... (eg:Max/ Maxine)</p> <p>I can see that... (you are upset, something is wrong etc)</p> <p>I am here to help</p> <p>Talk and I’ll listen</p> <p>Let’s go and... (sit down, talk in the office etc)</p>

	<p>At this stage - use a very small number of words and stay a safe distance from the student to maintain safety.</p> <p>If we have to move a class away from the student to maintain safety, we will use following as a code: <b>“We are going outside to see if we can see the birds today”</b> OR simply say <b>“Birds are flying”</b></p> <p>Move the classes to the kinder rooms or to the old community room if necessary.</p> <p>Maintain line of sight by contacting exec or Educator.</p>
<p><b>If the student runs away</b></p>	<p>Message in the ‘WhatsApp’ group and move to maintain line-of-sight.</p> <p>Maintain safety at all times.</p> <p>Use the “First...Then...script here.</p>
<p><b>If pulling on your arms or clothes for immediate attention/response, or touching things that don’t belong to him</b></p>	<p><b>“Safe hands. This is my space”</b></p> <p><b>“Safe hands. This is my ipad”</b></p>

**Classroom and outdoor expectations:**

Documented as:

**PIP** (positive indoor participation)

**POP** (positive outdoor participation) plans.

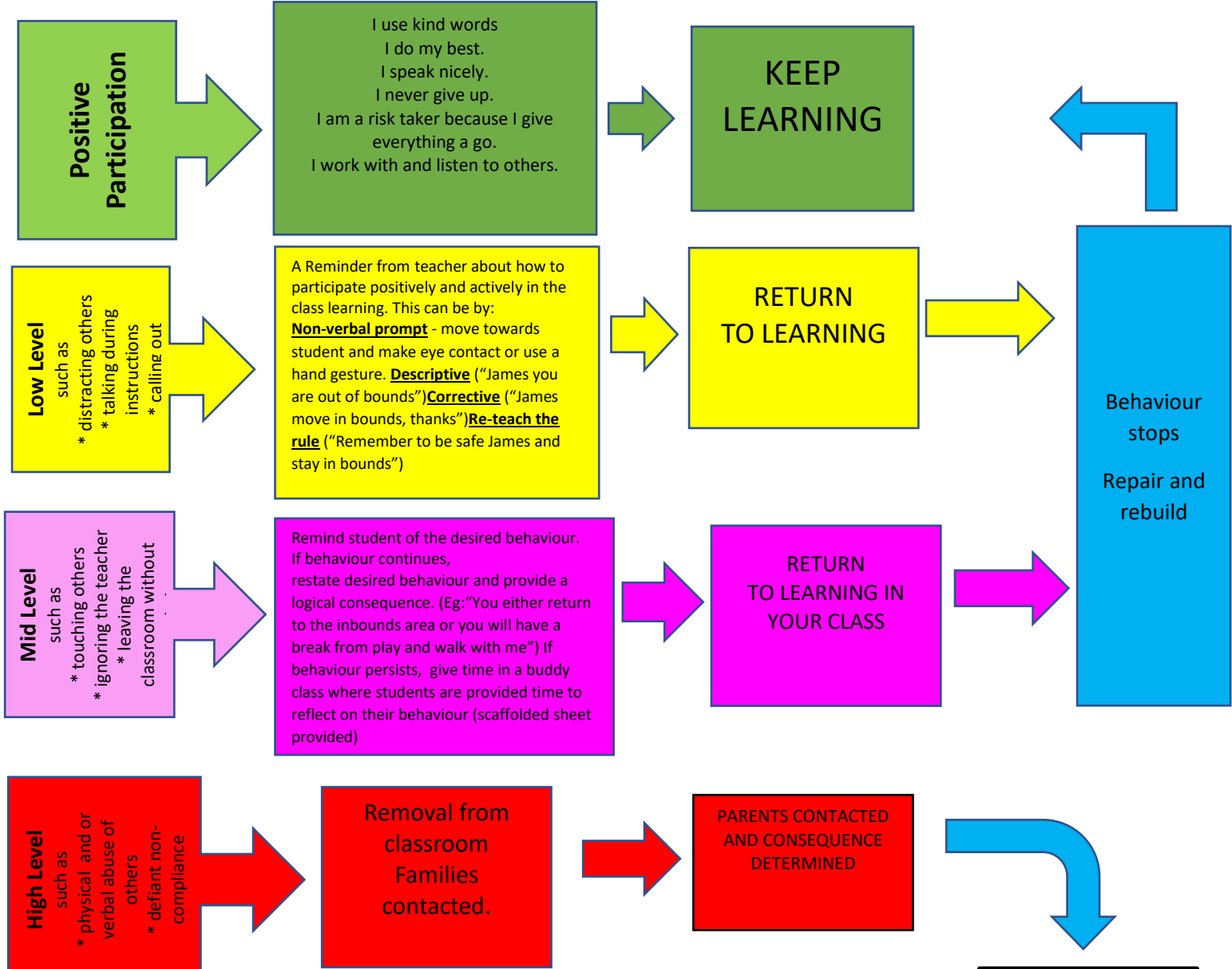
**PIP, POP and our PBL matrix sit side by side and work in conjunction with and complement each other.**



**Franklin School**

PIP

Positive Indoor Participation Flowchart



**Student Role**  
Students are supported to learn about behaviour and make appropriate choices during outdoor play.

**Family Role**  
Families work with their child and the school. We are partners in learning and value the support we receive to enable students to learn about behaviour

**Staff Role**  
Staff are responsible for assisting students to be successful in their playground interactions.

**Leadership Team Role**  
The leadership team are responsible for ensuring the safety of the physical and emotional wellbeing of students and staff in accordance with Directorate guidelines.

**Repairing:** With support Students are given the opportunity to repair the harm they have caused.

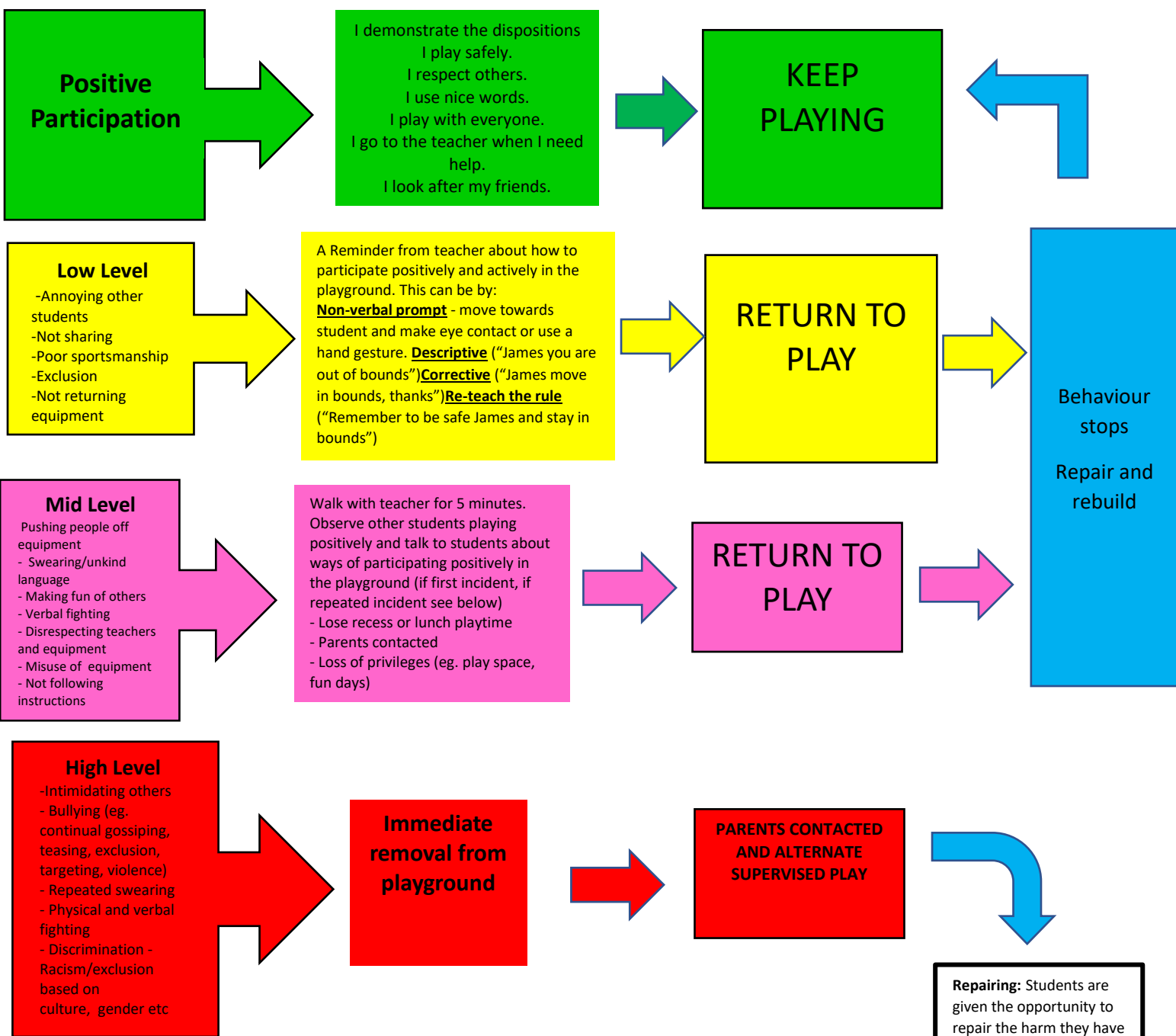
**Rebuilding:** With support Students are given the opportunity to rebuild relationships with people they have harmed



