



## Turner School Safe and Supportive School Guidelines



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GUIDELINE TITLE: Turner School Safe and Supportive School Guidelines

YEAR OF PUBLICATION: (August 2016)

REVIEW DATE (August 2020) (Amended October 2018)

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### **Rationale and context statement**

Turner School is a strong values based school. When values are strong in a school, trust is built. All members of the school community relate and work with each other under the school's SCARFF values of Support, Cooperation, Acceptance, Respect, Friendliness and Fun and a culture of giving. The school works hard to ensure that all students have the opportunity to become confident and creative learners; active and informed citizens.

At Turner School students are educated together in an inclusive mainstream and specialist environment. The school promotes inclusive practices and has an emphasis on valuing each student and working to meet their individual needs. The school works with families to ensure that reasonable adjustments are made for students as required.

Turner School promotes an enriching, safe, respectful and supportive environment in which:

- students and staff can grow and learn within a positive and respectful model of teaching and learning
- parents and carers are valued and actively involved as partners in their child's learning
- all members of our school community are able to build strong relationships and connections
- all members of our school community are supported by the use of restorative and relational practices
- the school's organisational structures and processes provide a duty of care and promote safety and well-being
- diversity is valued.

### **Consultation Process and Communication**

This guideline statement has been developed by the Turner School Board through a consultation process with students, staff and the school community. Information about Turner School's Safe and Supportive School Guidelines and practices is available for families on the school's website and communicated regularly through newsletters. The school also provides additional support and information where required to families. Families can support their child by talking with them about the school's decision-making processes and why we have procedures and agreements. Please contact the class teacher and/or member of the executive team if there are any concerns.

## **Related documents (Policy and Guidelines to be read in conjunction with)**

Safe and Supportive Schools Policy (SASS201603)

Safe and Supportive Schools Guidelines:

- Guideline A- Preventing Bullying, Harassment and Violence in ACT Public Schools
- Guideline B- Safely Responding to Complex and Challenging Behaviour in ACT Public Schools

[http://www.education.act.gov.au/\\_data/assets/pdf\\_file/0005/848435/Safe-and-Supportive-Schools-Guidelines.pdf](http://www.education.act.gov.au/_data/assets/pdf_file/0005/848435/Safe-and-Supportive-Schools-Guidelines.pdf)

## **Other policies and information**

### **National**

Australian Curriculum

Disability Standards for Education 2005

National Safe Schools Framework

National School Improvement Tool

### **ACT Government**

Child Protection and Reporting Child Abuse and Neglect Policy

Expert Panel on Students with Complex Needs and Challenging Behaviour, ACT Government Response, 2016

### **ACT Education Directorate**

Acceptable use of ICT- Parents and Students Policy

Critical/Non-Critical Incident Management and Reporting Policy

Education Participation 2011 (Enrolment and Attendance) Policy

Engaging Schools Framework

Managing Behaviours Safely: A Risk Management Approach

Safe and Supportive Schools: Behaviour Support Guide

Supervision of Students on School Sites: Preschool to Secondary College Policy

Suspension, Exclusion or Transfer: ACT Public Schools Policy

Working with Children and Young People – Volunteers and Visitors (Interim) policy

## **Definitions**

- **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 behaviour.
- **Behaviour support plan:** is a documented action plan for managing a student's behaviour. It is designed by teachers in collaboration with parents/carers, relevant professionals and the student where appropriate. The plan may include changes to the learning environment,

teaching strategies, timetable modifications, scripted responses and reward/feedback systems relating to specific behaviours and is regularly monitored and evaluated.

- **Bullying:** an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online (cyberbullying), and it can be obvious (overt) or hidden (covert). Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.
- **Circle Time:** is a teaching strategy used to provide a structured, regular time when a group meets in a circle to speak, listen, interact and share concerns.
- **Diversity:** is about recognising the value of individual differences to school culture. Diversity can include sex, gender identity, sexual orientation, language, ethnicity, cultural background, age, religious belief, family makeup and family responsibilities. Diversity also refers to other ways in which people are different, such as educational level, life experience, work experience, socio-economic background, personality, marital status and abilities/disabilities. Diversity is more than merely accepting people from diverse backgrounds – it is about active support and celebration of difference.
- **Duty of care:** the responsibility to exercise reasonable care to protect the safety of any students against injury that should reasonably have been foreseen. This duty exists whenever a student/teacher relationship exists, while students are on school premises during hours, when the school is open and while on school based activities taking place elsewhere.
- **Harassment:** can be verbal, physical or written. It is any unwelcome comment, advance, request or other unwelcome conduct which makes a person or group feel offended, humiliated or intimidated.
- **Protective Action:** describes the interventions taken by staff to minimise the risk when a significant danger is present. This might include restrictive practices, non-physical interventions and changes to the immediate environment. The danger may be from the actions of a person or from hazards in the immediate environment.
- **Reasonable adjustment:** a measure or action (or a group of measures or actions) taken by the school that has the effect of assisting a student with a disability to participate or use the school's facilities on the same basis as a student without a disability.
- **Respectful Relationships:** are interpersonal interactions where all parties feel safe, are treated with fairness, are valued and feel accepted. This concept applies to all relationships, including friendships, student-student, student-teacher, teacher-family, family and partner relationships.
- **Restorative Practice:** is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing parties together, to bring about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.
- **Restrictive Practice:** a practice or intervention that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. Restrictive practices must not be used to gain compliance in students and must never be used on their own, but should instead be employed within the context of an overall positive behaviour support plan. Refer to Safe and Supportive Schools Policy Guideline B.

- **Social and Emotional Learning (SEL):** is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, set and achieve positive goals, understand and show empathy for others, establish and maintain positive respectful relationships, and make responsible decisions.
- **Student Wellbeing:** is defined as a state of positive psychological functioning that allows students to thrive, flourish and engage positively with their school and other people.
- **Violence:** is the use of force, threatened or actual, against another person(s) that results in psychological harm, property damage, injury, or in extreme cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time. Threatened or actual actions that involve implements used as weapons or actual weapons are considered to be serious acts of violence.

## **Guideline statement**

### **Frameworks for building a positive school environment**

#### **1.0 SCARFF Values: building positive relationships**

The school develops a culture of respect through the use of its SCARFF values and demonstrating and modelling respectful behaviour. The acronym SCARFF stands for Support, Cooperation, Acceptance, Respect, Friendliness and Fun. SCARFF is based on the work of Helen McGrath and supports the valuing of relationships and working respectfully and cooperatively together.

The school's SCARFF values are actively taught at school. This includes unpacking what each value looks, sounds and feels like. The values are prominently displayed around the school and in each classroom. For some students this may include visual supports. The school talks with students about the purpose of these values and how to help people to form beliefs and not merely follow a set of rules. For example, it is better if a person drives past a school at 40km/h because they want to keep children safe and not just to obey the law.

#### **2.0 Inclusion**

A special feature of our school is its inclusive nature. Our student body includes children with a range of abilities and disabilities as well as many cultural backgrounds. The school motto reflects this strongly held belief: Valuing differences, Celebrating learning, Achieving together. Each child is valued and the school has high expectations for all.

#### **3.0 A Culture of Giving and Developing Citizenship**

- 3.1 Turner School recognises the importance of helping students to develop skills and understandings to help them be active and involved citizens and have authentic opportunities to contribute to their school, broader community and the world.
- 3.2 Students have a voice in school governance by participating in goal setting, class meetings, in the Student Representative Council and regular student forums. Students develop skills in active listening and meeting protocols.
- 3.3 Opportunities for leadership are fostered and built through meetings, sports leaders, school captains, buddies, organising and running fund-raising and awareness days, the school's Green Ranger program, organisation and running of playground games and equipment and through responsibilities around the school library.

#### **4.0 beyondblue National Education Initiative (KidsMatter Primary)**

Turner School endorses the beyondblue National Education Initiative (*KidsMatter Primary*) framework to support learning about wellbeing. The seven guiding principles that underpin *this framework* are:

1. The best interests of children are paramount
2. Respectful relationships are foundational
3. Diversity is respected and valued
4. Parents and carers are recognised as the most important people in children's lives
5. Parents and teachers support children best by working together
6. Students need to be active participants
7. Schools, health and community agencies work together with families.

