

COOBER PEDY AREA SCHOOL

ENGAGEMENT AND INCLUSION POLICY

Rationale

Learning occurs best when students experience a safe, supportive environment in which they have a degree of control over their learning and are treated with respect and understanding.

As educators it is our role to provide safe learning environments and positive proactive approaches to teaching, whereby students learn appropriate school behaviours and increase their social, emotional and academic skills and understandings.

This requires us to work in partnership with our colleagues, students and families and to take responsibility to respond to, develop and support students learning, behaviour and social skills.

Quality classroom teaching and effective pedagogy underpins effective behaviour processes.

As such, our policy is underpinned by:

- Being trauma-aware educators, ensuring that we make our school a safe and supportive environment that
- Building mutual respect and positive relationships with learners, with staff doing their utmost to convey to each student the message, “I see you and you matter to me”.
- Fresh start – each day is a new opportunity to start on a positive footing.
- Providing clear expectations, known responses and a SUCCESS orientation in classes.
- Developing students’ “interoception” skills to recognise and manage their emotions proactively.
- Using explicit, descriptive, positive language with students and reinforcing positive behaviours.

A note about break times: *Issues that occur in the yard need to be followed up by the teacher on duty in that space. Efforts have been made to ensure consistency with supervising teachers in each space, meaning that you can ask for a student to check in with you the following day if time does not permit in following up from a concern. Re-entering the classroom should be a safe and positive transition whenever possible.*

And is based on three levels of response:

LEVEL 1: Whole school, proactive, culture building initiatives and strategies in both classrooms and in the yard.

LEVEL 2: Positive and prompt responses, by the adult in charge at the time, to model and maintain learning behaviours. Being “Ready to Learn” is our mantra.

LEVEL 3: Responses to extreme and/or violent behaviours that require assistance from outside the immediate learning environment and may include members of the community or other agencies.

Self Care

In order to best support our student's wellbeing, we first need to ensure that we are looking after our own. This requires us to identify the strategies that are most effective for us in supporting our own wellbeing. Things such as good diet and exercise, regularly catching up with good friends, and ensuring that a strong work/life balance is maintained, may all be strategies that work for you.

Be upfront with seeking support. Our context is unique and at times can feel overwhelming. Having a support network both in school and externally is critical to maintaining good mental health in Coober Pedy. If things are tough talk to your line manager, wellbeing leader or trusted colleague.

If you don't feel comfortable speaking with somebody within your network there are a range of services that may be able to help.

Employee Assistance Program

To access the EAP you can call 1300 687 327 or email eap@convergeintl.com.au The service is available 24/7 and no personal information is shared with the department without consent. The EAP is provided to help you with a wide range of personal or work-related issues including:

- relationships
- anxiety, stress and depression
- bereavement, grief and loss
- family, child and eldercare
- suicide
- communication
- violence and anger
- addictions and gambling
- legal and financial
- managing life stages
- work/life balance
- career change
- difficult customers
- team performance
- redundancy/career transition
- work performance difficulties
- conflict
- bullying and harassment.

Rural and Remote Mental Health Service

This service is available to all people living in a rural or remote area and it provides triage support from all mental health concerns. The service is available 24/7 on 13 14 65.

Beyond Blue

Beyond Blue is a great first point of call for mental health concerns, they use trained mental health professionals to help talk through concerns and point you in the right direction for further support. No issue is too big, or small. Their phonenumber is available 24/7 on 1300 22 4636. Their website beyondblue.org.au has a live chat which is available from 3pm – 12am, 7 days a week.

Lifeline

Lifeline offers 24/7 crisis support for those thinking about suicide or experiencing a personal crisis. Their number is 13 11 14.

Kids Helpline

Kids Helpline is available 24/7 to support anyone ages between 13 and 25 with issues they are experiencing. Their number is 1300 551 800. The parent helpline is available on 1300 364 100.