**Franklin  
School**

POP

# Positive Outdoor Participation Flowchart



**Student Role**  
Students are supported to learn about behaviour and make appropriate choices during outdoor play.

**Family Role**  
Families work with their child and the school. We are partners in learning and value the support we receive to enable students to learn about behaviour

**Staff Role**  
Staff are responsible for assisting students to be successful in their playground interactions.

**Leadership Team Role**  
The leadership team are responsible for ensuring the safety of the physical and emotional wellbeing of students and staff in accordance with Directorate guidelines.






**Repairing:** Students are given the opportunity to repair the harm they have caused.

**Rebuilding:** Students are given the opportunity to rebuild relationships with people they have harmed

## PBL at Franklin. (Positive Behaviours for Learning)

Franklin School is a PBL school we aim through PBL to bring together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. It is a positive, social, student focused approach to behaviour that involves the whole school community. It includes creating, teaching and rewarding expected and pro-social behaviours and involves everyone, everywhere, all the time. PBL boosts student engagement in learning by increasing attendance and retention and improving student behaviour in all settings across the school.






The PBL framework is underpinned by our five dispositions:

Caring	Collaborative	Inquiring	Resilient	Responsible
				




The Franklin PBL Matrix was designed as a clear set of school-wide expectations which apply in every circumstance and setting in which students are learning our core dispositions. Teachers explicitly reinforce behaviours outlined in the matrix and it provides all staff with the language to use when talking with students in and around the school.

The Franklin matrix is:






**PBL Matrix - Franklin School**

	Caring	Collaborative	Inquiring	Resilient	Responsible	Teaching notes
						
<b>All Settings</b>	We are friendly <b>We look after the environment</b> We are polite	We are inclusive <b>We learn from each other</b>	We learn from our experiences	We own our actions <b>We participate and have a go</b>	We keep our body to ourselves <b>We are safe</b> We are in the right place at the right time <b>We listen and follow instructions</b> We solve problems positively	Consider teaching points for all areas listed below.
<b>Moving Around the School</b>	We walk on the path				We walk quietly	We stay together as a class We walk in the shared spaces We use a quiet voice

						We keep our hands and feet to ourselves
<b>Front Office</b>		We listen to others		We wait our turn	We walk inside <b>We speak quietly</b> We go to the office with permission	We enter the front office respectfully and calmly We wait patiently for our turn We ask for assistance We use an inside voice We use our manners We walk with purpose in an emergency
	<b>Caring</b>	<b>Collaborative</b>	<b>Inquiring</b>	<b>Resilient</b>	<b>Responsible</b>	<b>Teaching notes</b>
						
<b>GO1 &amp; GO2</b>	We care for the garden <b>We care for the sandpit</b> We care for play equipment <b>We put rubbish in the bin</b>	We share school equipment <b>We play fairly</b>		We solve problems positively	We move and play safely <b>We use equipment safely</b> We stay within bounds <b>We wear a sunsmart hat</b> We play in the play spaces	We use the pathways We respect nature - leave flowers/branches/leaves on the plant We move around the plants carefully We use equipment correctly/for its purpose We care for those around us - We listen to others, we use kind words, we think about others personal space We ask teachers for play equipment We return equipment to where it belongs Sandpit equipment STAYS in the sandpit We put Rubbish in the correct bin We include others in our play We share and use kinds words We show sportsmanship We only climb playground equipment We can take our shoes off in the sandpit

<b>Court &amp; Sandpit</b>	We care for play equipment  Sand stays in the sandpit	We play fairly <b>We share school equipment</b>		We are good sports <b>We solve problems positively</b>	We follow the rules <b>We move and play safely</b> We wear a sunsmart hat	We ask staff for school equipment We use equipment correctly/for its purpose We take turns We listen to each other, We are resilient if things are tricky We use kind words We ask for feedback We seek support if needed We collaborate to agree on a set of rules before starting the game We don't climb on gates, We are aware of the slippery and wet surface We respect the new building - don't look through windows, keep away from the building structure, kick balls on the ground, to friends or in goals
	<b>Caring</b>	<b>Collaborative</b>	<b>Inquiring</b>	<b>Resilient</b>	<b>Responsible</b>	
						
<b>Library</b>	We care for resources		We ask questions		We move safely <b>We use resources safely</b> We use quiet voices	We are gentle with books and put books away in the right spot (teach locations) We use inside voices and consider others We sit on furniture safely We return furniture to its location We walk
<b>Toilets</b>	We keep the space clean <b>We are water wise</b> We use resources correctly				We flush <b>We wash and dry our hands</b> We leave when finished <b>We use the toilets safely</b>	We put the hand towel in the bin We turn the tap off when we are finished We use the space and resources respectfully and appropriately Use minimal paper towel and toilet paper We leave once we are done



<b>Canteen</b>	We are polite			We line up and wait our turn	We move safely <b>We use quiet voices</b> We present slips	We take lunch order slips and basket 1-2 students from each class to collect lunch orders We walk We wait quietly We line up sensibly We show respect by using polite language We place lunch orders in basket
<b>Piazza</b>	We care for the garden				We are in the right place at the right time <b>We move safely</b>	We use the pathways We respect nature - leave flowers/branches/leaves on the plants We take turns We listen to each other, We are resilient if things are tricky We use kind words We walk We climb the steps safely
	<b>Caring</b>	<b>Collaborative</b>	<b>Inquiring</b>	<b>Resilient</b>	<b>Responsible</b>	
						
<b>CRIP</b>	We care for play equipment <b>We are water wise</b>	We share school equipment <b>We share with the community</b> We play fairly		We are good sports <b>We solve problems positively</b>	We listen and respond to the whistle <b>We follow the path</b> We use the toilets safely <b>We wear a sunsmart hat</b> We play within the boundaries <b>We move safely</b>	We line up quickly and quietly in GO1 space for role call We walk quietly through preschool We sit and listen respectfully to the teacher's instructions We use equipment correctly/for its purpose We take turns We listen to each other, We are resilient if things are tricky We use kind words We ask for feedback We seek support if needed We collaborate to agree on a set of rules before starting the game We stop when we hear the whistle and quickly line up for role call We respect other community members at the CRIP We keep away from the gum trees