### **Ways Turner School works to build a positive and supportive school environment**

#### **5.0 Social and Emotional Learning**

##### 5.1 Social and emotional learning

Turner School actively teaches students about social and emotional wellbeing. There is a focus on developing understandings about yourself and others and on building skills and independence to manage emotions, relationships and actions. The Australian Curriculum articulates learning in its General Capabilities (personal and social, intercultural and ethical understanding).

Five social and emotional skill areas have been identified as being essential for good mental health and wellbeing (CASEL):

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making. (see Appendix 1 for posters)

The school uses a variety of resources to support this learning and teachers use a variety of strategies such as 'circle time', problem solving scenarios, stories and role plays to explore concepts, challenge thinking and resolve issues.

The school recognises and emphasises the importance of establishing strong connections with others to build a positive self-concept, resilience and well-being. Social and Emotional Learning works to destigmatise help-seeking behaviour, build trust and connectedness and provide protective factors for students.

##### 5.2 Developing a growth mindset

In our classrooms we talk about the importance of developing a growth mindset (based on the work of Carol Dweck). This is the ability to see that we need to 'work hard to get smarter' and that we can learn from feedback and mistakes. (see Appendix 1 for poster resources)

### 5.3 Explicit teaching about citizenship and understanding diversity

Building ethical understandings including social justice and other perspectives is a focus of social and emotional learning.

The school recognises the value in allowing students to participate in opportunities to express opinions, to listen respectfully and to take action. Learning about democratic process and governance is a part of regular class meetings.

Learning to value diversity and difference and to relate respectfully to others is a part of learning.

5.4 In years 5 and 6 students also participate in a personal development program. This program is run in conjunction with parent information sessions. For students in a small group class additional learning is supported through an adapted program “Right to Know” developed by the Down Syndrome Association.

### 5.5 Protective online behaviours

The school maintains processes to ensure that students are aware of their rights and responsibilities in the use of ICT and the protocols and protective behaviours necessary to keep them safe in an online environment. All students and parents are required to sign an annual **Acceptable Use of ICT Agreement** relating to ethical and safe usage of ICT resources.

## 6.0 Supporting staff to meet the social-emotional needs of children

6.1 Turner School staff members are trained using TeamTeach. TeamTeach operates on the basis of de-escalation of behaviour and minimal intervention. Staff members also participate in training as required to understand the effects of trauma on learning and behaviour. Training provided to staff supports them to identify and respond to bullying, harassment and violent behaviours.

Professional learning also occurs on a regular basis across the year in team meetings, staff meetings and as required to meet specific needs.

6.2 Additional support is provided by the school’s executive staff, the school psychologist and individualised support from the Network Student Engagement Team (NSET) and external professionals.

## Supporting staff, students and families to maintain a positive and supportive school environment

### 7.0 Supporting Positive Behaviours

Students are supported by the establishment of well-organised and consistently managed classrooms in which they are encouraged to take responsibility for their own behaviour and to develop the understanding that there will be natural and logical consequences for inappropriate behaviours. At Turner School a range of strategies are used to support classroom management.

Supporting Positive Behaviours	Processes to ensure positive behaviours
Maintaining a positive environment	<ul style="list-style-type: none"><li>• ensure our environment is welcoming, safe, inclusive and considerate of all members of the school community</li><li>• ensure that the environment is well organised, consistent and predictable and that processes for working/playing are well known</li><li>• high expectations for all</li><li>• provision is made to ensure student choice and agency</li><li>• communicate regularly with the school community, including publishing each term in the newsletter the</li></ul>

	‘Staying Safe at Turner School’ fact sheet (Appendix 2).
Maintaining strong relationships and connections	<ul style="list-style-type: none"> <li>• all members of staff work to build positive relationships and ‘know’ students</li> <li>• recognise the diversity of students who may require a variety of strategies to support them</li> <li>• maintain and model respect. Distinguish between the behaviour and the student</li> <li>• follow up and rebuild relationships</li> <li>• maintain a sense of humour and seek support from others.</li> </ul>
Supporting positive behaviors Managing low level behaviours	<ul style="list-style-type: none"> <li>• explicitly teach, revisit and remind about SCARFF values</li> <li>• give targeted feedback and praise. Actively look for good behaviours – <i>Catch them doing something good</i>. The school focuses on the use of intrinsic rather than extrinsic rewards for behaviour</li> <li>• focus on the primary behaviour and do not get sidetracked by secondary issues</li> <li>• staff members may use a variety of strategies to work with students depending on their needs including: <ul style="list-style-type: none"> <li>○ the use of timers and spaces to calm</li> <li>○ use of visuals</li> <li>○ privately understood signals (proximity, eye-contact, hand signals)</li> <li>○ selectively attend to and/or tactically ignore (where possible)</li> <li>○ simple brief instructions, simple choice (“In your bag” or “On my desk thanks”)</li> <li>○ direct questioning (“What are you doing?” What should you be doing?” Avoid “Why?”)</li> <li>○ redirect (“Put it on the table please”)</li> <li>○ partly agree and refocus on primary issue and give breathing space (“Maybe you didn’t drop it but put it in the bin thanks” – Walk away)</li> <li>○ block the behaviour using a script – Use the same words or phrases repeatedly instead of arguing</li> <li>○ conditional agreement (“When you finish that you can...”, “first...then...”)</li> <li>○ deflection – Acknowledging student to minimise conflict (“I know it may seem uninteresting but it is part of our work”)</li> <li>○ reminder about consequences.</li> </ul> </li> <li>• Direct student away from others, direct student to a safe location/activity</li> <li>• Make use of time and safe, calming/sensory spaces to allow students to calm down. This can be either in the room, a buddy class or an agreed space.</li> </ul>
Supporting more challenging behaviours	<p>The school follows the processes outlined in the Safe and Supportive Schools Policy Guideline A in preventing and addressing bullying (including cyber bullying), harassment and violent behaviour. The school:</p> <ul style="list-style-type: none"> <li>• works hard to ensure the safety and well-being of all and seeks to address promptly and comprehensively follow-up any issues in a respectful way</li> <li>• follows processes both in the playground and classroom that include timely intervention to ensure safety of all, access to help and support and systems of reporting (both internal and where applicable</li> </ul>

	<p>more formal Directorate reporting). These processes are outline in more detail in the flowcharts ‘When someone has been hurt. When things go wrong’ in the classroom and playground (Appendix 3)</p> <ul style="list-style-type: none"> <li>• applies processes that ensure comprehensive investigation and documentation of events in line with Directorate processes</li> <li>• acknowledges the professionalism of teachers and the school leadership and their professional judgment and provides ongoing professional learning in how to recognise and manage challenging behaviours. Where applicable this is supported by the input of external experts and professionals</li> <li>• as a part of their Social and Emotional Learning students are given the language and understanding about what constitutes violence, bullying and harassment. This includes understanding the role of positive peer influence, the role of the bystander and the support of families in countering any incidents of violence, bullying or harassment. Class meetings and the SRC are forums to regularly maintain awareness raising activities to address bullying, harassment and violence</li> <li>• uses articles in the newsletter as a way of maintaining awareness about addressing bullying, harassment and violence with the community</li> <li>• in the senior grades the school conducts bully surveys as required. Follow-up surveys are used to ensure that behaviour has changed. Ongoing issues are worked through with the student and their family. (Refer Appendix 5)</li> <li>• uses a restorative approach, in line with Directorate policy, and also puts in place where appropriate disciplinary measures. Playground passports for restricted access to playgrounds may be instituted (Appendix 6). In-school suspensions for part or whole days may be negotiated following any instance of violence, bullying and harassment and are recorded. When warranted, formal suspension may occur following Directorate processes. Parents are notified.</li> </ul>
Managing complex needs	<p>The school follows the processes outlined in the Safe and Supportive Schools Policy Guideline B in responding to complex and challenging behaviours. The school:</p> <ul style="list-style-type: none"> <li>• works closely with parents/carers to support students</li> <li>• works individually to meet the needs of students and to support staff and families through mechanisms that plan for and prevent challenging behaviours including the implementation of Individual Learning Plans, Behaviour Plans and where appropriate risk assessments</li> <li>• works with all students to support them in understanding diversity and the complex needs of other students</li> <li>• may use additional and flexible resourcing to support student learning- in the classroom and on the playground</li> <li>• in recognising that the risk of harm can never be eliminated, staff members may take preventative action in accordance with the Directorate guidelines to protect and maintain the safety of all</li> <li>• maintains clear documentation of events including school and Directorate reports as required. Where</li> </ul>