Mensline

Mensline offers telephone and online counselling for men with family and relationship concerns. They are available on 1300 78 99 78 or mensline.org.au

LEVEL 1 STRATEGIES: BUILD THE LEARNING CULTURE

Level 1 describes the proactive strategies expected of **all** staff to positively build and influence our school culture. Staff are expected to consistently apply the programs, strategies and activities designed to empower students and build positive citizenship skills within supportive learning environments.

It is expected that all staff will:

- **Do an interoception activity in the morning and at transitions**
 - See appendix 1
- **Build strong relationships with students**
 - Provide an “*I see you and you matter to me*” approach to all students.
 - Greet at the door or at the start of the day/lesson- even if they are late, make them feel included
 - Take time to know your students, understand their background and acknowledge their learning needs and successes.
- **Explicitly teach students social skills and understandings**
 - Use the first week of each semester to make our school values explicit, unpack a ‘successful classroom’, ‘successful student’ and ‘successful teacher’, create a class motto so that you have the tools to teach the behaviour and social skills needed for learning.
 - Consistently use common language and concepts e.g. Interoception, emotional thermometers, catastrophe scale, anger management and conflict resolution in the curriculum for all students.
 - In 2019 a Peer Mediation program based on the POOCH model will be established in term one– students will be invited to be part of a Friendly Desk for yard support and resources for classroom use will also be available – resources and support provided by the Student Wellbeing leader
- **Develop positive classroom cultures focused on SUCCESS**
 - Annually develop with your students - three displays about what we expect of – ‘A Successful Student’, ‘A Successful Classroom’ and ‘A Successful Teacher’ and revisit these regularly. Cooperatively negotiate class behaviour agreements, build a common understanding of the importance of everyone following these agreements and maintain a relentless focus on working as a whole class to achieve the agreed standards.
 - Use the school values of RESPECT, RESPONSIBILITY and RESILIENCE in classes with students to discuss expectations and underpin responses.
 - Regularly review the classroom tone, classroom etiquette and layout of the physical environment. Especially important is the consistent ‘un-packing’ (looks like, sounds like, feels like, thinks like and explicit modelling) of classroom and yard values and appropriate behaviours.
- **Recognise and reinforce positive behaviours**
 - Provide regular and explicit feedback and acknowledgement of student’s efforts and behaviours.
 - Share good news, contact families by phone or in person with good news and provide positive feedback regularly. Making a phone call about successful behaviour in class time sends a powerful positive message to the whole class.
- **Empower students and use their voice in learning**
 - Build student involvement in Citizenship projects and real participation in the decision-making about a range of school projects/issues and to co-design their learning.
 - Involve students in democratic processes and student voice by providing regular opportunities and teaching the skills required to be effective e.g. negotiation, meeting skills, planning, formative assessment and feedback.

LEVEL 2 STRATEGIES: SUPPORT AND RESTORE

Level 2 refers to the range of strategies used to ‘manage’ the learning environment and achieve learning outcomes without escalating students’ behaviour. Working as a team is key to addressing low level behaviour issues in which student’s safety is not at risk. Our data has shown that 80% of the issues escalated to leadership have involved disengagement or being out of class. Ultimately, everyone must support settled learning behaviour in order for all students to learn. If behaviour is not focused and engaged, the lesson should be paused for a discussion about the classroom agreements and a resetting of expectations and strategies. This is a whole staff responsibility.

We know that relationships are essential to the engagement of many of our students and ultimately it is more effective to have those who work with and around disengaged students be the ones providing intervention and support.

With the best intentions in the world, the leadership team cannot build relationships with 200+ students, and those most vulnerable to ongoing disengagement are least likely to accept a leaders’ intervention (in most cases). Given this it is the leadership team’s priority to release teachers to support disengaged students themselves when called to an incident.