<b>Reconciliation Garden</b>	We care for the garden		We connect with the land		We move safely <b>We walk on the path</b>	We use the pathways We respect nature - leave flowers/branches/leaves/rocks where they are - We understand the meaning behind the Reconciliation Garden - the purpose of the plants/rocks/design We move around the plants carefully We sit on the logs We are mindful in this space
<b>Bike Racks</b>	We respect others' property				We walk bikes and scooters We exit the area promptly We wear helmets	We place bikes/scooters inside the bike area when arriving at school. We exit the area promptly We collect bike/scooter at the end of the day We walk bike/scooter until we are outside the school We wear helmets and do up the clip We only access the bike racks before and after school
<b>Front of School</b>					We walk bikes and scooters  We cross at the zebra crossing  We are safe near roads and vehicles  We wait in a safe space	Walking bikes and scooters Walk across zebra crossing Waiting sensibly at the drop off and pick up zone - sitting on benches Safety around roads and cars Holding equipment (eg balls near roads) Listen to instructions / parents / adults / teachers
<b>LC1</b>	We care for the garden  We care for play equipment  <b>We put rubbish in the bin</b>	We take turns on the slide  We move <i>through</i> the tunnel  We share school equipment  <b>We play fairly</b>		We solve problems positively	Only water goes in the river-bed  We go 'feet first' on the slide  We move and play safely <b>We use equipment safely</b> We stay within bounds <b>We wear a sunsmart hat</b>	Tanbark stays on the ground and doesn't go in the waterbed We walk around plants and leave them in the ground/on the branches One at time on the slide and going down the slide feet first The tunnel is for moving <b>through</b> . If we sit inside we are blocking it and other people can't use that space.

					We play in the play spaces	
--	--	--	--	--	----------------------------	--

The Franklin Decision Making Flowchart assists staff to identify major and minor behaviours and what steps to take if they occur. This is as follows:



# Franklin School Behaviour Decision Making Flowchart



## Observe Problem Behaviour

Minor Behaviours	
Inappropriate Language	Mild Disruption
Physical Contact	Non- Compliance
Late to Class	Fractional Truancy
Cheating/Plagiarism	Property Misuse

At Franklin we are  
Caring, Collaborative,  
Inquiring, Resilient,  
Responsible

Major Behaviours	
Abusive Language	Disruption
Physical Aggression	Defiance
Truancy and Absconding	Harassment
Forgery or Theft	Property Damage
Smoking	Drugs
Alcohol	Serious Threatening Behaviour
Bullying	

Calm  Consistent  Brief  Immediate  Respectful  Private	<p><b>Non-verbal prompt</b> - move towards student and make eye contact or use a hand gesture.</p> <p><b>Descriptive</b> (“James you are out of bounds”)</p> <p><b>Corrective</b> (“James move in bounds, thanks”)</p> <p><b>Re-teach the rule</b> (“Remember to be safe James and stay in bounds”)</p> <p><b>Logical Consequence</b> (“You either return to the inbounds area or you will have a break from play and walk with me”)</p> <p><b>Student walks/sits with teacher</b> (“You have made your choice James and you need to walk with me)</p> <p><b>If student is still non-compliant follow major behaviour steps</b></p>	<p><b>Give positive feedback once desired behaviour is displayed</b></p> <p><b>Enter Minor referral</b></p> <p><b>Major behaviour Referral</b></p>	<p>1. Student referred to executive, major referral completed by staff on SENTRAL</p> <p>2. Executive follow agreed procedure E.g. Conference /or phone call home</p> <p>3. Data input in SENTRAL by executive. Review individual students’ data</p> <p>4. Executive member to follow through and determine consequences – playground passport, etc</p> <p>5. Support provided in accordance with tiered intervention on the continuum</p>	<p><b>Conference with student</b></p> <p><b>Analyse data to inform effective consequences (Educative)</b></p> <p><b>Apply appropriate consequence (Educative)</b></p>
---	---	--	--	---

## **PROCEDURES TO ADDRESS BULLYING**

At Franklin School we believe that everyone will be treated with compassion, fairness and respect. We believe in the worth of each child and strive for a school community where everybody feels safe, valued and is nurtured to reach their potential. We adopt a proactive approach and explicitly teach school dispositions, expectations and appropriate behaviours.

Bullying behaviours in all forms are not ok and will not be tolerated as they infringe the fundamental rights to safety and fair treatment.

It is everyone's responsibility to ensure that bullying behaviours are quickly eradicated, and friendly behaviours and a safe and harmonious environment are promoted.

As a school that does not tolerate bullying, Franklin School:

- Embraces and celebrates the diversity of the school community
- Accepts that everyone is an individual and understands differences
- Promotes respect of others and compassion
- Applauds the efforts and achievements of all individuals in the school community.
- Clearly communicate that reporting of incidents will be listened to and something will be done.

**All staff clearly articulate the expectations and appropriate behaviours of all students.**

### **What is Bullying?**

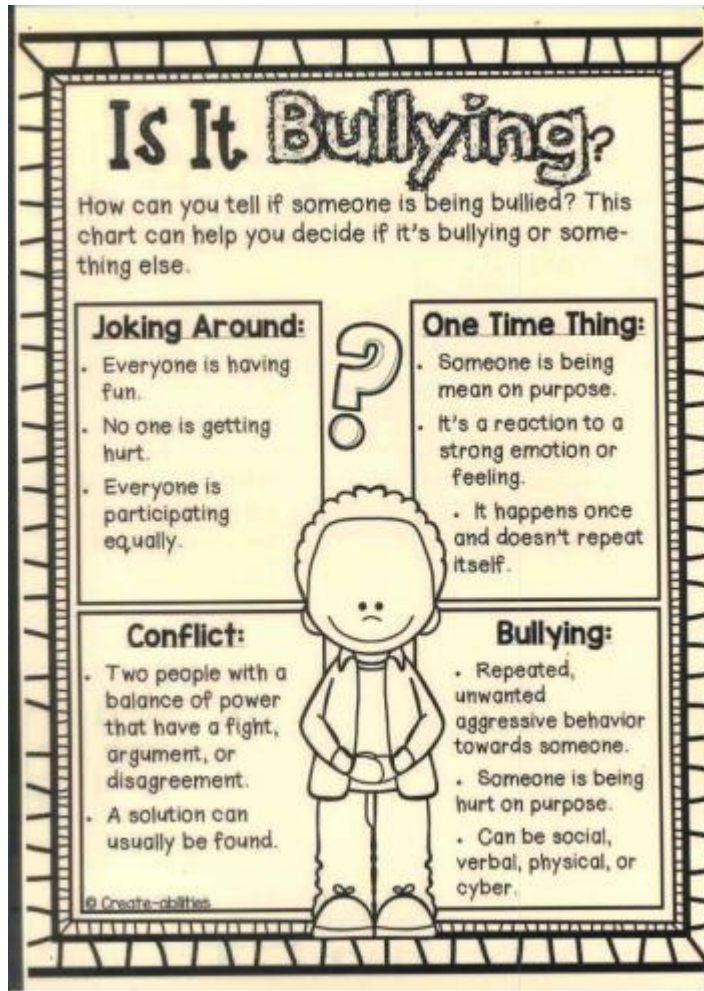
A person is bullied when he or she is exposed repeatedly, over time, to negative action on the part of one or more other persons (Olweus, 1984).

Bullying involves:

- a desire to hurt
- a hurtful action
- a power imbalance
- (typically) repetition
- an unjust use of power
- evident enjoyment by the aggressor
- a sense of oppression on the part of the victim (Rigby, 1996)

According to the above definition, 'one-off' incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are not defined as bullying. Bullying can be physical, verbal, cyber, social and emotional.

At Franklin School, we clearly teach to our students and families what bullying is and isn't.