	<p>a restrictive response is planned it is documented as a part of Behaviour Response Plan</p> <ul style="list-style-type: none"> <li>• access internal school support as required as outlined in 13.0.</li> </ul>
Supporting mental health and positive well-being needs	<p>The school follows processes outlined in the beyondblue National Education Initiative (incorporating <i>KidsMatter</i>) in association with the school psychologist to support students who have identified mental health concerns.</p> <p>The school:</p> <ul style="list-style-type: none"> <li>• works closely with parents/carers to support students and build protective factors</li> <li>• works individually to meet the needs of students and to support staff and families by assessing risk and strengthening protective factors and supports (including the implementation of safety plans, risk assessment and Individual Learning Plans. A separate mental health plan may be provided by families in consultation with a private psychologist)</li> <li>• works with all students to support them in understanding diversity and the complex needs of other students</li> <li>• works in collaboration with mental health professionals to support a child and Parents/Carers</li> <li>• in the event of an event/incident will work with families, the Directorate and the community to ensure that appropriate postvention supports are in place.</li> </ul>

### Managing the playground environment

<b>Supporting Positive Playground Behaviours</b>	<b>Structures and processes in place to ensure positive behaviour and maintain duty of care</b>
Boundaries/Playtime	<ul style="list-style-type: none"> <li>• Boundaries for children’s play space will be determined at the commencement of each school year. These boundaries will be clearly defined (by maps, safety fences and visible clues) for all students and staff</li> <li>• Out of Bounds areas are: <ul style="list-style-type: none"> <li>○ past the trees marked with a line on the oval, behind the sandpit on the oval and in the trees at the edge of the sandpit</li> <li>○ around the bike racks</li> <li>○ school classrooms before school, during lunch or recess unless a staff member is with student or student has a green pass</li> <li>○ school corridors or hall before school, during lunch or recess unless going to the toilets.</li> <li>○ the library courtyard</li> </ul> </li> </ul>
Between 8.30 – 9.00	<ul style="list-style-type: none"> <li>• The only area to play is in the quadrangle and/or the grass near the Kindergarten classrooms known as the ‘pergola’ area. For the safety of all students in these smaller play areas before school, bats and racquets are not used. Students can go to the library for quiet reading from 8.30am.</li> </ul>
Food at lunchtime	<ul style="list-style-type: none"> <li>• To reduce litter and ensure all children are supervised to eat lunch, food or drink is not taken on the</li> </ul>

	<p>oval. Students still eating are asked to sit in the pergola, on the edge of the oval or on the seats to finish eating and deposit rubbish in bins before going onto oval, sandpit areas and climbing equipment.</p>
Staff roles during playtimes	<p>Staff members on duty as play facilitators:</p> <ul style="list-style-type: none"> <li>• wear a high visibility vest and carry a duty bag that contains school passes, band aids, tissues and information about children at risk</li> <li>• facilitate play</li> <li>• consistently walk around their duty area, engage with students and pre-empt problems</li> <li>• mediate any playground issues using Restorative Questions</li> <li>• ensure all children know the outcome of any play problems that may require attention</li> <li>• refer issues to exec team for support and follow up</li> <li>• send a red card (or phone) to the staffroom if at any time anyone needs extra assistance, have not been replaced or if anyone needs first aid assistance</li> <li>• are always the last person to leave an area at the end of the lunch and recess break.</li> </ul>

## 8.0 Documenting

The school documents and maintains records with restricted access of student behaviour including incidents of bullying, harassment and violent behaviours. Where applicable the school maintains internal records and follows Directorate guidelines in reporting more formally. These records are used to monitor students, inform parents as required and inform the review of practices.

## 9.0 Restorative practices... when things go wrong

A key strategy that is used in helping to address issues ‘when things go wrong’ is the use of ‘Restorative Practices’; that is, adopting a positive rather than a punitive approach to managing behaviours. The approach actively promotes positive relationships, assists students to become aware of the impact of their behaviour on others, to learn to be accountable for their own actions and to learn how to restore relationships after harm has been done. A restorative approach puts our values into practice by emphasising rights and responsibilities, positive relationships and cooperation and at the same time meeting individual needs within the school.

Restorative Practices aim to:

- Encourage an ethos of respect and reduce conflict
- Restore relationships
- Encourage open and non-judgemental communication
- Develop personal responsibility and accountability
- Develop a problem solving approach
- Undo harm done and look to future behaviour
- Empower students and build their ability to talk about issues and emotions.

Problem solving strategies and repairing harm done to people and relationships done through the use two sets of questions called the Restorative Questions that we call ‘the fix-it questions’. These questions are up in classrooms and carried by staff in playground bags.

## Restorative Questions 1

### When things go wrong.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

## Restorative Questions 2

### When someone has been hurt.

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

(Appendix 3 Flowcharts of restorative processes

Appendix 4 Posters of Restorative Questions)

## Managing difference and individual needs

### 10.0 Disability and Trauma

For some children at Turner School negotiating social relationships and understanding and regulating emotional responses is challenging because of disability or trauma. For these children the school will work with families, the school psychologist, external agencies and experts to individualise a management and learning plan. The school accesses the support of the Network Student Engagement Team to support staff and students.

*“Trauma is the emotional, psychological and physiological residue left over from heightened stress that accompanies experience of threat, violence and life-challenging events... Complex developmental trauma reduces the capacity of the thinking part of children’s brains to shape and the way they react to challenges in their environment.”* (Making Space for Learning: Trauma Informed Practice in Schools, Australian Childhood Foundation, 2010).

### 11.0 Individual Learning Plans

Students, who have had an Individual Learning Plan (ILP) developed, may require adjustments that include the setting of specific goals and strategies to support the achievement of social and behavioural goals. Individual Learning Plans are negotiated with the school and families and adjusted as required in consultation with families.

Input from external agencies and specialists may be included as a part of the ILP process.

### 12.0 Individual Behaviour Plans

For a very few students, an additional plan articulating adjustments made, specific goals and procedures to support behaviour may be developed (Appendix 7a). It is recognised that a small number of students will need additional support and for these children an individual plan is developed in consultation with the school’s executive, parents/carers and at times other agencies or specialists. This includes the school’s psychologist, external private psychologists or therapists working with a student, or the Directorate’s behaviour support (NSET) team. In some cases, an additional risk assessment may be completed.

A student is supported where possible in negotiating goals and in working towards achieving them. This may include visual supports and social stories to map our processes.

## **Accessing support at school**

### **13.0 School Structures and processes**

13.1 Where there is concern about a student's social and emotional wellbeing or behaviour they may be referred to the Student Support Team.

This team consists of the school principal and deputy, the school psychologist, the disability coordinator, and school executive and teaching staff as required. Student support meetings are held regularly.

13.2 The school's executive team supports the safe running of the school, and assist staff as required.

13.3 Additional and flexible use of resourcing is used to support student learning- in the classroom and on the playground

13.4 Safe and Supportive Schools Contact Officers (SASSCOs). We identify for students people who are available for them to talk to. This is most often the class teacher/s or other Turner staff. The school also has identified SASSCOs (Safe and Supportive Schools Contact Officers) that participate in training to support and listen to students. The school identifies a male and a female staff member each year.

