



THE CURRAJONG SCHOOL WELLBEING HANDBOOK 2023



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The Currajong School is located on the lands of the Boon Wurrung and Wurundjeri people of the Kulin Nation. We respectfully acknowledge the traditional Owners of the country throughout Victoria and pay respect to the ongoing living cultures of First Peoples.

School Vision

The Currajong School believes in providing an inclusive and engaging environment which enables students to embrace learning and achieve their full potential.

We do this by transforming the lives of children experiencing social, emotional, and behavioural disorders.

School Mission

The Currajong School's mission is to provide a positive and therapeutic school environment for children whose social, emotional, and behavioural needs are unable to be met within mainstream education.

At The Currajong School, we aim to work intensively with children to develop the learning and coping strategies which will allow them to re-enter mainstream education with healthy self-esteem, established work habits, and acceptable behaviours. To achieve this goal, children are treated respectfully as individuals, given responsibility for their own behavioural choices, taught to be resourceful in solving problems, and accepted as valued members of the school community. Children are encouraged at all times to seek positive rather than negative ways of belonging.

We nurture our students to develop self-belief, and a growth mindset that empowers them to live an abundant and successful life.

School Values



Respect – *treating people the way you would like to be treated.*

Resilience – *taking accountability for your actions, words and behaviour.*

Responsibility – *being able to bounce back from challenges.*

Behaviour Purpose Statement

“At The Currajong School, we embrace the values of Respect, Resilience, and Responsibility, in a safe and supportive learning environment”

School Wide Positive Behaviour Supports (SW-PBS)

As part of The Currajong School's Behaviour Support Policy, we have adopted the Positive Behaviour Support (PBS) framework, to help build a positive learning environment and positive school culture for our students. As an internationally recognised framework, PBS is an evidence-based framework for preventing and responding to student behaviour.

The framework works on the belief that all behaviour is a form of communication. It is a three-tiered framework with strategies that assists the teacher to understand the functions of the behaviour and then respond positively and effectively to the student displaying the behaviour. It is a preventative approach that, when effective, creates a positive social climate through the promotion and reinforcement of expected social behaviours for all students (Bradshaw, Koth, & Leaf, 2009).

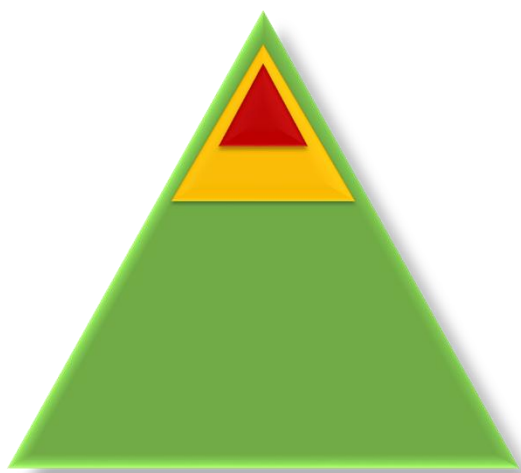
The purpose of implementing Positive Behaviour Support (PBS) at The Currajong School is to:

- Embed a common language and behavioural expectations for the whole school community.
- To provide a safe and orderly environment to enhance learning.
- To use evidence-based decision-making using PBS data.
- To provide a common teaching base in the form of a behavioural matrix.
- To embed a culture of positive behaviour (as opposed to punishment) through explicit teaching.

Introducing, modelling, and reinforcing positive social behaviour is an important step in a student's educational experience. Teaching behavioural expectations and rewarding students for following them, is a much more positive approach than waiting for misbehaviour to occur before responding.

What is SW-PBS?

- SW-PBS is an organised, data-driven system with interventions, strategies, and supports that positively impact school-wide and individualised behaviour planning.
- A school wide process for developing and explicitly teaching appropriate and positive behaviours.
- The redesign of environments, not the redesign of individuals.



Targeted Supports (≈5%)

Few students
Wrap-around support
Collaborative response
Early intervention is the focus

Selected Supports (≈15%)

Some students
Small group instruction
Rapid response
Early intervention is the focus.