### Responsibilities

Responsibilities of the Principal	Responsibilities of Staff	Responsibilities of Children	Responsibilities of Parents/Guardians
<ul style="list-style-type: none"> <li>• To ensure the expectations of staff, students and parents/guardians are clear.</li> <li>• To monitor the implementation of school rules and values.</li> <li>• To develop and maintain strong parent and community links.</li> <li>• To effectively communicate and promote the school's behaviour management guidelines and procedures.</li> <li>• To ensure that all members of the school community are aware of and have access to the anti-bullying school policy and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• To model, educate and discuss appropriate behaviours.</li> <li>• To watch for indicators of possible bullying.</li> <li>• To ensure adequate supervision of children at all times.</li> <li>• To respond to all reported and observed incidents of bullying, as detailed in this policy.</li> <li>• To teach students the skills that will help build their self-esteem and empower them to feel confident to deal with bullying behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• To have an understanding of bullying and bullying behaviours.</li> <li>• To appropriately report incidents of bullying (occurring either to themselves or another child).</li> <li>• To help someone who is being bullied by reporting incidents to staff or family members</li> <li>• To not bully others</li> </ul>	<ul style="list-style-type: none"> <li>• To support the School's Student Anti-Bullying Guidelines and Procedures.</li> <li>• To model, educate and discuss appropriate behaviours.</li> <li>• To watch for indicators of possible bullying (including unwillingness to attend school or talk about school and activities, changes in personality, disturbed sleep, a pattern of headaches and stomach aches, loss of personal property).</li> <li>• To encourage and support your child to inform you or a staff member if they are being</li> </ul>

<ul style="list-style-type: none"> <li>• To respond to each incident of bullying in accordance with the procedures detailed in this document.</li> </ul>			bullied or witness bullying. <ul style="list-style-type: none"> <li>• To act appropriately if your child is found to be the bully.</li> <li>• To speak to your child's teacher FIRST if you suspect or know that your child is experiencing bullying behaviour</li> </ul>
--	--	--	---

***. Under no circumstance should parents/guardians contact other parents/guardians or children regarding an issue of bullying! All matters should be referred to your child's teacher who will then respond according to this document.***

### **How will the school respond to bullying?**

When a bullying incident is reported or observed, the following steps will be taken. and the process may be accelerated according to the severity of the incident.

- When a bullying incident is reported, the class teacher will use a 'no blame' and shared concern approach and process in the first instance.
- The teacher will meet separately with the children involved to gain an understanding of what has occurred.
- This information will be recorded and forwarded to the leadership team to be noted and discussed.
- If the incident is deemed not to be bullying, the classroom teacher will monitor the relevant students according to the Wellbeing procedures.
- Where appropriate, the class teacher may utilise an existing bullying survey tool.
- If bullying is identified, the parents/guardians of both the child exhibiting the bullying behaviour, and the victim, will be requested to meet with a member of the leadership team and class teacher. They will be notified of the level and severity of the incident, and its consequences. Discussion of disciplinary procedures and expectations will also occur.
- The matter may be further addressed via mediation, individual counselling or the development of a behaviour management plan.
- Support through the SASSCO (Safe and Supportive Schools Contact Officer) and leadership team will be offered to both children and their families.
- Record of the incident and its management will be kept on file on SAS (Student Administration System)
- Continued bullying would result in an additional action plan being developed, often in conjunction with the SASSCO (Safe and Supportive Schools Contact Officer) and leadership team
- Appropriate consequences would be delivered to the child exhibiting the bullying behaviour, and further dialogue with relevant parents/guardians would occur.
- Additional incident reports would be kept on file as necessary
- If bullying behaviour continues to occur, further meetings with families, the student and the teacher will occur.

### **We support the victim in the following ways:**

- By offering them an immediate opportunity to talk about their experience with their class teacher, another teacher or a membership of the Leadership Team if they wish
- Informing the victim's parents
- By offering continuing support when they feel they need it

- By checking regularly to see how they are feeling
- By taking necessary actions to prevent more bullying

**We support the child exhibiting the bullying behaviour in the following ways:**

- By talking about what happened to understand why they became involved
- By involving the child's parents
- By explaining to the child, the procedures at school, the consequences of their behaviour and the expectations for the future
- By enforcing appropriate consequences that are directly linked to the child's bullying behaviour and grounded in the principles of reconciliation, restitution and restorative justice
- By implementing a behaviour monitoring program and continuing to monitor the child
- Offering processes of repairing and rebuilding



## SAFE AND SUPPORTIVE SCHOOLS PROCEDURE A

### PREVENTING AND ADDRESSING BULLYING, HARASSMENT AND VIOLENCE IN CANBERRA PUBLIC SCHOOLS

**Publication date: 9 November 2016**

#### 1 OVERVIEW

- 1.1 This procedure applies to all school staff, parents/carers and students attending Canberra Public Schools and all other Education Directorate (the Directorate) staff.
- 1.2 Canberra Public Schools are safe environments in which to work and learn. The Directorate is committed to promoting the health and wellbeing of all staff and students ensuring that schools are safe and supportive.
- 1.3 Principals have a responsibility to ensure safe and supportive school procedures are in place. These procedures should include mechanisms for:
  - 1.3.1 reporting incidents (by students, parents, carers and school staff);
  - 1.3.2 intervening in incidents (by students, parents, carers, teachers and other school staff);
  - 1.3.3 ensuring students, parents/carers, teachers and other schools staff are supported to seek assistance;
  - 1.3.4 providing professional learning for school staff; and
  - 1.3.5 ensuring school staff understand and fulfil their responsibilities to make a report where there is evidence of abuse or neglect, in line with mandatory reporting responsibilities under the *Children and Young People Act 2008* and in line with the *Child Protection and Reporting Child Abuse and Neglect in ACT Public Schools* policy and procedure.
- 1.4 All members of a school community are responsible for contributing to a safe and supportive school environment where bullying, harassment and violence are not tolerated.

#### 2 RATIONALE

- 2.1 There is a strong interconnection between student safety, student wellbeing and learning. Effective student learning and wellbeing is promoted through a safe and inclusive school climate in which students, families and staff feel a sense of belonging.
- 2.2 This procedure outlines the responsibilities all schools have to prevent and address bullying, harassment and violence.

#### 3 DEFINITIONS

- 3.1 In addition to the definitions detailed in the overarching *Safe and Supportive Schools* policy and *Critical/ Non-Critical Incident Management and Reporting* policy, the following definitions are specific to this procedure.
- 3.2 A **bystander** is a person or group of people who witness or know about any type of bullying or harassing behaviour and are not directly involved. Any member of the school community can be a bystander and can act to prevent or stop bullying, harassment and violence.
- 3.3 **Bullying** (refer to the policy)