## **Resources**

### **15.0 Useful Resources**

Some useful resources that our staff use and that have resources for families are:

<http://www.safeschoolshub.edu.au/for-parents/resources-for-parents>

<http://www.kidsmatter.edu.au/families>

[http://www.parentlink.act.gov.au/\\_data/assets/pdf\\_file/0010/405658/ParentLink-Guides-Order-Form.pdf](http://www.parentlink.act.gov.au/_data/assets/pdf_file/0010/405658/ParentLink-Guides-Order-Form.pdf)

### **16.0 References**

Carol Dweck , 2006, Mindset: The New Psychology of Success, Ballantine Books, New York

Kidsmatter, <http://www.kidsmatter.edu.au/families>

The Collaborative for Academics, Social, and Emotional Learning (CASEL) (2006), Sustainable schoolwide social and emotional learning (SEL): Implementation guide. Chicago, IL: Author, <http://www.casel.org/social-and-emotional-learning/core-competencies/>



Social and Emotional Learning (SEL) refers to the process of students learning to integrate thinking, feeling and behaving to achieve important life tasks. It is a dynamic process beginning from birth. During primary school, learning is characterised by an increasing capacity to recognise more complex emotions and to begin to autonomously regulate these emotions as well as expanding social relationships and developing skills in navigating difficult circumstances. (KidsMatter)

## Social and Emotional Learning Skill Areas



Adapted from KidsMatter: <https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning>



## Turner School - Building a Growth Mindset

*“This growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way in their initial talents and aptitudes, interests, or temperaments, everyone can change and grow through application and experience.” Carol Dweck*



### Building a Growth Mindset

A growth mindset understands that:

- You can work harder to get smarter
- Effort gives reward
- Challenges can be met and new things tried
- We can learn from feedback and mistakes

DEVELOPING A **GROWTH MINDSET**



<b>INSTEAD OF.....</b>	<b>TRY THINKING....</b>
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

**Parents and school staff working together can support children move from a fixed mindset to an open mindset.**

From the work of Carol Dweck , Mindset: The New Psychology of Success



# I get smarter by learning about myself and others

I am learning to manage my emotions and behaviour



I am learning how to understand my emotions. I am learning about values and my strengths



I am learning how to make responsible decisions



I am learning how to make friends and work together. I am learning how to fix things when they go wrong



I am learning how to understand and care for others



*Adapted from The Collaborative for Academics, Social, and Emotional Learning (CASEL) (2006). Sustainable schoolwide social and emotional learning (SEL): Implementation guide. Chicago, IL: Author*



# Staying Safe at Turner School

## Before School

Supervision on the playgrounds before school begins at **8:30am**. We ask that you do not send your child to school before this time unless they are involved in our before school programs such as Choir. Any children who are at school before 8:30am will be asked to sit in the front office.



## Bike Safety



At least 90 children ride their bike to school each day. Cyclist safety is paramount for all children and adults. ACT Police recommend that children under years 3 and 4 (about 8 or 9 years) should not ride a bike without an adult riding/walking alongside. This is because children don't develop the ability to gauge distances accurately until about 8 or 9 years old. All children riding to school should wear a correctly fitted helmet. Bikes should be stored in the bike racks with a lock. Children should walk their bike or scooter once on the school grounds. Please talk with your child about crossing safely over the pedestrian crossings.

## Drop Off

If you are dropping your child off at school before 8:30am due to before school commitments, such as Turner Trebles, please park your car at the front of the school and walk your child around. There are a number of car parks along Condamine St, David St and Hartley St.



## Going Home

School finishes at **3:00pm** each day. All children should go immediately home, to their bus stop or to After School Care. Please check that your children know each day how they are to get home and where your meeting place is. If your child has any changes to their after school routine, please let your child's teacher know.

### David St building (P-2) drop off/pick up at 9am and 3pm

Please only park in designated spaces. For children's safety do not mount the gutters and park on grass areas. Ask your child to wait in a safe, visible area for you to arrive.

### Condamine St building (3-6) drop off/pick up at 9am and 3pm

Children in years 3-6 who are picked up after school by car are to wait by the silver seats at the Condamine Street. We have a designated pick up bay for cars to quickly pop in, pick up and go. Please do not park your car in this place as this adds to the congestion of our loop.

## Bringing valuables to school

Children with mobile phones should have a daily routine of checking them into the Condamine St office on arrival and retrieving them at 3pm. Children should not bring valuable items and toys to school.

## Sun Safety



Turner School is a SunSmart school. All children are required to wear a brimmed hat year round, except for the months of June and July. Children without a hat will be asked to stay in a designated area. If your child's hat has a chin strap attached, please cut this off as this may become tangled in the equipment or caught up in play. Could you also please support your child to apply sun cream before coming to school each day.

## Sharps Safety

All Turner children are reminded about safety with 'sharps' in our community. **Sharps hotline: 13 22 81.**

**DON'T TOUCH** – Students are advised under NO circumstances are they to pick up syringes, needles or any other sharps.

**STAND GUARD** – Find someone to stand guard near the syringe, needle or other sharps.

**GET HELP** – Go find a supervising teacher or one of our Building Service Officers and tell them where the object is. The object will be removed and placed in a hazard container to be disposed.



### Safety Fence — Gates closed between 9am and 3pm

For the safety of all our children can you please ensure the pedestrian gates close behind you when entering and leaving the playground areas at drop off and pick up times.

### Picking up your child during school hours

If you need to pick up your child during school hours, please enter the buildings through our offices or preschool and sign in. You will also need to sign your child out at the main offices and in again if they are only out for a short while.

## Tree Safety

Children do not climb trees on the school grounds before, during or after school.





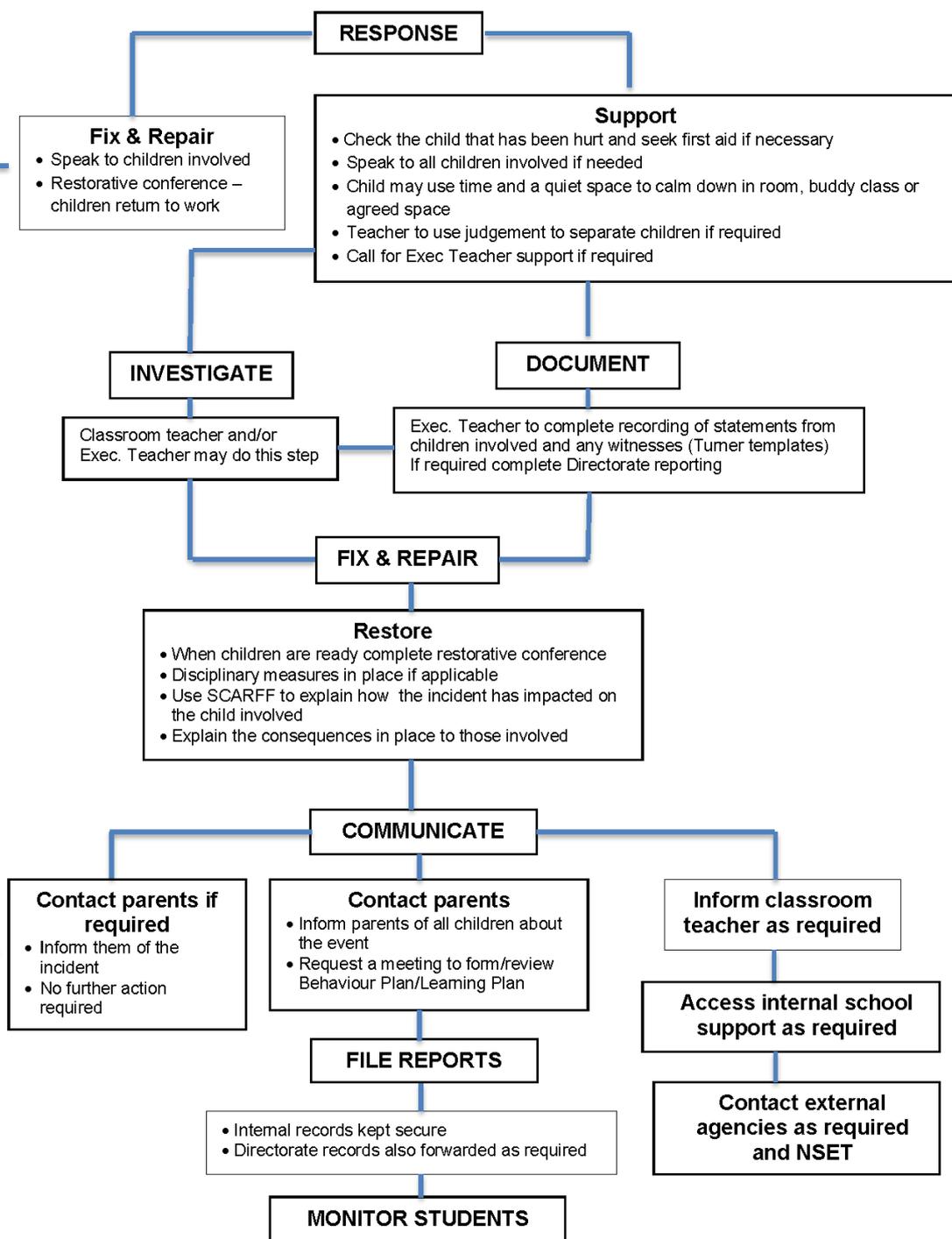
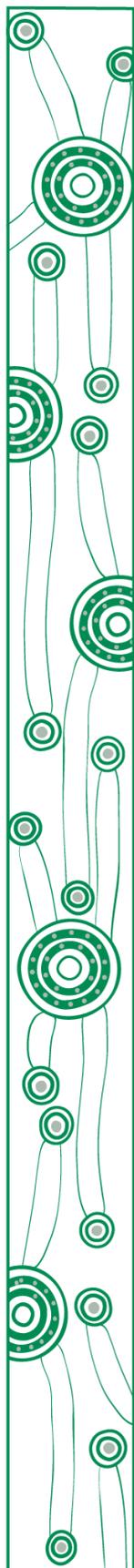
**Support Cooperation Acceptance Respect Friendliness Fun**