| Level of Schooling: | Actions: |
|--|--|
| All | <p><u>Disengaged and unsettled:</u> Interception for 15 minutes (send with a note or call the room). Send with task to complete if possible. This is a preventative action and is designed to provide some support before issues arise.</p> <p>The “on call” leader can be called if a range of strategies haven’t worked and the teacher needs release to work with the student or the situation is escalating.</p> |
| Junior Primary R/1 and 2/3 (Unit) | <p>Diversions and short-term support can come from SSOs working in classrooms or from the team providing intervention:</p> <ul style="list-style-type: none"> • SSOs swapping over Multi-Lit students may pause to offer support to students not engaged in the learning activity/out of class. • Group and 1-1 intervention sessions may pause to enable the SSO to offer some support to students in need of help to engage. • Disengaged students may be included in 1-1 or small group activities to support transition back to class. <p>For students experiencing regular Level 1 issues, the Unit team may plan interventions in each others’ classrooms as a short-term strategy (e.g. sitting with a sibling for 15 minutes, helping younger / being helped by older students) These are not punishments, but planned ‘time away’ to give class teachers and students a break from persistent inappropriate behaviour.</p> <ul style="list-style-type: none"> • Groups and 1-1 intervention might be temporarily suspended to prioritise the re-engagement of students (especially if this supports relationships to be built with peers or teachers, so that there is subsequently less disengagement.) • A willing older relative (student) might invited to spend 15 minutes in the class after breaks to settle a younger student. <p>All students needing support to engage will:</p> <ul style="list-style-type: none"> • Have notes about suggested strategies in Daymap for other staff/TRTs to access. • Have parent/caregiver meeting with their child’s teacher and support person (and if needed, the line manager will provide support at follow-up meetings.) <p>For students experiencing regular Level 1 issues, the team may plan interventions in each other’s classrooms as a short-term strategy (e.g. sitting with a sibling for 15 minutes, helping younger / being helped by older students)</p> <ul style="list-style-type: none"> • Groups and 1-1 intervention might be temporarily suspended to prioritise the re-engagement of students (especially if this supports relationships to |

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|---|---|
| | <p>be built with peers or teachers, so that there is then less disengagement.)</p> <ul style="list-style-type: none"> • Specific options, tailored to each students' needs, should be planned (with the student) to build pathways to engagement. |
| Middle Primary 4/5 and 5/6 (Building 10) | <p>Diversions and short-term support can come from SSOs working in the classrooms or from the team providing intervention:</p> <ul style="list-style-type: none"> • SSOs swapping over Multi-Lit students may pause to offer support to students not engaged in the learning activity/out of class. • SSOs supporting students 1-1 may include another disengaged student in an activity planned for the target student. |
| | <p>Once teachers have identified students as regularly disengaged or wandering about they will approach Jesse-Lee (Aboriginal students) and Matt (non-Aboriginal students) so that an appropriate ACEO/SSO/RSAS helper is assigned can be called if needed. These 'helpers' will proactively visit the classroom after breaks to check that their assigned students are engaged and will ensure that their mobiles are on at all times if needed (even when out of the school on a home visit).</p> |
| | <p>All students needing support to engage will:</p> <ul style="list-style-type: none"> • Have notes about suggested strategies in Daymap for other staff/TRTs to access. <p>Have parent/caregiver meeting with their child's teacher and support person (and if needed, the line manager will provide support at follow-up meetings.)</p> |
| | <p>In most cases, there will be two teachers on duty with each class, and in some cases there is also an SSO in the room.</p> <ul style="list-style-type: none"> • One of teachers, or the SSO (if student has left the room in particular) follows up as soon as practical. • The other teacher may have a go at re-engaging the disengaged as well. <p>The key here is too find ways to engage all students in the learning or modified versions.</p> |
| Middle School Years 7-10 | <p>Students regularly disengaged or wandering about will be assigned an ACEO/SSO helper who can be called if needed. These 'helpers' will proactively visit the classroom after breaks to check that their assigned students are engaged and will ensure that their mobiles are on at all times in case they are needed (even when out of the school on a home visit).</p> |
| | <p>The "on call" leader can be called if a range of strategies haven't worked and the teacher needs release to work with the student or the situation is escalating.</p> |
| | <p>All students needing support to engage will:</p> <ul style="list-style-type: none"> • Have notes about suggested strategies in Daymap for other staff/TRTs to access. <p>Have parent/caregiver meeting with their child's teacher and support person (and if needed, the line manager will provide support at follow-up meetings.)</p> |
| | <ul style="list-style-type: none"> • |