- 3.3.1 **Covert bullying** describes a set of non-physical bullying behaviours that are more subtle or easier to hide than other forms of bullying. Covert bullying behaviours may include threats to an individual's reputation and/or sense of safety, threatening gestures, manipulation, spreading rumours or repeatedly ostracising others. These bullying behaviours aim to inflict harm by reducing a person's connection to peers. Covert bullying behaviours are unacceptable.
- 3.3.2 **Physical bullying** is repetitive, unwanted, physical contact or threats of unwanted physical contact with a person, group of people or their property. It can include hitting, kicking, pinching, pushing or tripping. Physical bullying behaviours are unacceptable.
- 3.3.3 **Verbal bullying** is repetitive spoken or written comments directed at a person or group of people. It can include using put-downs, name-calling and insulting language. Verbal bullying behaviours are unacceptable.
- 3.4 **Gender based violence** refers to any "harm that is perpetrated against a person's will, and that results from power inequalities that are based on gender roles... this may include violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life" (United Nations, 1993). While gender-based violence against men does exist, violence against women has a significantly greater incidence and is not something occurring to women randomly, but rather an issue affecting them because of their gender. For this reason the term "Gender-based Violence" is often used interchangeably with the term "Violence against Women".
- 3.5 An **intersex** person is a person who has physical, hormonal or genetic features that are not fully female or fully male; or a combination of male or female; or not female or male. When necessary, specific reference should be made to 'intersex', an 'intersex person', and 'intersex people'.
- 3.6 **Primary Prevention** uses environmental and system-level strategies, policies and actions to prevent a health risk; it aims to effect social, behavioural and attitudinal change. Primary prevention activities are focused on populations rather than individuals and can occur in a range of social settings, including the Education setting. Primary prevention approaches are usually described as universal approaches.
- 3.7 **Racism** refers to any belief, attitude, behaviour or practice that reflects an assumption, stated or implied, of superiority of one cultural group over another. It is expressed through prejudice, discrimination and harassment. It can be obvious (overt) or hidden (covert) and directed against individuals or groups. Racism can also be institutionalised into policies, practices and structures. Racism is directed towards individuals or groups on the basis of their culture, colour, descent, nationality, and/or ethnicity. It can be based on actual or supposed features of body, culture, language, religion, history or other attributes.
- 3.8 **Racial harassment** can be verbal, physical or written. It is any unwelcome comment or conduct including threats, abuse and insults towards a person (or persons) based on their culture, nationality or ethnicity or a characteristic belonging to, or generally believed to belong to, a particular group. Racial harassment can be directed towards individuals or groups. If these words or actions are repeatedly directed towards the same person it is called racial bullying.
- 3.9 **Sexual assault** and **sexual abuse** is any unwelcome sexual contact. Sexual assault or sexual abuse are criminal offences.

- 3.10 **Sexual harassment** can be verbal, physical or written. It is any unwelcome comment, advance, request or other unwelcome conduct of a sexual nature which makes a person or group feel offended, humiliated or intimidated.
- 3.11 **Trans:** The term ‘trans’ is a general term for a person whose gender identity is different to their sex at birth. A trans person may take steps to live permanently in their nominated sex with or without medical treatment.
- 3.12 **Social Data** is a term that refers to data that reflects behavioural and social information about students. Examples of this type of data include: suspension, attendance, surveys and student safety information.
- 3.13 A **weapon** is an object designed or used for intentionally inflicting or threatening to inflict bodily harm or physical damage.

## 4 LEGISLATION

- 4.1 The legislation underpinning these procedures relates to students and to those working in education contexts. Commonwealth and ACT legislation firmly establish the principles of equality and non-discrimination in Australian law. This procedure builds on these fundamental principles and seeks to reduce inequality of access to education by strengthening the education and engagement of all children and young people.
- 4.2 The *Education Act 2004 (ACT)* applies these principles in relation to the government school system. Section 18(a) in Part 3.1 of the *Education Act 2004 (ACT)* establishes that “the ACT government school system is based on the principles of equity, universality and non-discrimination”.
- 4.3 This procedure is consistent with the foundational principles of the *Education Act 2004 (ACT)*, *Education and Care Services National Law Act 2011 (ACT)* and the obligations imposed on public authorities by the *Human Rights Act 2004 (ACT)*, *Discrimination Act 1991 (ACT)*, *Disability Discrimination Act 1992 (CTH)*, *Racial Discrimination Act 1975 (CTH)*, *Sex Discrimination Act 1984 (CTH)* and the *Information Privacy Act 2014 (ACT)*.
- 4.4 All school community members are expected to comply with Australian law including the *Crimes Act 1900 (ACT)*, especially in relation to unlawful behaviour involving weapons, alcohol, drugs, dangerous acts, vandalism, violence, harassment, digital technology and sexual misconduct.

## 5 PROCEDURES

- 5.1. All Directorate staff will assist to develop a culture of respect through demonstrating and modelling respectful communication and behaviour in their interactions with other staff, students, families and other school visitors.
- 5.2. All Directorate staff will model behaviour and contribute to intentionally developing student’s critical thinking skills to promote a culture of equality. For example, challenging stereotypes, not tolerating discrimination and understanding the impact language can have in building or impeding respectful relationships.
- 5.3. All Directorate staff will develop an awareness that a primary prevention approach including building students’ skills to develop respectful relationships can have far reaching effects. For example, promoting gender equality and respect can assist to prevent gender based violence.
- 5.4. Principals must ensure that schools are organised in a way that properly provides a duty of care and to have procedures that reduce the likelihood of bullying, harassment and violence occurring.

- 5.5. Principals must establish a regular meeting to monitor the learning and wellbeing progress of students. The meeting will identify and coordinate the support mechanisms required to meet the educational, pastoral care, safety and health needs as well as coordinating planning and review processes. This meeting will provide an avenue for teachers to discuss and develop plans for a particular student's learning and wellbeing needs, as well as identifying issues that may be affecting groups of students in the school. Please also refer to the *Students with a Disability: Meeting their Educational Needs* policy.
- 5.6. When planning, principals must actively respond to particular groups who may be at particular risk of bullying, harassment or violence, such as students who are same sex attracted, intersex or trans, have a disability or belong to diverse racial, national or cultural groups.
- 5.7. Schools must have clear procedures for staff to address bullying (including cyber bullying), harassment and violent behaviours.
- 5.7.1 Staff, students and the wider school community will be consulted in the development and review of these school procedures.
- 5.7.2 Schools will use data to inform the review of these procedures.
- 5.8 Schools will develop and document a bullying and violence response procedure to be implemented for students who repeatedly display these unacceptable behaviours.
- 5.9 Schools will report the possession of a weapon that is designed to inflict bodily harm or physical damage to the police.
- 5.10 Schools will develop and document a support procedure to assist students who have been subjected to bullying (including cyber bullying), harassment and violence.
- 5.11 Schools will include developmentally appropriate teaching and learning activities that increase the social skills and problem solving skills of students, including bystander behaviour; and extends their understanding and valuing of diversity.
- 5.12 Schools will use the Australian Curriculum to plan for and guide students' development of the general capabilities, including personal and social capability and intercultural and ethical understanding, in school and classroom learning.
- 5.13 Schools will provide staff with training to identify and respond to bullying, harassment and violent behaviours.
- 5.14 Schools will maintain awareness raising activities to periodically reaffirm the school community's commitment to address bullying, harassment and violence.
- 5.15 Schools will identify at least one female and one male Safe and Supportive Schools Contact Officer (SASSCO) for students. Where there is a large student population, a further male and female SASSCO will be identified. The SASSCO will respond to complaints from and provide support to students who have experienced bullying, racial and sexual harassment. SASSCOs will be provided training to support them in their role.
- 5.16 Schools will record incidents of bullying, homophobic, transphobic, sexual and racial harassment on the designated system wide student administration system. These records will be used to analyse patterns of issues in schools and ensure that students are not being targeted repeatedly.

## **7 RELATED DOCUMENTS**

- Beyond the Binary: legal recognition of sex and gender diversity in the ACT*
- Child Protection and Reporting Child Abuse and Neglect in ACT Public Schools*
- Complaints Resolution policy*
- Critical/ Non-Critical Incident Management and Reporting policy*
- Managing Behaviours Safely - A Risk Management Approach*
- National Safe Schools Framework*
- Playground Supervision of Students Policy*
- Safe and Supportive Schools policy*
- Student Accidents / Incidents Policy*
- Suspension, Exclusion and Transfer: ACT Public Schools policy*
- Students with a Disability: Meeting their Educational Needs*

## **SAFE AND SUPPORTIVE SCHOOLS PROCEDURE B**

### **SAFELY RESPONDING TO COMPLEX AND CHALLENGING BEHAVIOUR IN CANBERRA PUBLIC SCHOOLS**

**Publication date: 2016**

#### **1 OVERVIEW**

- 1.1 This procedure applies to all students attending Canberra Public Schools and all other Education Directorate (the Directorate) staff.
- 1.2 Canberra Public Schools are safe environments in which to work and learn. The Directorate is committed to promoting the health and wellbeing of all staff and students by ensuring schools are safe and supportive.