**When things go wrong - When someone has been hurt**

**In the Classroom**



This may include a minor incident/accident without injury, an incident causing injury or an incident resulting in injury where violence bullying, or harassment is a contributing factor. Systems are structured to ensure safety and be responsive to individual needs.



This is part of the Turner School Safe & Supportive School Guidelines

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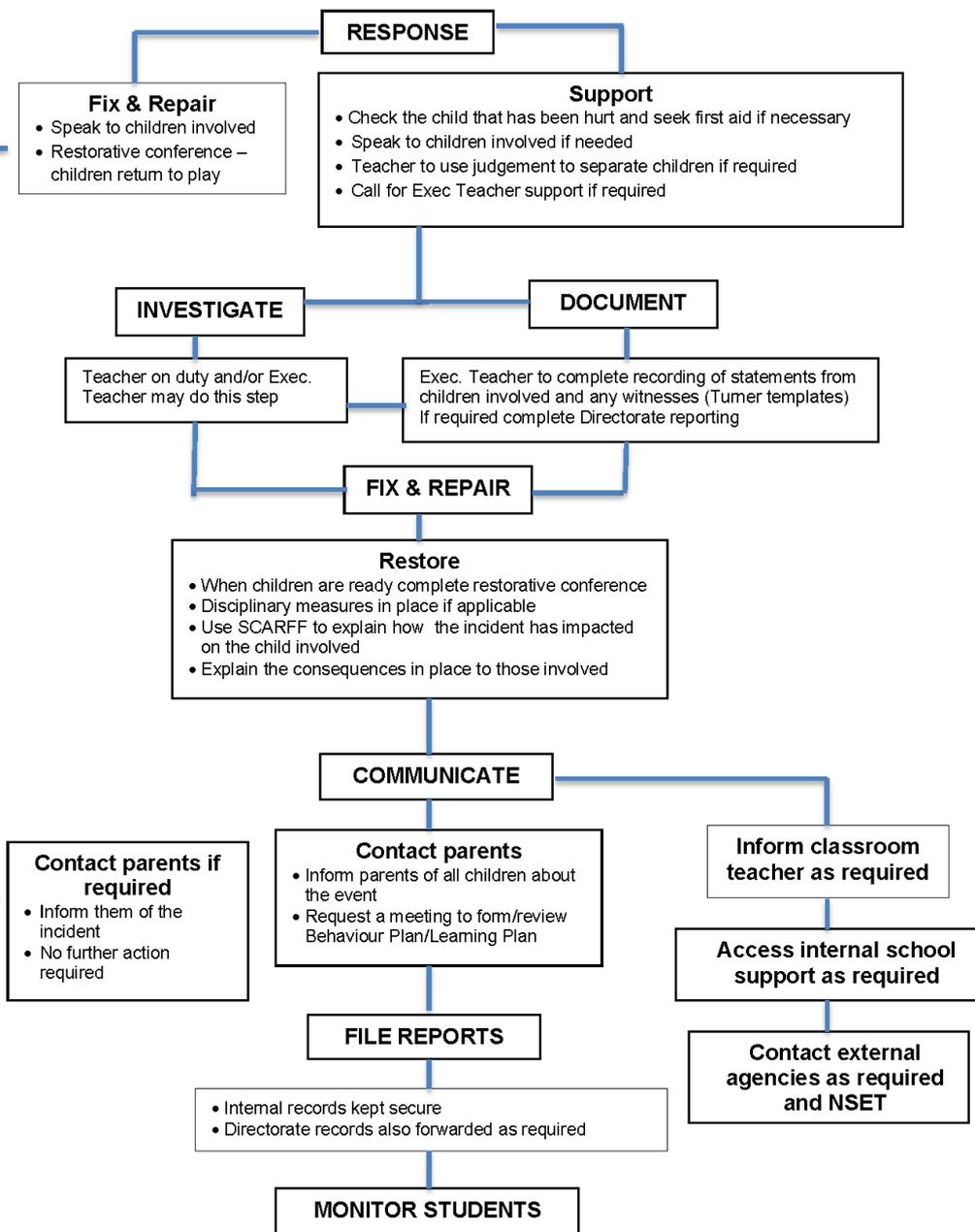
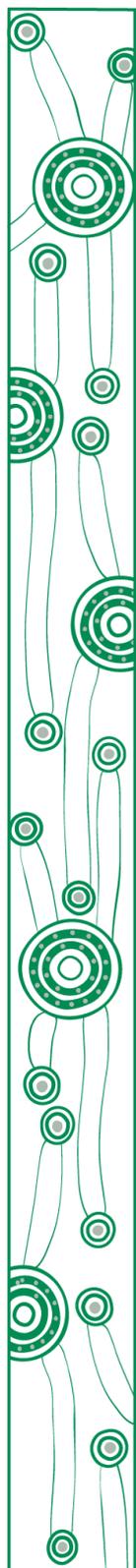


# Support Cooperation Acceptance Respect Friendliness Fun



## When things go wrong – When someone has been hurt In the Playground

This may include a minor incident/accident without injury, an incident causing injury or an incident resulting in injury where violence, bullying or harassment is a contributing factor. Systems are structured to ensure safety and be responsive to individual needs.