The following are also useful teacher behaviours and skills:

- Routinely use, teach and model **interoception skills** and activities at least three times each day at transition points (mornings and after breaks or at the start of lessons).
- **Use Learning Intentions and Success Criteria** with students so they understand WHAT they are learning, WHY they are learning it and HOW to be successful. Formative assessment strategies and processes should be used in learning social skills, group work behaviour, being 'ready to learn', mediation skills etc. as well as content, knowledge and skills from the Australian Curriculum and general capabilities.
- Set, review and celebrate goals with students- *What you are working towards? How are you going? Is this helping? What can we do to support you to achieve this goal?*
- Reinforce, remind and practice expectations for entering classrooms and routines for classroom learning. Scaffolds like morning routines, timetables, what's on today, books to be out this morning etc.

- Establish effective, known teaching cycles- how do we start lessons, when will the 'input' occur, opportunities to practice and work together, review, feedback and question time e.g. *Review → New → Try → Apply*.
- Routinely use positive feedback- let students know what they are doing well, the skills they are using and what they could try next.
- Use self-review, peer feedback and discussions about the work and their learning - WWW What Went Well? EBI-Even Better If...
- Act with tact and presume positive intent with students. Monitor your own emotions and take time to respond and do so in a planned and strategic way. Seek support of colleagues to debrief and plan approaches. Appendix 2 offers some ideas to manage your own emotions and reflect on situations.
- Plan ahead- how will you respond to behaviour issues, what will you have in place. Reinforce all positive attempts and the behaviours you want in class.
- Seek support from line managers to observe and provide feedback, visit class other classes, or make a time with the Far North behaviour coach to get help with behaviour skills. The focus at CPAS is on teaching students what they need to know to be successful.
- Use restorative approaches to manage issues between students- see Appendix 3
- When redirecting behaviour try a 'bump' response- see Appendix 4:

• LEVEL 3 STRATEGIES: NEGOTIATE

Before Level 3 strategies are used, conferencing and communication with families must occur and there should be communication with your line manager about your concerns.

- A starter to open discussions with families- *“How are things at home for you at the moment with your child?”*

Level 3 is the strategic use of consequences to support students’ positive choices and when appropriate, to signal to the community that such behaviour is unacceptable. Re-entry and re-building relationships is a vital part of Level 3 responses and must involve the teacher, family and student working on ways that they will work together and manage behaviours.

We place high value on the importance of regular communication with families, especially for students requiring Level 3 support.

A small number of students (with a history of using violence when frustrated or angry) have a negotiated Take Home agreement that is in their own best interests. This agreement needs to be supported and used consistently by all staff.

Family contact and involvement is expected for all Level 3 responses- seek first to understand, listen and be open to the situation rather than starting with a solution or expectation.

Except in the cases of violence or extreme, repeated behaviours, staff need to have tried a number of Level 1 and 2 strategies and be able to discuss the actions and interventions tried or in place to support learners before Take Home, Suspension and Exclusion processes are used. Suspension and Exclusion are formally negotiated agreements, and are only used in extreme circumstances at CPAS.

DECD states that the purpose of the SEE procedures is to allow time for the school (with family and student input) to develop and implement strategies to help re-engage and support the student’s learning.

LEVEL 3 consequences are for repeated, extreme and violent behaviours and require support from a member of the leadership team:

- There is always a leader “on call” for support with high level issues. Contact the front office on Extension 11 for support from a leader
- This information should always be read in conjunction with the other strategies in the policy (Level 1: proactive strategies and Level 2: ‘Bumps’/in class strategies)
- There are other staff on hand who can support with lower level behaviour issues and these avenues should be tried before calling the leader “on call”.
- Team support, teaching colleagues and ACEO/SSO staff, will be keys to addressing the low-level issues that arise in classrooms. No-one needs to do this alone!
- We know that relationships are essential to the engagement of many of our students and ultimately it is more effective to have those who work with and around disengaged students be the ones providing intervention and support.