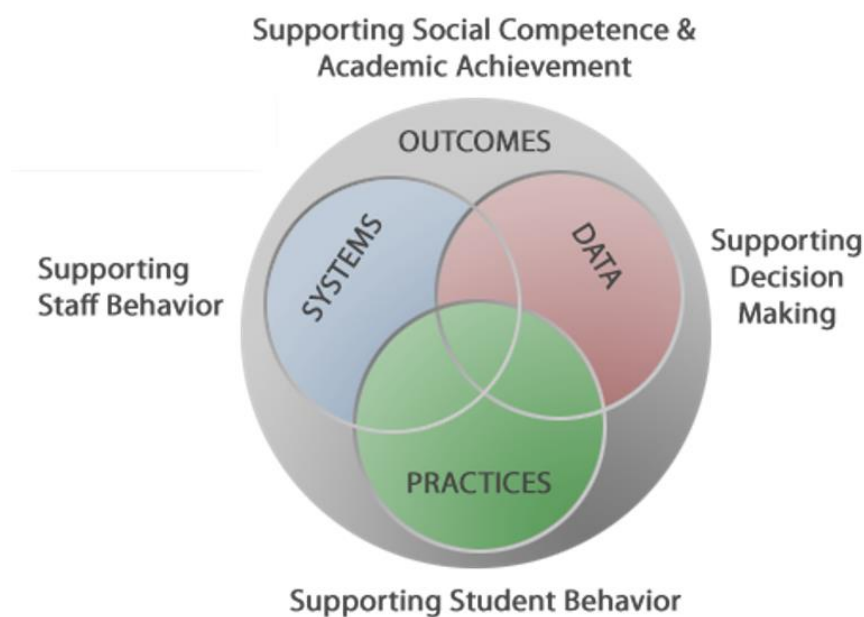
Universal Supports (≈80%)

All students, all settings
Learning, teaching and leading
Proactive
Prevention is the focus.

Why SW-PBS?

- When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:
- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance

Key Elements of SW-PBS



The Behaviour Expectation Matrix translates The Currajong School's three expectations into expected behaviours. Expected behaviours are explicitly taught in the classrooms and will be introduced each week through video modelling. The matrix is referred to and discussed regularly with the students at The Currajong School.



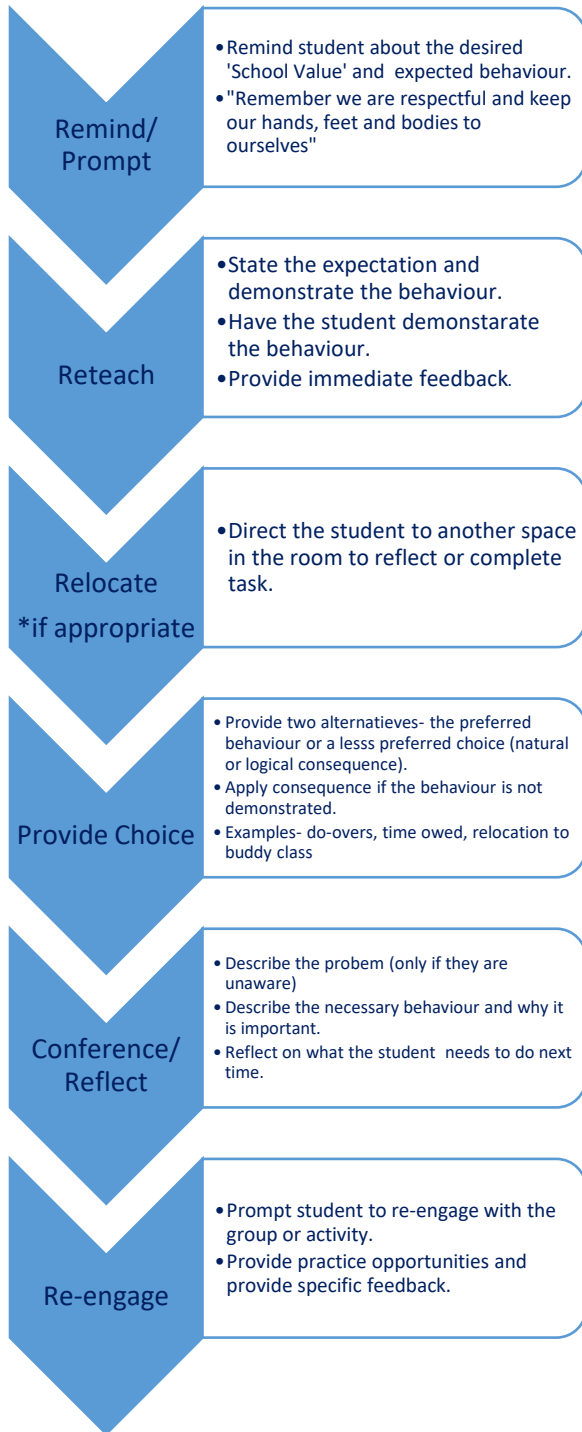
The Currajong School SWPBS Behaviour Expectations Matrix