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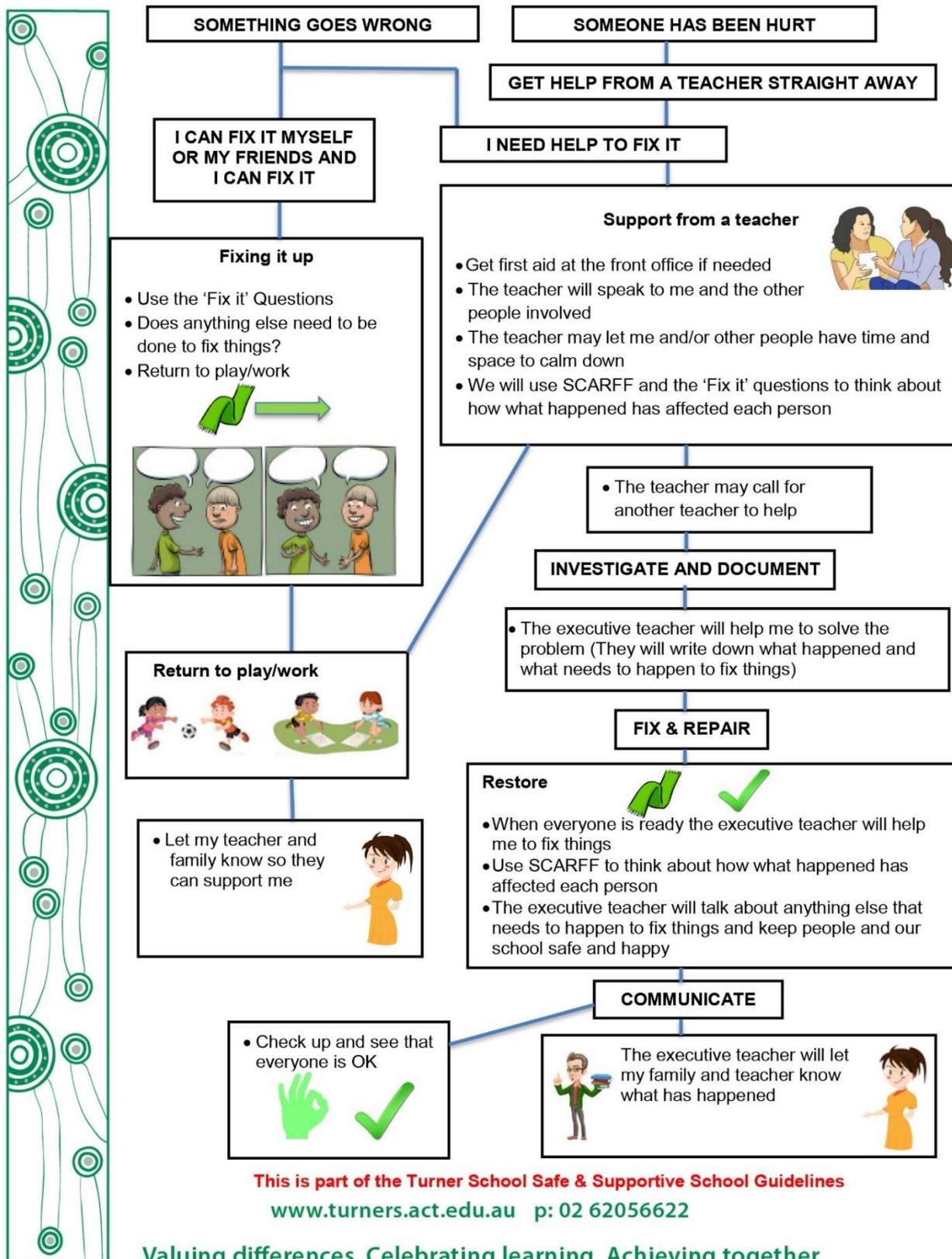
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# Support Cooperation Acceptance Respect Friendliness Fun



When things go wrong- When someone has been hurt  
In the classroom or on the playground



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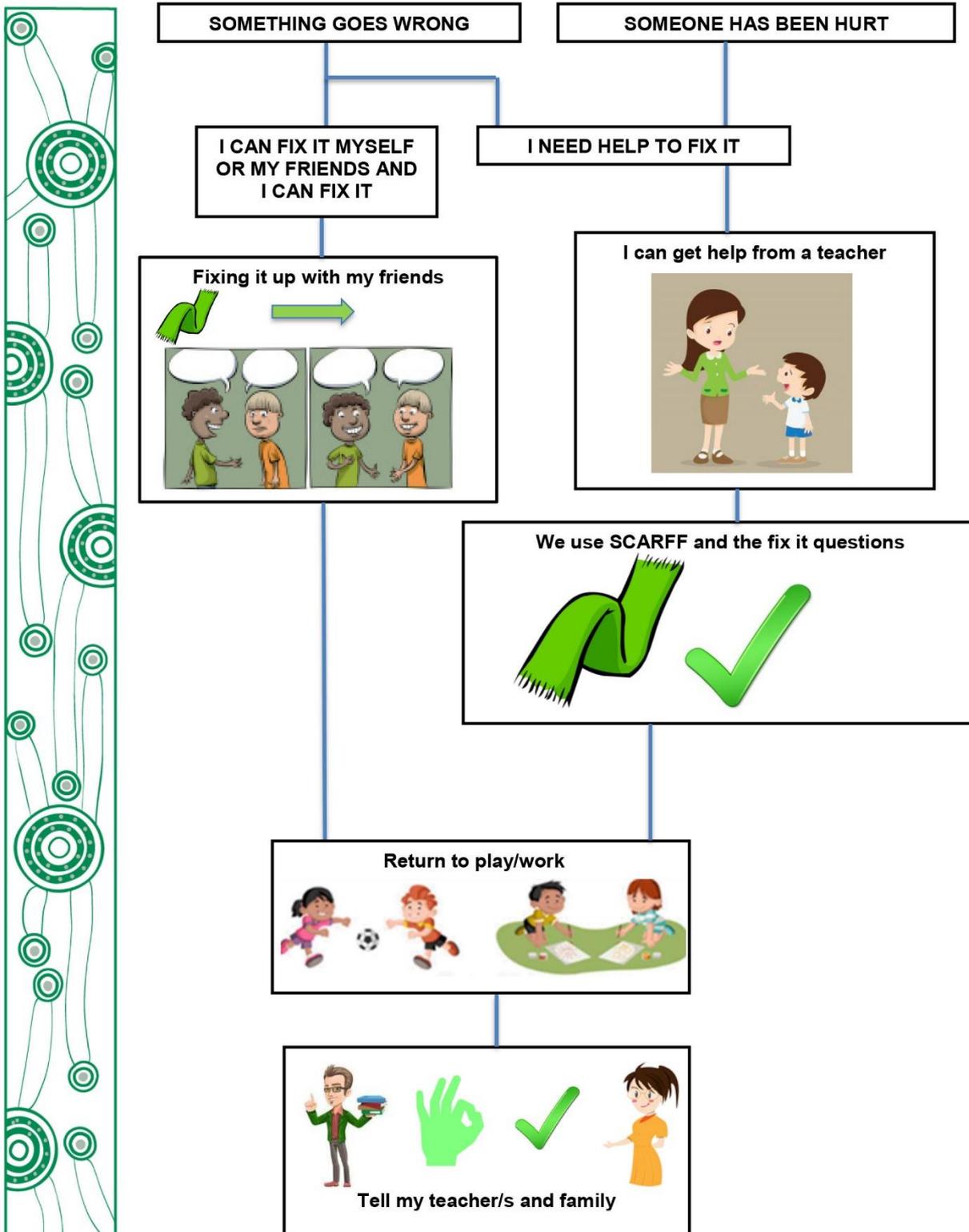
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# Support Cooperation Acceptance Respect Friendliness Fun



## When things go wrong- When someone has been hurt In the classroom or on the playground



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# Restorative Questions 1

*When things go wrong.*

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?  
In what way?
- What do you think you need to do to make things right?

# Restorative Questions 2

## *When someone has been hurt.*

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

**TURNER SCHOOL**

**Bully Survey**    Date \_\_\_\_\_ Class \_\_\_\_\_

YOUR NAME: \_\_\_\_\_

In the last 2 weeks I **have not** been bullied- *no more questions for you*

In the last 2 weeks I **have** been bullied at school

If you have been bullied,  
**Where?**

Playground

Classroom

Toilets

Moving around school (corridors, lines)

Other area \_\_\_\_\_

**What type of bullying?**

Teasing/put downs/name calling

Physical hurt

Threatened

Exclusion from activities

Harassment- racial/sexual

Things taken

Cyber (phone/text/computer)

What is the name of the person/s who has bullied you?

---

**Don't Obey Bullies**  
**It's important to tell**  
The school conducts bully surveys as required in the senior grades.

**TURNER SCHOOL**

**Bully Survey**    Date \_\_\_\_\_ Class \_\_\_\_\_

YOUR NAME: \_\_\_\_\_

In the last 2 weeks I **have not** been bullied- *no more questions for you*

In the last 2 weeks I **have** been bullied at school

If you have been bullied,  
**Where?**

Playground

Classroom

Toilets

Moving around school (corridors, lines)

Other area \_\_\_\_\_

**What type of bullying?**

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Things taken

Cyber (phone/text/computer)

What is the name of the person/s who has bullied you?

---

**Don't Obey Bullies**  
**It's important to tell**  
The school conducts bully surveys as required in the senior grades.

Week Term

	Lunch 1	Lunch 2	Recess
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Comments:

**Instructions:**

1. You need to get your passport signed by the duty teacher in the XXX at lunch and recess
2. You need to remain in the XXX for the whole of the play time, where the duty teacher can see you!
3. Return your passport to your class teacher after play time.
4. XXXX will collect the passport at the end of the week.