#### **2 RATIONALE**

- 2.1 Occasionally, students may behave in a way that threatens the safety of themselves or others. Incidents involving violent or dangerous behaviour can cause distress and physical injury for the students involved or witnessing the incident, their parents or carers and staff members.
- 2.2 Clear school procedures and practices based on school community consultation, as well as, staff preparation, planning, training and supervision are needed to respond effectively to potential or imminent dangers. Clear procedures and practices enable staff to manage a situation in a way that seeks safer outcomes for the individual concerned, themselves and others. They also provide clarity for new staff and provide consistency and predictability for students in relation to how behaviour is responded to in the school environment.
- 2.3 A focus on positive, proactive and preventive strategies for behaviour support will lead to improved long-term outcomes and reduce the need for reactive and restrictive practices. The aim of this procedure is to:

- 2.3.1 assist schools to develop proactive strategies designed to safely support behaviour change and prevent the occurrence of challenging behaviours;
- 2.3.2 reduce the necessity for protective action, including restrictive practice through the development and use of preventative strategies;
- 2.3.3 ensure that when a student is displaying chronic patterns of challenging behaviour, responses to support positive behaviour change are put in place through the use of a Positive Behaviour Support Plan;
- 2.3.4 ensure that when responses are developed to manage aggressive or violent student behaviour that they are recorded in a Protective Action Plan, which will accompany the primary document, the Positive Behaviour Support Plan;
- 2.3.5 ensure that when the use of protective action is potentially required, there is prior planning and training to ensure safer outcomes for everyone involved;
- 2.3.6 advise principals of the procedures to follow after the use of protective actions; and
- 2.3.7 advise of the planning, approval and reporting processes required when a restrictive practice is included in a Protective Action Plan.

### 3. DEFINITIONS

- 3.1 In addition to the definitions detailed in the overarching *Safe and Supportive Schools* policy and *Critical/ Non-Critical Incident Management and Reporting* policy, the following definitions are specific to this procedure.
- 3.2 **Behaviour support** refers to the intentional strategies used by teachers to support students to learn and demonstrate social expectations for desirable behaviour. When teachers consciously plan, model and implement strategies that structure or modify the environment, foster positive relationships or explicitly teach social and emotional skills, they are providing behaviour support to their students.
- 3.3 **Case Coordination** is a process that includes communication, information sharing, collaboration and involves activities that ensure families, the student (where appropriate), school staff, Directorate support staff and relevant agencies are involved in developing, implementing and monitoring plans to support a student. It can also involve directly arranging access; reducing barriers to obtaining services; and establishing linkages.
- 3.4 **Functional Behaviour Analysis (FBA)** - in the school context is a problem-solving process for understanding and addressing student problem behaviour. It utilises a variety of techniques to gather data which identifies the purpose/s of a specific behaviour, the conditions /environmental variables in which the behaviour is occurring; and to identify strategies to help school staff to develop programs and select interventions to directly address the problem behaviour and facilitate more appropriate behaviour to meet the person's needs.
- 3.5 An **incident** is an unexpected or unanticipated event. It may be: **critical** - causing severe impact such as significant disruption to the school routine or threat to safety of students and staff; or **non-critical** – outside the accepted social norm, for which the school has strategies and procedures in place to manage with little or no external assistance.
- 3.6 An **Individual Learning Plan (ILP)** identifies the student's individual needs, pathway, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the

student where appropriate; to inform the planning, delivery and evaluation of the student's personalised learning program. ILPs are regularly monitored and evaluated depending on the individual student's context.

- 3.7 **Non-physical intervention** describes all methods of student support that do not include or require physical contact between a staff member and a student
- 3.8 **Prone Restraint** involves an individual being placed face-down on the ground and being held in place by at least one other individual. As well as resulting in trauma to the individual and potential injury to the attendants, it is a highly dangerous manoeuvre. Use of prone restraint is prohibited in Canberra public schools.
- 3.9 **Time out or Withdrawal:** For the purposes of this procedure, Time out or Withdrawal refers to time away from classroom activity in a calming area where doors are not locked and a student is not prevented from leaving. Withdrawal may be teacher or self-directed.

## PROCEDURES

### 4 **Planning and Prevention**

- 4.1 Principals must ensure that schools are organised in ways that provide duty of care and have procedures that reduce the likelihood that protective actions may be required.
- 4.2 This may be achieved through the development and implementation of appropriate strategies for students that:
- use a whole school, consistent approach to positive behaviour;
  - foster strong teacher-student relationships;
  - develop staff skills and capacity to respond to behaviour;
  - focus on student-centred practice;
  - facilitate environments, including physical space, conducive to student learning;
  - interpret behaviour as a communication attempt and support students to communicate needs in a different way;
  - involve students (using their preferred method of communication) and parents/carers in planning appropriate support;
  - develop Positive Behaviour Support Plans for students requiring targeted support;
  - include risk assessments for students at high risk of potentially harmful behaviour;
  - include regular opportunities for review and reflection, at least once a term, to ensure continuous improvement in meeting the needs of students.

### 5 **Behaviour Support Planning**

- 5.1 Students who have demonstrated a pattern of behaviour that requires individualised planning and strategies to support their behaviour in the school environment should have a Positive Behaviour Support Plan developed.
- 5.2 Behaviour support planning must be done in collaboration with the student, the student's parent/carer and where the student is in the care of the Director-General of the Community Services Directorate, their delegate. Involved professionals, including professionals external to the Directorate, should be consulted.

- 5.3 A Positive Behaviour Support Plan should explicitly describe proactive strategies that school staff and the student can use to help develop positive behaviours as well as de-escalation strategies to safely respond to challenging behaviour.
- 5.4 Behaviour support planning should be based on data collected, and for students with patterns of severe behaviours, data should be obtained through Functional Behaviour Analysis to determine the reason for the behaviour.
- 5.5 Staff with appropriate skills, expertise and experience should be involved in developing Positive Behaviour Support Plans for individual students. In addition to involving parents/ carers, planning could include a psychologist, an appropriate Network Student Engagement Team member, and other professionals as required.
- 5.6 Depending on Safety Concerns, a risk assessment may support the development of a Positive Behaviour Support Plan (refer to Managing Behaviour Safely: A Risk Management Approach).
- 5.7 Once a Positive Behaviour Support Plan is developed, a copy must be kept at the school on the student file and a copy provided to the parent/ carer.

## 6 Protective Action

- 6.1 Risk of harm can never be eliminated, but where it can be reasonably foreseen, staff have a legal responsibility under the Work Health and Safety legislation and under common law to take action to reduce the risk of harm to an individual or group. School staff have a responsibility to provide duty of care as described in the *Supervision of Students on Schools Sites* policy. Threatening or reckless behaviour must be managed to minimise harm to those concerned, which may necessitate *protective action*.
- 6.2 When dealing with situations that require protective action, the duty of care responsibilities of staff does not mean that the safety of one individual automatically overrides the safety of others (including staff members) placed at risk.
- 6.3 Protective action must only be used to reduce the level of risk to an individual's safety or the school community. Protective Action may include non-physical interventions, such as relocating students to an alternative location away from potential harm. Sometimes as a last resort, protective action may involve a physical restraint which is considered a *restrictive practice*.