	Always	Classroom	Yard	Toilet	Transition	Bus / Excursions
Be Respectful	<ul style="list-style-type: none"> We greet others We use kind and friendly language We give people their personal space We keep our hands and feet to ourselves We let other people be heard We accept each other's differences We follow instructions We are kind to others 	<ul style="list-style-type: none"> We wait our turn to speak We work with others We let other students learn We listen to staff 	<ul style="list-style-type: none"> We encourage others in games We take turns when playing We follow the rules of the game 	<ul style="list-style-type: none"> We keep the bathroom area clean We let everyone have their privacy 	<ul style="list-style-type: none"> We walk safely and quietly We come to class on time We open the door for others 	<ul style="list-style-type: none"> We use the Currajong values when in public
Be Responsible	<ul style="list-style-type: none"> We report bullying We help others We speak up when something is wrong We look after the environment and equipment We are responsible for our own behaviour We are Sun Smart 	<ul style="list-style-type: none"> We ask questions when we don't understand We will have eyes on the teacher during learning time We organise our own equipment We ask for help if we need it We try new activities We keep our table tidy and ready to work We use an inside voice in the classroom 	<ul style="list-style-type: none"> We use equipment for its intended purpose We put equipment away when we've finished We join the line when the bell goes We show others how to play a new game 	<ul style="list-style-type: none"> We flush the toilet We wash our hands We leave when we're finished 	<ul style="list-style-type: none"> We are kind to the people we're standing next to We go to where we're meant to be 	<ul style="list-style-type: none"> We wear our seatbelt We stay with our group We eat and drink before or after travelling on the bus
Be Resilient	<ul style="list-style-type: none"> We attempt challenging tasks We learn from mistakes We find solutions to problems We use a reset strategy when we need to We wait our turn 	<ul style="list-style-type: none"> We are flexible when things change in the classroom We try again We can move on from a problem that upsets us We start fresh every session 	<ul style="list-style-type: none"> We choose to reward positive choices We don't always win, that's ok We ask an adult for help We include others We are patient with others who are learning We apologise when we make mistakes We walk away when someone has upset us We use the Friendship Seat 		<ul style="list-style-type: none"> We line up We wait for our teacher 	<ul style="list-style-type: none"> We listen to staff, parents and volunteers We attempt all activities

Positive Behaviour Support Minor Behaviour Response

'Currajong School is a place for Respect, Responsibility and Resilience'



Minors

- Physical Contact without intent (rough play which includes pushing, wrestling, tackling, being in another person's personal space)
- Leaving the learning space without permission still visible by a staff member
- Minor Vandalism/destruction of property- drawing on walls, tables, littering
- Property misuse- (e.g. drawing on other students' work, throwing items, knocking items off the table, throwing toilet paper, flipping a chair, snapping pencils etc (Safety of others not impacted)
- Inappropriate language- swearing, not targeted at an individual
- Disruption- (calling out, screaming, raising voice, interruption to others learning)
- Being late to class after recess or lunch
- One off behaviour that upsets another student that is not physical e.g. name calling, excluding, making threats that don't involve physical harm