**Playground Passport**

Name:

Class:

Date:

I am allowed to play on the:

XXX



Turner School



## Positive Behaviour Support Plan

<b>Student name:</b>		<b>Class:</b>	
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<b>Commencement date of plan:</b>		<b>Review date (within 6 months):</b>	
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<b>Behaviour Support team:</b>	
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<b>Coordinator:</b>	
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**Coordinator:**

- Organises behaviour team to develop the plan
- Ensures copies are distributed according to the list below
- Coordinates review of the plan as per the nominated review date
- Regularly liaises with behaviour team to ensure plan is being used effectively

**Copies of original plan to:**

- parents/carers
- class teachers
- g drive

**Copies of reviewed plan to:**

- parents/carers
- class teachers
- g drive

**Understand Behaviour**

<p><b>Before the behaviour</b></p> <p>Setting Conditions:</p> <ul style="list-style-type: none"> <li>• .</li> </ul> <p>Likely Triggers:</p>	<p><b>Behaviour</b></p> <p>Description:</p>	<p><b>After the behaviour</b></p> <ul style="list-style-type: none"> <li>• .</li> </ul>
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**Identify the function**

<pre> graph TD     GET[GET] --&gt; AT[Activity and/or tangible]     GETAWAY[GET AWAY FROM] --&gt; AT     AT --&gt; ATTENTION[ATTENTION]     AT --&gt; Empty[ ]     </pre>	<p><b>Possible purpose of the behaviour?</b></p> <ul style="list-style-type: none"> <li>• .</li> </ul>
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**Plan for intervention**

<p><b>Environmental Change</b></p>	<p><b>Replacement Behaviour</b></p>	<p><b>Reward use of appropriate behaviour or alternative skill</b></p> <p><b>Discourage Challenging Behaviour:</b></p>
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Student name:		Date:	
---------------	--	-------	--

- School Rules Behaviours**
- Playing and learning in a safe, inclusive and fair manner
  - Keeping hands/feet off others
  - Speaking calmly and respectfully to other students and staff
  - Listening to the instructions of staff

Managed by Student stepping up and doing the right thing

<p><b>ADULT IS EXPECTED TO:</b></p> <p>Remain positive and give behaviour specific praise: <i>Student I like the way you are...</i></p> <p>Acknowledge on task behaviour and appropriate interactions and reward <b>immediately</b> with a Harrison Award</p> <p>Explicitly teach appropriate interactions and responses to situations.</p>	<p><b>STUDENT IS EXPECTED TO:</b></p> <p>Notice and talk about the things you are doing when you make good choices.</p> <p>Be proud of your positive actions</p>
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- Not Following School Rules**
- Not following teacher instructions
  - Teasing, name calling not allowing others to join in
  - Not learning in a fair, respectful and collaborative manner with others

Managed by adult reminding Student to step up to doing the right thing

<p><b>ADULT IS EXPECTED TO:</b></p> <p>Use open body language: hands open facing outwards and leaning back.</p> <p>Calmly say: I can see you need help. State what you want Student to do an allow time to process. Suggest a break – redirect to a space or job- offer two choices</p>	<p><b>STUDENT IS EXPECTED TO:</b></p> <p>Re-set and follow instructions of adults</p> <p>Step up to do the right thing</p>
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- Unsafe Behaviours**
- Continued not following of the school rules
  - Using threats or intimidating behaviours that make others feel unsafe

Managed by adult with clear and direct instructions to Student

<p><b>ADULT IS EXPECTED TO:</b></p> <p>Clearly direct Student to go to a safe space. Use minimal words:</p> <p><b>Student, time to go to your safe space</b></p> <p>1: Small room 2: outside exercise equipment 3: Mrs Edmonds' office</p>	<p><b>STUDENT IS EXPECTED TO:</b></p> <p>Follow instruction- choose and move to safe space</p> <p>Stay in school boundaries and remind yourself that adults care for you and want you to be safe</p> <p>Take time to reflect and re-set positive behaviour</p>
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- Unsafe and Highly Dangerous Behaviours**
- Continued unsafe behaviours
  - Holding up something and making moves to hurt someone with it.
  - Violence, e.g. hitting, pushing, kicking, using a weapon
  - Throwing things at others
  - Damaging property
  - Running away

Managed by adult- Team Leader and Deputy Involved

<p><b>ADULT IS EXPECTED TO:</b></p> <p><b>Stay calm</b> and contact exec immediately</p> <p>Move Student with verbal prompts to another place or remove other students or stop students from following him</p> <p>Internal or external suspension depending on the incident severity</p>	<p><b>STUDENT IS EXPECTED TO:</b></p> <p><b>STOP!</b></p> <p>Immediately move to safe space</p> <p>Follow adult instruction</p> <p>Stay in school boundaries</p>
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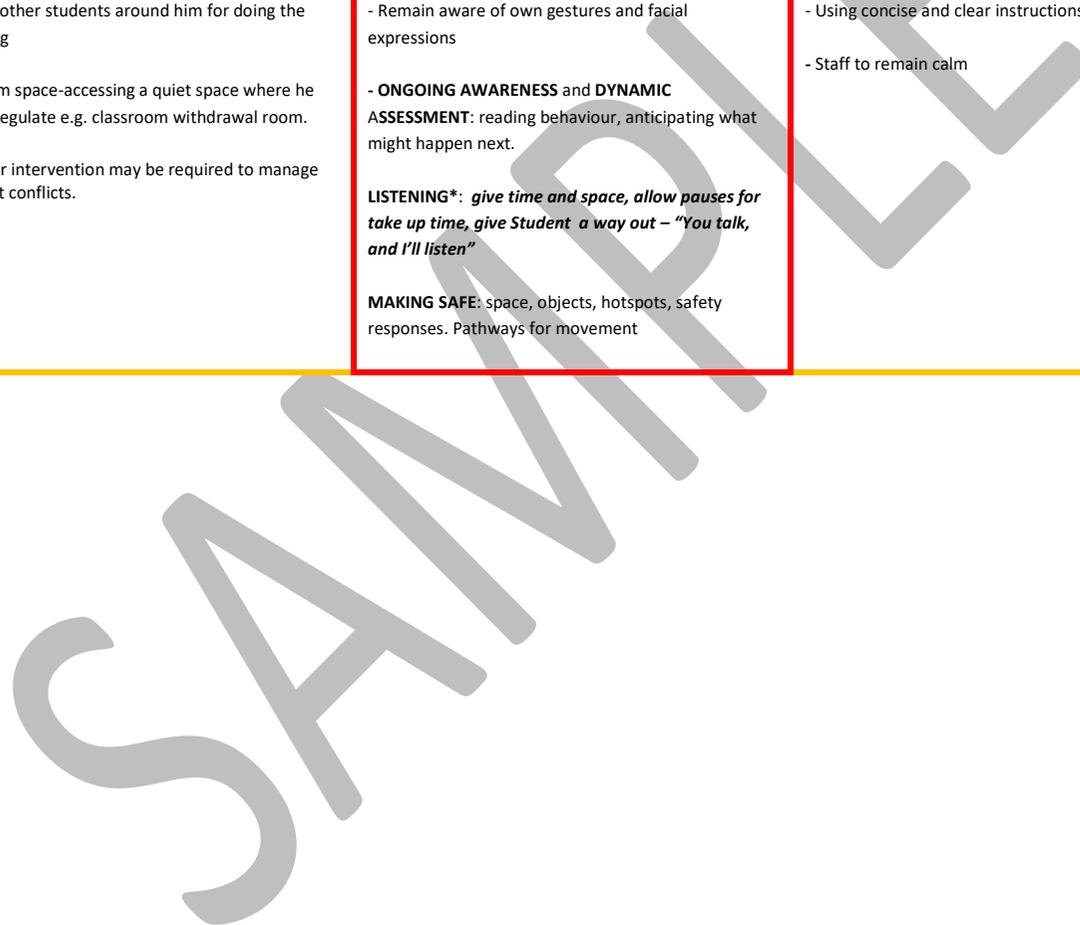
Date