## 7 Protective Action involving Restrictive Practice

When protective action involves a *restrictive practice* a number of concepts must be carefully observed and applied:

- 7.1 Any action that involves the restriction of choice and movement must be commensurate with the duty of care to the student and be **reasonable, proportionate and necessary** to the level of risk presented to all involved.
- 7.2 Restrictive practices such as physical restraint or seclusion are only used as a last resort, for the minimal amount of time possible and with clear supervision;



- 7.3 If a physical restraint is considered necessary, developmentally appropriate, non-physical interventions should be exhausted first. These may include but are not limited to:
- Giving short verbal instructions (such as directions to a safe place)
  - Talking quietly and in an even tone to calm or reassure a student
  - Giving students time out/ withdrawal in a quiet supervised space to cool down
  - Moving other students away from the risk
  - Sending a student to request assistance from another staff member
- 7.4 In extreme situations where a person is at immediate risk of serious harm it may not be possible to exhaust other interventions and a physical restraint may need to be applied without delay (for example where a student is violently assaulting another student). Restrictive action of this nature could form part of the ACT Government employee's duty of care responsibilities to prevent harm to the student, other students, staff and others.
- 7.5 If a student is secluded as a response to an extreme risk of imminent danger, the student must be closely monitored and supported and the seclusion ended as soon as possible while ensuring safety.
- 7.6 Not all physical contact with students should be considered protective action. In all school settings there can be situations during the routine work of teachers where appropriate physical contact may be utilised to assist or encourage a student. For example:
- Administering first aid or personal care;
  - Physical therapy;
  - Demonstration of some physical activities (such as gymnastics, to ensure the safety of a student and hand-over-hand learning);
  - Gestures to respond to a student experiencing grief or loss;
  - Gestures to encourage or congratulate a student (for example, a high-five or handshake).
- 7.7 Examples of behaviour that may require protective action that involves physical restraint include:
- significant violence directed towards others
  - violence that arises from panic, distress or confusion
  - self-directed violence or serious injury from self-harm
  - a student running towards a busy road
- 7.8 In life-threatening or serious situations, the appropriate emergency services should be contacted.
- 7.9 Restrictive Practice must NOT be used:
- to maintain good order;
  - in response to non-compliance;
  - in response to verbal threats;
  - to prevent property damage (unless there is an immediate threat to the student's or other's safety).
- 7.10 Physical restraint should not be used to:
- hold, carry a student or block an exit because they will not comply with directions
  - punish, demonstrate power or to restrict movement where there is no risk to safety

- place a child in prone restraint-prone restraint is prohibited in Canberra Public Schools as this is a potentially life threatening form of physical restraint.

When physical force is used in situations where there is no immediate risk of harm to the student or others, this may amount to a criminal assault.

7.11 When a restrictive practice such as seclusion or restraint is used, specific reporting after the incident is required, including the development of a Positive Behaviour Support Plan. A Protective Action Plan should be considered if the behaviour is part of a pattern of behaviour. Refer to sections 8 -12 of this procedure.

7.12 While restrictive practices will engage the rights of children and young people under the *Human Rights Act 2004*, any limitation on those rights arising from restrictive practice is likely to be demonstrably justifiable—or proportionate—and therefore lawful, provided these concepts have been observed and applied.

## 8. Protective Action as a Planned Emergency Response

8.1 In addition to protective action occurring as a *one-off event*, it is sometimes necessary to consider *protective action as a planned response* when all other behaviour support strategies have not achieved the outcome of maintaining the safety of the student and/ or others. Protective action may include a restrictive practice such as physical restraint.

8.2 Where a restrictive practice is proposed as a planned protective action as an emergency response, it will need to be:

- preceded by a Risk Appraisal assessment, using the Risk Appraisal Matrix, ie. this should be undertaken first (see *Managing Behaviour Safely - A Risk Management Approach*).
- documented in a Protective Action Plan as an attachment to a Positive Behaviour Support Plan (refer to section 10 of this procedure)
- subject to approval processes; (refer to section 11 of this procedure).
- be reviewed in conjunction with the Positive Behaviour Support Plan at least once per term.

8.3 Restrictive practice as a planned protective action requires careful consideration of why this behavioural intervention may be necessary and how it sits in a continuum of other strategies, some of which will be used concurrently. Use of restrictive practice must:

- **only be used as a last resort and only where there is an imminent risk of injury to the individual or others;**
- **not replace other behavioural strategies or become the sole strategy;**
- **involve the least restrictive practice possible, as evidenced by input from appropriate professionals including a psychologist;**
- **be employed for the minimal amount of time required to address the safety risk;**
- only involve force that is reasonable, proportionate and necessary to the level of perceived risk (where a physical restraint is involved);
- only be employed under direct supervision of the student by a school staff member.

8.4 When deciding on the use of protective actions, which may or may not include restrictive practice as part of the strategy for managing potentially harmful behaviour, consideration should be given to the following:

- all interventions are based on knowledge of the individual and their history;
- the potential impact on staff and students;
- the welfare and safety of all those involved;
- only staff trained in the correct use of the planned intervention are to apply it;
- professional transparency and accountability;
- all actions are appropriate and acceptable within recognised professional practice e.g. Teachers Code of Conduct;
- a case coordination approach is used.

## **9 Cultural and Individual Considerations**

9.1 Decisions to use any protective action, including restrictive practice must always take into account the environment, reasonably foreseeable risks and the culture, age, maturity, personal history, understanding and capacity of the individual(s).

9.2 Different cultures may have different attitudes and traditions surrounding the concept of appropriate physical contact. It is critical that school procedures account for and staff appreciate culturally specific expectations so that embarrassment or offence can be avoided for everyone, particularly for students.

9.3 Some students have experienced severe trauma, such as violence at home. The needs of these students and their families should be taken into account when considering the use of restrictive practice to ensure it does not lead to an increased risk of harm to the student or others.

9.4 Students may not be able to express their discomfort about physical contact, particularly if they are highly distressed or agitated. It should never be presumed that a student will respond positively to physical restraint. It is therefore critical staff use restrictive practice with care and consideration.

## **10 Protective Action Plan documentation**

10.1 Agreed protective action procedures including any restrictive practices should be outlined in a Protective Action Plan, which accompanies the Positive Behaviour Support Plan, including information about the circumstances under which they will be used.

10.2 The Protective Action Plan must document:

- advice from appropriate professionals on why the restrictive practice is necessary, illustrating how it is the least restrictive option available;
- the informed consent of the child's parent or guardian is sought;
- a plan to reduce or eliminate the use of the restrictive practice, through the use of other positive behaviour support strategies; and
- details of oversight arrangements and timing for a scheduled review, which will need to occur at least once a term.

- 10.3 The Positive Behaviour Support Plan must correspond to the Protective Action Plan by recording the planned steps for reducing restriction and moving towards appropriate behavioural responses;
- 10.4 All staff who have a protective action role should have general training in behaviour support as well as training in the agreed procedures. Staff should not participate in a restrictive practice if they do not feel they have adequate training in the procedure or if their personal circumstances mean their safety or wellbeing would be put at risk.
- 10.5 It is important to seek parental support for any proposed restrictive practice. The school can seek support from the appropriate School Network Leader to help mediate differences between the school and the parent if there is a difference of opinion.

## **11 Approval and Review Processes for Positive Behaviour Support Plans and Protective Actions Plans**

- 11.1 The Principal will review and if appropriate approve Positive Behaviour Support Plans with a Protective Action Plan that has restrictive practice/s, informed by advice from their School Network Leader and relevant Network Student Engagement Team officers. The principal will discuss the rationale for including restrictive practice as an emergency response, including the consultations involved in developing the plan.
- 11.2 Where the School Network Leader determines further advice is required to determine if a restrictive practice detailed in the Protective Action Plan is appropriate for the context, a referral will be made to the Director of Student Engagement.
- 11.3 Once a Positive Behaviour Support Plan and attached Protective Action Plans are approved by the Principal, a copy must be kept at the school on the student file and a copy provided to the parent/ carer.
- 11.4 The principal is responsible for ensuring the Positive Behaviour Support Plan and Protective Action Plan are reviewed at least once a term, as well as, following the use of a restrictive practice (as outlined in section 12) or when a review is considered necessary to ensure the plans are still appropriate. Any significant changes to the plan will be communicated to the relevant School Network Leader.
- 11.5 Plans should be reviewed using the same criteria specified for their development, refer section 8.