Calm

Consistent

Brief

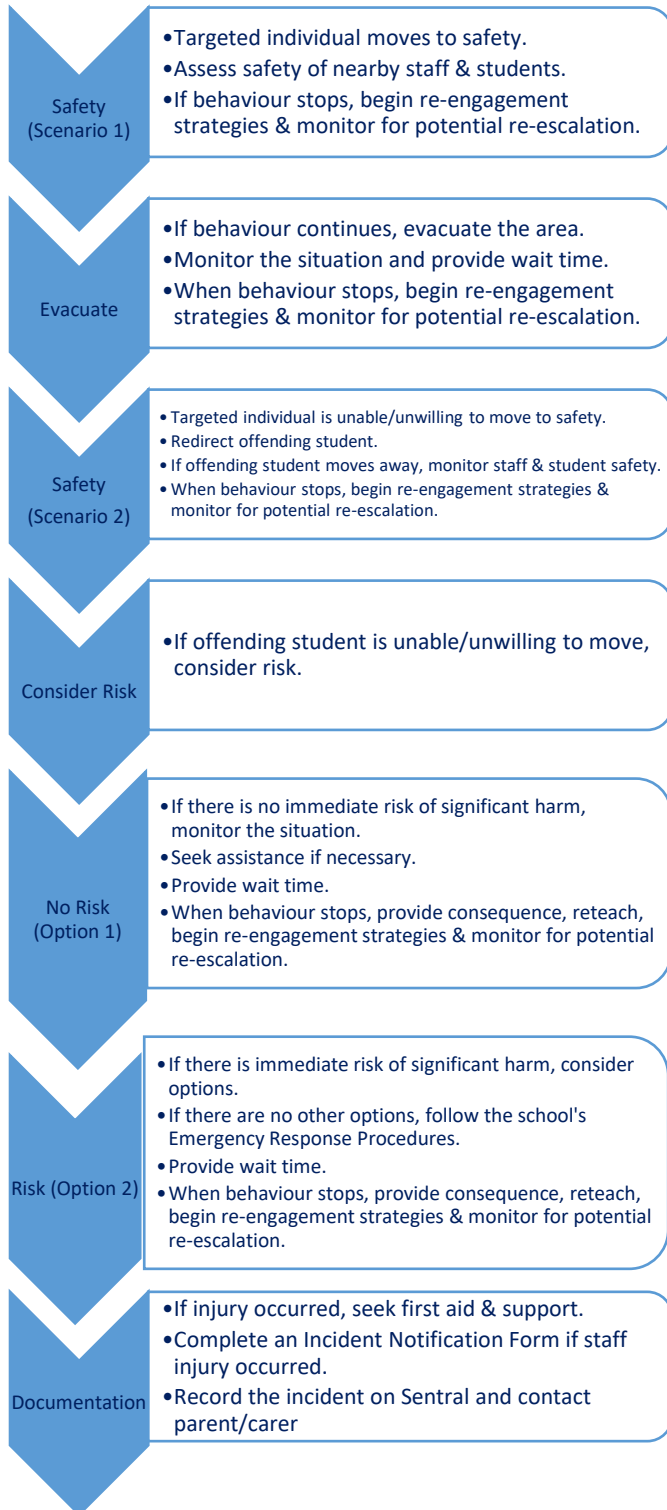
Immediate

Respectful

Specific

Positive Behaviour Support Major Behaviour Response

'Currajong School is a place for Respect, Responsibility and Resilience'



Majors

- Physical contact with intent to harm to others or self-e.g. kicking, hitting, pushing, scratching, spitting, choking, biting, and self-harm.
- Making threats to physically harm others
- Threatening abuse/swearing directed at another person
- Leaving school grounds (absconding)
- Intentionally damaging/breaking equipment or property
- Throwing of objects that endangers the safety of others.

Calm

Consistent

Brief

Immediate

Respectful

Specific

Behaviour Management

- The Currajong School explicitly prohibits corporal punishment.
- Staff at Currajong have high expectations of student's behaviour and academic achievement. Children need to develop as social beings who have a positive sense of belonging at home, at school, and in the community.
- Students are encouraged at all times to take responsibility for their own behaviour. Many children arrive here believing that the 'world happens to them' and, as a result, feel very disempowered in their own lives.
- Behaviour can only be properly understood when we identify its purpose. It indicates the ways and means that children have discovered in order to belong to, and to gain status and significance within the group.
- A major factor hindering achievement is discouragement. Many children who are experiencing difficulties in learning and relating to others have lost confidence in their ability to meet the academic and social demands placed upon them.
- If children are unable to have their needs met in positive ways, they are likely to seek undue attention from others, engage in power struggles with teachers and parents, demonstrate 'helplessness' and a need to be rescued, or display payback behaviours in order to 'punish' those around them.
- Children can function fully only when they feel accepted by the group as worthwhile and valued members. As disturbed and disturbing behaviours indicate failure to find constructive ways to belong, a high level of encouragement is a crucial tool during the process of change. This recognises effort and improvement and focuses on assets and strengths. Most importantly, it differentiates the child from his/her behaviour so that it is always the **behaviour** that is unacceptable, not the child.
- To correct children's mistaken beliefs and behaviours, the use of logical consequences has long been proven to be more effective than punishment. **To 'protect' children from the consequences of their own behaviour is to deprive them of critical learning in relation to their present and future life choices.**
- At Currajong, children begin to understand that the adults are here to help them through their difficulties rather than reacting to and rejecting them, thus perpetuating a cycle of discouragement and rejection.

Re-Teach Desired Behaviour

Step 1 – Verbally Remind with pre-correction

Example: {Student name} that language/behaviour isn't {School Value: Respectful/Responsible/Resilient} We are {insert school value} by {state expectation from behaviour matrix}.