If that hasn’t happened try:

- In class sit out
- Support class sit out
- Leadership team support
- Behaviour Plans (*Negotiated with the student, parent/s and if required a Leadership Team member*). **All students requiring Level 3 Support will have a Behaviour Plan.**

- DECD Personnel Assistance (*Behaviour Support/ Interagency Referral*) would also be expected when a student is identified as Level 3.

SEE- Suspension, Exclusion and Expulsion processes are a formal DECD process and need to be clearly documented and negotiated. These are formal agreements made with school leaders and families.

Notes re SEE processes:

- Suspensions can be carried out by any senior leader.
- Exclusions **MUST** be signed off by principal (or acting principal)
- The Procedures for Suspension, Exclusion and Expulsion of Students from Attendance at School document outlines the processes and key responsibilities.
- School has autonomy over what constitutes behaviour that warrants a suspension/exclusion, and at CPAS we prioritise student and staff safety (any fighting will have a SEE consequence) and repeated and deliberate interference with class mates' ability to learn.
- Intent in suspending a student is to give the time and ability to prepare for re-engagement.
- If a student is suspended, the class teacher and a senior leader will meet with the student and a family member. The teacher should ensure that a behaviour support plan is in place and is achievable.

Re-entry

If suspension is required then re-entry processes need to focus on restoring and rebuilding relationships and re-integrating the student back into the learning environment.

Be aware of the impact that the re-entry meeting can have on the student's successful return to school and make sure it is not used as further punishment or to shame and alienate students. Re-entry is to focus on future behaviours and expectations, clarify goals and agreements for when these are achieved or managed if they cannot be achieved.

A re-entry plan identifies:

- the behavioural and learning goals to be achieved.
- the supports needed to achieve these goals.
- the consequences of responsible and irresponsible behaviours in future.
- responsibilities of the school, the student and parents or caregivers.

Emergency Response Plan

- In the discussion about Level 3 support for a student, ensure your line manager is aware of the need for support if you call. This will mean that your call is responded to as quickly as possible.
- The leadership team will have a roster of who is 'on call' so that teachers' call for help to the front office can be addressed immediately.
- Line managers will work alongside teachers to ensure there is a plan for how to deal with disruptive students (e.g. separate task for distractors).
- Line managers will take the class to enable the class teacher to address the behaviour challenge that has presented. The class teacher is ultimately responsible for their class members and having support and time to keep students needing Level 3 support on track is key.
- If students are removed, remove them with work and attempt to re-enter them into the classroom. The Interception room should not be used as a time out space for level 3 behaviour. SEE responses are more appropriate at this level.

Other:

If parents refuse to take students home and the student is a danger to others, or students go missing: leadership will call the appropriate agency for support.

APPENDIX 1: INTEROCEPTION

It is a part of our whole school agreement that we will do an Interoception activity in the morning and after each break. Interoception is done with all teachers and across all year levels.

One way of understanding interoception is to describe it as mindful body awareness. For more information see: <http://web.seru.sa.edu.au/pdfs/Introception.pdf>

Definition:

Interoception can be broadly defined as the conscious perception of internal bodily cues such as heartbeat and breathing and is related to emotional experiences.

Interoception is atypical in individuals on the autism spectrum (Schauder, Mash, Bryant, & Cascio, 2015, Mahler, 2016) as well as in others with a range of mental/physical health issues, including trauma.

When interoceptive awareness is atypical

- Facial expressions and body language can be atypical
- Experience of feelings & emotions will be muted and/or intense – Hypo and hyperarousal
- Young people may wear jumpers in summer, be dizzy or dehydrated, hungry and tired*
- Motor movements and motor planning can be atypical – People may present as uncoordinated or lost in space.

What is an interoception activity?

An activity that provides:

- A focus on a particular part of the body for at least 30 seconds
- Labels the movement and part of the body involved (e.g. calf muscle, stretch, breath in and out)
- Encourages the child/student to identify a change in their body state (e.g. hot-cold, soft-hard, stretch-relax).