Baseline	Stage 2 - Escalating/agitated	Stage 3 - Escalated and heightened	Stage 4 - De-escalating	Stage 5 - Baseline
<p><b>Intervention Goal: Maintain calm, baseline, teach skills</b></p>	<p><b>Intervention goal: Respond to early signals, help return to baseline</b></p>	<p><b>Intervention goal: Prevent further escalation, keep people safe, support de-escalation</b></p>	<p><b>Intervention goal: Support self-control and emotional regulation, re-engage</b></p>	<p><b>Intervention goal: Evaluate risk, make changes to program, teach skills</b></p>
<p><b>Behaviour signals:</b></p> <p>Engaged with task and is cooperative Sitting in classroom or choosing to self regulate by working outside the classroom and remaining in the building. Calm- shoulders down, eyes relaxed Interacting with others in a safe manner.</p>	<p><b>Behaviour signals:</b></p> <ul style="list-style-type: none"> <li>- Wanders around the room</li> <li>- Clenched fists, eyes 'darkening'</li> <li>- May leave the building</li> <li>- consistent and disruptive attempts to gain teacher attention (talking, calling out)</li> <li>- responding aggressively to other student.</li> </ul>	<p><b>Behaviour signals:</b></p> <ul style="list-style-type: none"> <li>- Confrontational and Non-compliant</li> <li>- uses threats "I will kill you"</li> <li>- Threatens with weapons- ruler/scissors</li> <li>- Runs away outside school boundary</li> <li>- Violence – throwing objects, aiming to hurt</li> <li>- Eyes 'shut off' – you know he isn't listening</li> </ul>	<p><b>Behaviour signals:</b></p> <ul style="list-style-type: none"> <li>- Wanders in and out and tries to initiate conversation with adult</li> <li>- Bounces quickly between calm and cooperative and agitated and aggressive</li> <li>- Exaggerated actions e.g. groaning at you, giving you a 'dirty look'.</li> </ul>	<p><b>Behaviour signals:</b></p> <ul style="list-style-type: none"> <li>- Engaged with task</li> <li>- Sitting in his seat</li> <li>- Cooperative</li> <li>- Focused</li> <li>- Calm</li> <li>- Interacting with others in a safe manner.</li> </ul>
<p><b>Strategies:</b></p> <p>Start off every lesson with a positive interaction. Student responds to you speaking to him as if he is a friend- e.g.: "mate- great work on coming in so calmly- try to go!" Descriptive, concrete &amp; prescriptive praise. Praise effort, attention and completed work. Explicit instructions and repetition of instructions when needed. Movement breaks. Appropriate reinforcement of behaviour – Harrison reward Technology use timetabled in and used as a reward in the second half of the day <b>ONLY</b>. Scaffolding of tasks to set Student up for success. Explicitly talk about Student's strengths in front of Student and others to help build a positive reputation.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Redirect Student to the task</li> <li>- Praise efforts</li> <li>- Student to engage in de-escalation strategies in a safe space in the building e.g. withdrawal room, desk in the hallway. Student to use his Privately Understood Signal before withdrawing.</li> <li>-- Remain aware, and redirect where possible.</li> <li>- Give Student a job to do, e.g. take a note to the front office or library.</li> <li>- Short, simple instructions to allow processing time.</li> </ul> <p>When not settling instruct Student in a calm "Time to go to your safe space- you can choose</p> <ol style="list-style-type: none"> <li>1: Small room</li> <li>2: outside exercise equipment</li> <li>3: Mrs Edmonds' office"</li> </ol> <p>Allow time for Student to process</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Give him space, keep line of sight</li> <li>- Follow school procedures i.e. phone call to front office, who will alert executive staff.</li> <li>- Encourage Student to engage de-escalation strategies in designated safe place</li> <li>- Evacuate the class if necessary.</li> <li>- allow clear pathway for exit points</li> <li>- <b>Partial Lockdown in M2 building to allow for a clear pathway for him with our student interactions</b></li> <li>- communication for partial lockdown- available staff members to inform staff- staff to inform each other through internal classroom access. As Student exits the building- lock as we go, when available staff member informs front office.</li> </ul> <p><b>Script: "Student STOP- (name behaviour and state it is against school rules) Student, move to a safe space."</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Give Student space to calm</li> <li>- minimise verbal instructions, keep calm</li> <li>-only engage in conversation if he initiates it- he is trying to build relationships</li> <li>- Give Student a simple task he can engage in independently with little/if any assistance, <b>when he is ready for it.</b></li> <li>- Sensory: Lego, beading, finger painting.</li> <li>- Music.</li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Give clear concise instructions</li> <li>- Explicit verbal instructions around task supported with visual reinforcement</li> <li>- Focus on a social story that addresses summative response of the incident / Student's behaviour</li> <li>-ensure to use language that shows we like Student and he is welcome.</li> </ul> <p><b>Scripts:</b></p> <p>"It's ok, you talk and I will listen."</p> <p>"Student it is time to go home. See you for a fresh start when you come back."</p>
<p><b>Avoid:</b></p> <p>Assigning curriculum content that is too challenging for Student to complete. Impromptu changes in routine where possible. Saying the word 'no.'</p>	<p><b>Avoid:</b></p> <ul style="list-style-type: none"> <li>- Long verbal discussions – when escalated Student will not be able to take in this information.</li> <li>- Attention/focusing on him doing the wrong thing</li> <li>- Don't get in his personal space</li> <li>- Speaking to him in a loud voice.</li> <li>- Saying the word 'no.' ie "we can't do that"</li> </ul>	<p><b>Avoid:</b></p> <ul style="list-style-type: none"> <li>-Engaging in confrontational conversations/challenging behaviour</li> <li>- Using too many words or raised voices</li> <li>- Being in his personal space or containing him in a space- be clear and open in letting him move into own space.</li> </ul>	<p><b>Avoid:</b></p> <ul style="list-style-type: none"> <li>- Making a 'fuss'</li> <li>- Drawing attention to Student if he returns to class</li> <li>- Talking to Student about the escalation</li> <li>- Asking questions related to the escalation (for Relief Staff)</li> <li>- Unnecessary interaction</li> </ul>	<p><b>Avoid:</b></p> <ul style="list-style-type: none"> <li>- any language that may trigger feelings of rejection.</li> </ul>

**Student name:**

**Date:**

ers.				
<p><b>Focus on:</b></p> <p>visual and verbal modes of relaying instructions.</p> <p>Setting him up for success.</p> <p>Giving lots of warning/notice for change/transitions.</p> <p>Positive expectations and Positive relationships.</p> <p>Redirection prior to escalation where possible.</p>	<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>- Low key voice and</li> <li>'close enough' proximity when relaying/reinforcing expectations and instructions</li> <li>-Subtle reminders using visuals.</li> <li>-Praising other students around him for doing the right thing</li> <li>Giving him space-accessing a quiet space where he can self-regulate e.g. classroom withdrawal room.</li> <li>- Teacher intervention may be required to manage student conflicts.</li> </ul>	<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>- <b>COMMUNICATION:</b> stance and posture</li> <li>- intonation (talk slower, lower and more quietly)</li> <li>- Scripts (use the script – simple messages are passed without misunderstanding),</li> <li>- Remain aware of own gestures and facial expressions</li> <li>- <b>ONGOING AWARENESS and DYNAMIC ASSESSMENT:</b> reading behaviour, anticipating what might happen next.</li> <li><b>LISTENING*:</b> <i>give time and space, allow pauses for take up time, give Student a way out – “You talk, and I’ll listen”</i></li> <li><b>MAKING SAFE:</b> space, objects, hotspots, safety responses. Pathways for movement</li> </ul>	<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>- A fresh start following incident</li> <li>- Validating Student – ‘great to see you come back’</li> <li>- Directing Student to his preference task (Sensory, Maths)</li> <li>- Using concise and clear instructions</li> <li>- Staff to remain calm</li> </ul>	<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>- Use descriptive praise to acknowledge effort, persistence, resilience.</li> <li>- <b>Use a problem solving conversation</b> to help him use strategies to avoid the same situation again (Please note; this will be a conversation which will need to be repeated again and again)</li> </ul>



<b>Student name:</b>		<b>Date:</b>	
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