## **12 Reporting, Recording and Follow-up for incidents involving Restrictive Practice**

- 12.1 In the first instance refer to the [Critical/ Non-Critical Incident Management and Reporting policy](#) and [Responding to Student Accidents/Incidents policy](#) for advice relating to reporting and recording.
- 12.2 Where a restrictive practice has been used and is **not** part of an approved Protective Action Plan:
- The *Critical/ Non-Critical Incident Management and Reporting* policy and procedures or the *Responding to Student Accidents/Incidents* policy, procedures and guidelines (as applicable) must be followed;
  - the School Network Leader (via Office for Schools email) and NSET Deputy Principal (via NSET network email) is notified, to enable patterns and support to be identified as required;
  - the restrictive practice is recorded as an incident on the student administration system, to enable system wide reflection on the usage of restrictive practices;

- where the incident provides evidence of an ongoing pattern of behaviour, the process to develop (or review) a Positive Behaviour Support Plan is commenced **within 2 school days**, with the involvement of the student's family, student (where appropriate) and relevant teaching staff, allied health professionals and Network Student Engagement Team staff; and
- where it is an isolated incident, with no identifiable pattern of behaviour, consideration may be given to using the school's regular processes and procedures to address student management issues as required to be developed in the Safe and Supportive Schools policy.

12.3 Where restrictive practice is **approved** as part of Positive Behaviour Support Plan and Protective Action Plan and used to intervene in an emergency situation:

- *The Critical/ Non-Critical Incident Management and Reporting* policy and procedures or the *Responding to Student Accidents/Incidents* policy, procedures and guidelines (as applicable) must be followed;
- the School Network Leader (via Office for Schools email) and NSET Deputy Principal (via NSET network email) is notified, to enable patterns and support to be identified as required;
- the restrictive practice is recorded as an incident on the student administration system, to enable system wide reflection on the usage of restrictive practices; and.
- the process to review the Positive Behaviour Support Plan and Protective Action Plan is commenced **within 2 school days**, with the involvement of the student's family, student (where appropriate) and relevant teaching staff, allied health professionals and Network Student Engagement Team staff.

12.4 Following an incident where restrictive practice is used with a student, the student's parents/carers should be notified as soon as practicable. When the student is in the care of the Director-General of the Community Services Directorate, their delegate should be notified. The notification should include information as to:

- the behaviours exhibited by the student;
- the perceived risk to safety of the student and/or other's safety because of the behaviour;
- the non-physical intervention and strategies used prior to the physical restraint;
- the nature of the restrictive practice used including what physical contact was made with the student and the length of time;
- any injuries to the student, staff or others that occurred due to the behaviour or from the protective action and
- proposed planning to manage future incidents in a manner that reduces the likelihood of further restrictive practices.

12.5 Where possible, witness statements should be collected as soon as practical from staff and students.

12.6 The principal is responsible for monitoring and reviewing all incidents that involve restrictive practices, including the provision of post incident support for staff and student, and the review of school procedures to reduce the likelihood of further restrictive practices being needed.

### **13 Advice to Principals about selecting training for staff**

- 13.1 It is the responsibility of the Principal to ensure all staff are equipped with suitable training and skills to accomplish their required work duties.
- 13.2 When considering formal training opportunities in protective action strategies, principals can seek advice regarding professional learning options from Network Student Engagement Teams.
- 13.3 Increasing the skill base of staff to deal with potentially aggressive and violent situations with diffusion and de-escalation skills increases staff confidence and reduces the likelihood that protective action that includes physical restraints will be required.
- 13.4 Training in strategies, methods and techniques must include the potential health impact of the interventions, the importance of ongoing monitoring of individuals health when intervening and knowing how to respond appropriately should health problems occur.
- 13.5 Training may also include information about Human Rights and the impact of trauma on behaviour to help staff understand the impact of their actions on students.
- 13.6 Team-Teach is the Directorate endorsed training package for all staff. The Directorate has qualified trainers who are available to schools for training in diversion, diffusion, de-escalation and protective action. More information is available at the [Team-Teach website](#).

### **14 Enrolment of students with a history of behaviours that may place staff or other students at risk**

When a student with a history of behaviour that could place staff and other students at risk is enrolled in a new school setting, the enrolling school should commence communication and transition planning with the new school at the earliest possible date. They should:

- work closely with the parents/ carers to determine relevant behaviour issues, school history and other relevant information;
- collect relevant documents such as the Positive Behaviour Support Plan, Protective Action Plan, Functional Behaviour Analysis and previous school's risk management plans as they relate to the student's behaviour. If the student is enrolling from a school outside the ACT Public School system, parental permission should be sought and information obtained from the student's previous setting;
- work with relevant people (e.g. parents/carers, the previous school, treating health professionals) to develop a transition plan. This plan should be developed before the student's first day of attendance and include a Positive Behaviour Support Plan;
- complete *Managing Behaviour Safely a Risk Management Approach* document if the school identifies that the enrolling student's history of behaviour may present a high risk for staff and students;
- where applicable, be guided by the enrolment sections of the *Disability Standards for Education (2005)*.

## **15 Legislative Obligations**

- 15.1 The *Education Act 2004* seeks to ensure that each child is given every opportunity and support to enable them to meet education participation requirements.
- 15.2 When managing potentially harmful student behaviour, including the use of protective action, all school staff must ensure that they are meeting their obligation under work health and safety legislation as described in the *ACTPS Managing Occupational Violence Policy*.
- 15.3 All staff have a legal obligation outlined in Part 2, Division 2.4 of the *Work Health and Safety Act 2011* to take reasonable care to ensure that their actions or omissions do not adversely affect their own health and safety, or the health and safety of others. If a teacher has serious personal safety concerns, it is reasonable in the circumstances to decline to intervene and to call for assistance.
- 15.4 The *Children and Young People Act 2008* aims to provide for and promote the wellbeing, care and protection of children and young people in a way that recognises their right to grow in a safe and stable environment; ensures that children and young people are provided with a safe and nurturing environment by organisations and people who, directly or indirectly, provide for their wellbeing, care and protection.
- 15.5 The *ACT Human Rights Act 2004* protects the right to privacy, including physical integrity, the right to liberty and security of the person and the freedom from torture and cruel, inhuman or degrading treatment. Generally, and in relation to all of these rights, it provides that every child has the right to the protection needed because of being a child, without distinction or discrimination of any kind.
- 15.6 The *United Nations (UN) Convention on the Rights of Persons with Disabilities* states that Parties must ensure the protection of the physical and mental integrity of people with disability on an equal basis with others.

## **16 PROCEDURE OWNER**

Director, Student Engagement

## **17 RELATED DOCUMENTS**

[ACT Human Rights Act \(2004\)](#)

[ACTPS Managing Occupational Violence Policy](#)

[Child Protection and Reporting Child Abuse and Neglect in ACT Public Schools](#)

[Children and Young People Act \(2008\)](#)

[Complaints Resolution policy](#)

[Critical / Non-Critical Incident Management and Reporting policy and procedures](#)

[Disability Discrimination Act \(1992\)](#)

[Disability Standards for Education \(2005\)](#)

[Education Act \(2004\)](#)

[Managing Behaviours Safely - A Risk Management Approach](#)

[Manual Handling Procedures \(for students with a disability\)](#)

[National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector](#)

[The National Safe Schools Framework](#)

[Network Student Engagement Team Referral form](#) *(see quick links)*.

[Playground Supervision of Students policy](#)

[Responding to Student Accidents/Incidents policy, procedure and guidelines](#)

[Safe and Supportive Schools Policy](#)

[Student Accidents / Incidents policy](#)

[Suspension, Exclusion and Transfer: ACT Public Schools policy](#)

[Teacher Code of Professional Practice](#)

[Work Health and Safety Act \(2011\)](#)

*Workplace Health and Safety Procedures*