The activities help to focus students and activate the parasympathetic nervous system (calming nervous system).

Example:

1. Do the activity

Stand with your legs apart and stretch your arms out to their sides. Reach outward as far as you can for 30 seconds

2. Reflect

Where in your body could you feel a change?

What did the change feel like? Stretch, heavy, ache, pinch etc?

3. Repeat and notice

I'd like everyone to repeat the stretch, this time focussing on the change felt in a particular part of your body



The Interoception room

The interoception room is a positive space which is used for students who may need extra support with regulation. It is **not** a space for punishment. Whilst in the Interoception room a student will complete an interoception activity, spend time reflecting on their own thoughts and feelings, and attempt to make a start on a class activity.

When a student requests to use the space it is an expectation that the student will inform the teacher that they intend to use the space and bring an activity with them. The room supervisor will call the class teacher (from extension 50) if work does not arrive with the student. Students will be asked to return to class after 15 minutes, if they feel they need to stay they will do another interoception activity.

APPENDIX 2: DEVELOPING CONSEQUENCES, TEACHERS MANAGING YOUR EMOTIONS

from *A WHOLE-SCHOOL APPROACH TO BEHAVIOUR LEADERSHIP: The concept of preferred practices within a whole-school approach to behaviour-leadership and discipline*. Dr Bill Rogers Education Consultant 2014

Certainty of a consequence is more important than the severity. When establishing behaviour consequences, where possible, we try to gain a **relatedness** between the disruptive behaviour and the consequential outcome. Where appropriate we should ask the student what they think they should do to address the behaviour in question. The sorts of questions we ask are :

- What happened (regarding your behaviour?);
- What rule (or right) was affected by your behaviour?;
- What is your 'side of the story' ...? (a basic right-of-reply question);
- What can you do to make things better? fix things up? repair/rebuild?;
- How can I help?

Consciously 'separate' the distracting, disruptive, offending behaviour 'from' the student. This is not easy in practice; it is fundamentally about the way we treat the student when we have to discipline (particularly consequential discipline).

Appropriate Anger

When we need to communicate appropriate anger we can do so by :-

- assertion rather than verbal aggression (assertion and respect are not inconsistent concepts in the way we communicate).
- communicating our frustration, even anger – *briefly* – on issues that matter (racist, sexist, abusive language) rather than on less significant issues such as lateness, uniform, homework not done; these are issues that have to be addressed but issues that merit *concern* rather than *anger*.
- focusing on the *behaviour* or issue – at that point – rather than reactive behaviour simply directed at the student
- de-escalating the natural tension, (using a 'calmer' – slower voice – *after* having made our point briefly, and as clearly as we can).
- allowing appropriate cool-off time (even formal 'time-out' where necessary). A time to 'separate' off, 'withdraw' for both teacher and student.
- engaging in **repairing and rebuilding** with the student at a later stage that day (if possible). It is crucial that the teacher directly involved in the incident(s) take the initiative at this point (with support from senior staff where necessary).

Rebuild Relationships

Class/subject teachers are – primarily – responsible for follow-up of any time-out consequences with (support of senior colleagues).

After a behaviour incident it is critically important to re-establish working relationships and reconciliation between the teacher who initiated time-out and student(s) concerned. Avoid holding grudges (tempting as that may be!). Where the relational / conflict issues are serious, use supporting mediation (from other colleagues) for resolution outcomes. Where necessary – and where possible – involve parents (case-by-case), through diaries, phone calls, parent/teacher conference (let them know positive outcomes too!).

APPENDIX 3: RESTORATIVE PRACTICES

A Restorative Teacher is:

- Respectful
- Fair
- Explicit
- Supportive
- Positively challenging (high demand)
- Skilled in a wide range of processes (circles, mediation, conferencing, counselling)

They focus on:

- Establishing trust and safety with and between people
- Explicit classroom practice (routines, procedures and pedagogy)
- Develop empathy, reflection and inquiry
- Repairing harm that may have been done

They deliver on:

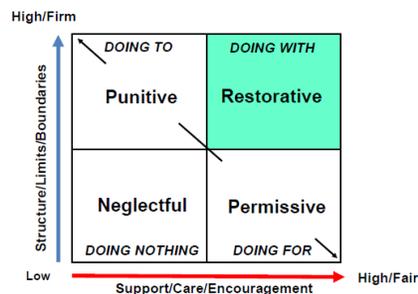
- Responsibility Accountability
- Engagement and ownership
- Possibility of positive behavioural change and reintegration
- Promotion of self-regulation

A definition of the Restorative Classroom

- A classroom that values dialogue through an inclusive approach where everyone has a voice and can be heard. Through collaborative processes students are taught in practical ways that emotions are an important and legitimate expression of healthy classroom conversations where mutual respect and accountability flourish. (Values)
- Students are taught how to resolve and understand conflict and tensions and difference in respectful ways that engenders trust, empathy, responsibility, and fosters healthy relationships. (SEL)
- The curriculum is engaging and students take an active role in the content and review of what is taught through participatory pedagogy including classroom circles and cooperative learning approaches that engender ownership and maximises learning outcomes.

(adapted from Lesley Oliver, Terry O'Connell and Lyn Doppler 2007)

The Social Discipline Window



APPENDIX 4: Behaviour Bumps Reminders (Katrina Spencer)

A bump is a behaviour a teacher has decided to respond to – you have perceived that the behaviour is inappropriate and requires action. It is about **managing your actions** to minimise disruptions.

- match your response appropriately to the behaviour
- have a range of responses to manage negative behaviours
- notice and step in, in small ways early and consistently

If all behaviour is purposeful then we need to look for the need or goal underlying the behaviour to deal with it. Goals of behaviour typically are: Attention seeking, Power/defiance, Revenge (physical or emotional) or Assumed disability (low self-confidence/self-esteem). Each require a targeted response.

STEP 1 – develop the classroom culture - Win students over

- Build relationships and show interest in the students
- Be polite – model the manners you want displayed
- Have fun, smile and use appropriate humour – not sarcasm or put downs
- Set up effective routines, transition processes etc– explicitly teach, model, display and use them
- Reinforce the positive behaviours- give attention to what you want
- Move around the room, develop your questioning skills and use wait time effectively
- Use random processes to call names, assign tasks etc eg pop sticks or an IWB selector – visuals help

BUMP 1 – LOW KEY RESPONSES – deal with the problem more than the student, short and minimal

- Proximity – keep mobile, non-verbal response, position nearby but not threatening
- Student's name – quiet redirection
- Gesture – make them known
- “Look” – not a threatening glare!!
- Pause
- Ignore
- Vary your position – teaching space- where do you expect full attention etc
- Use signals (for attention)- explicitly teach & reinforce expectations and signals

Effective transitions

- Signal for attention – when it is time to wrap up, move or start a lesson. Wait for attention.
- Use ‘*In a moment*’ –Begin directions with ‘*In a moment...*’ - signal to wait for directions
- Use your GO signal – check everyone knows what to do and then give the GO signal
- Observe and monitor – remain focused on what students are doing, using proximity and non verbals, give specific and positive feedback
- If the transition was not effective or didn't meet expectations start the steps again

Bump 2 - Squaring off - Be consistent with your expectations and practices and when issues arise try to maintain minimal interruptions and responses using these five steps:

1. Pause/stop
2. Turn towards student
3. Intensify eye contact - but don't make it a power struggle!
4. Minimal verbal request to stop

○ **Reminder**

*You are out of your seat
but...*

Redirection

We need to be working on ...

Partial Agreement

I understand you don't think that's fair,

5. Finish with a thank you

Bump 3 Choices

Call to Virtues/School Values

I acknowledge ... Name a Virtue

Virtues/Values Sandwich

Identify a challenge virtue,

Identify Challenge Virtues

Goal Setting to work with and improve

Bump 4 -Defuse the power struggle

- Stop, square off, make eye contact (2-3seconds)
- Take one or more deep breaths – settle your own emotions
- Deal with any allies – using a lower order bump
- Shift the locus of control
- Pause and allow the student to save face
- Closure by saying thank you.

Appendix 5: Trauma Informed Practice Map (Matthew Key)

Trauma Informed Practice Map

Core reparative goals: To minimise, and potentially reverse the effect of trauma on the brain through neuroplasticity
 To ensure a consistent language and understanding of developmental trauma when working with young people
 To ensure that all stakeholders acknowledge and consider the whole child when addressing problem behaviours
 To use, when possible, family and cultural resources to support the child in dealing with trauma.

| Key messages of Neurobiology | Key Messages of Developmental Trauma | Impacts of Developmental Trauma |
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| <ol style="list-style-type: none"> 1. Repeated experiences elicit changes in the brains development 2. A brain develops best when it is connecting with other well-functioning brains 3. Neuroplasticity tells us that the brain is capable of change 4. Our brain development is affected by genetics and experience. 5. The brain responds to actions and environment as much as words and language 6. The body and brain regularly interact and share messages about their environment 7. Our brains are a representation of the things that we have done the most | <ol style="list-style-type: none"> 1. The effects of trauma are unique to each individual, for example young people may have a variety of triggers 2. Trauma restricts the ability of the brain to integrate sensory data 3. Neuroplasticity gives hope to children effected by trauma as it describes the brains capacity for change 4. Developmental trauma can affect different parts of the brain depending on when it was experienced 5. Trauma can lead to hypo- or hyper-arousal when confronted with a trigger 6. The brain functions well in predictable and safe environments, the inverse is also true. 7. By building and re-enforcing positive neural pathways the effects of trauma can be repaired. | <ol style="list-style-type: none"> 1. Delays in cognitive and language development 2. Shrinking hippocampus leading to memory problems 3. The amygdala can be over-responsive to emotional stimuli, such as angry faces 4. Difficulties with attention and executive functioning 5. Poor ability to self-regulate behaviours 6. The brain can trigger negative responses and behaviours when in an unsafe environment 7. Repeated negative neuronal connections build strong, unhealthy pathways and lead to negative trauma symptoms. |

Definition: Developmental trauma is the lasting effect of a trauma stimuli on the developing brain. Developmental trauma occurs when the experience of trauma overwhelms the brains coping mechanisms and has not been repaired or resolved over time. Developmental trauma can occur at any stage of brain development from utero to adulthood.

Relevance to practice: An understanding of trauma is essential for all those working with young people within a school. Our community is one which is low on the socio-economic scale and traumatic events such as domestic violence, exposure to drug taking, witnessing suicide and self-harm are all prevalent. Many of the parents in our community have never attended school or have not progressed past primary school. Trauma is often ignored in the community, and it is our legal and ethical responsibility to provide care to those children attending our school.

Understanding trauma ensures that our classrooms are safe places for learning and growing, our staff are sensitive to the needs of those who are suffering developmental trauma and we can encourage change in the community by sharing our knowledge and encouraging parents and caregivers to consider their own trauma and that which is experienced by their children.

Understanding the neurobiology of trauma gives us the tools to be effective in our intervention, and sensitive to the internal struggle hidden behind the external behaviours. Neurobiology helps us to separate the behaviours from the trauma and work with children in a way which is compassionate and non-judgemental.

Domains: **External Behaviours** are linked to neurobiological responses to trauma. By assessing the behaviour we can identify fight/flight responses and contextualise and adapt our practice to prevent negative behaviours.

External behaviours can also include **Attention**, and the time a young person can concentrate on a task, which can point to concerns around anxiety and a potential flight response; and **Sociability**, understanding how the child socialises and communicates within their world can indicate emotional immaturity, poor brain development.

Family allows us to consider the child outside of the school context and consider the beliefs, values and capacity of caregivers to support the child. Family can also link to **Culture and Belief Systems**, where an understanding of what the child personally values can assist in identifying areas of support, and potential triggers.