Ask student to repeat expected behaviour.

Step 2 – Verbally Remind with pre-correction

Example: {Student name} that language/behaviour isn't {School Value: Respectful/Responsible/Resilient} We are {insert school value} by {state expectation from behaviour matrix}.

Ask student to repeat expected behaviour.

Minutes allocated - at teacher discretion

Step 3 – Reflection Time

If same behaviour occurs again student will participate in a 'Reflection Time' during recess or lunch (or other time directed by the teacher) time for 15 minutes.



Staged Response Checklist For Student Behaviour Issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents/carers and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Learning Plan (involve parent/carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviours.	
Engage Allied Health Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

Anti-Bullying Practices and Responses

The Currajong School is committed to providing a safe and respectful learning environment where bullying of any form will not be tolerated. Everyone in our school community is asked to be alert to signs and evidence of bullying behaviour and accept responsibility to report bullying behaviour to school staff. All reported incidents of bullying are appropriately investigated and addressed, and support is provided to students who may be affected by bullying behaviour (including victims, bystanders and perpetrators). We seek parental and peer group support in addressing and preventing bullying behaviour.

When responding to bullying behaviour, The Currajong School aims to:

- be proportionate, consistent and responsive;
- find a constructive and positive solution for everyone;
- stop the bullying from happening again;
- restore the relationships between the students involved.

We acknowledge that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

Definitions

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Bullying can be:

1. *direct physical bullying* – e.g. hitting, tripping, and pushing or damaging property.
2. *direct verbal bullying* – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect bullying* – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating to a person.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

Other behaviours

Many behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to school staff. *Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

Implementation:

Parents, teachers, students and the community will be aware of the school's position on bullying behaviours. The school will adopt a four-phase approach to bullying behaviour:

A. Primary Prevention:

- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving, anger management and protective factors.
- Interpersonal Development programs that develop resilience, conflict resolution, assertiveness and problem solving.
- Each classroom teacher to clarify at the start of each year the school policy on bullying behaviour. The aim is to explicitly teach the students how to meet the school expectations for pro-social behaviour.
- Structured activities available to students at recess and lunch breaks. Professional development for staff relating to bullying behaviour, harassment and the strategies that counteract them.

B. Early Intervention:

- Professional development for staff relating to welfare management and social skills development of students.
- Promoting students reporting bullying incidents against themselves or witnessed.
- Parents encouraged to contact the school if they become aware of a problem.
- Classrooms hold regular pro-active circles.
- Restorative Practices implemented.
- Public recognition and reward for positive behaviour and resolution of problems.

C. Intervention:

- Those identified will/may be counselled.
- Once identified: bully, victim and witnesses are talked with restoratively and all incidents fully investigated and documented.
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.
- Ongoing monitoring of identified bullies.

D. Post Violation:

- Consequences for students will be individually based and may involve:
 - reset out of class
 - reset away from the yard
 - school suspension
- Ongoing counselling from appropriate agency for both victim and bully
- Ongoing monitoring of identified bullies.
- Restorative Practices will be used to restore and repair relationships whenever possible.

Reporting concerns to The Currajong School

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

In most circumstances, we encourage students to speak to their classroom teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, education support staff, therapists or school leadership.

Parents or carers who may develop concerns that their child is involved in, or has witnessed, bullying behaviour at school should contact the Principal.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by school staff are timely and appropriate in the circumstances.

Responses to bullying behaviours

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, we will consider:

- the age and maturity of the students involved;
- the severity and frequency of the bullying, and the impact it has had on the victim;
- whether the perpetrator student or students have displayed similar behaviour before;
- whether the bullying took place in a group or one-to-one context;
- whether the perpetrator demonstrates insight or remorse for their behaviour;
- the alleged motive of the behaviour, including any element of provocation.

The Principal may implement all, or some of the following responses to bullying behaviours:

- offer counselling support to the victim student or students.
- offer counselling support to the perpetrator student or students.
- facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our policies on Suspensions and Expulsions and any other relevant policy.
- facilitate a Student Support Group meeting for affected students.
- prepare a Behaviour Support Plan if required.

The Currajong School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

Consequences

The Currajong School has a strict Hands Off stance, to staff and students. All students have a right to a safe learning environment, and staff have a right to a safe workplace.

If a student's behaviour is unable to be re-directed, de-escalated and becomes severe, such as, ongoing bullying, ongoing verbal/physical threats, physical abuse and violence, or destruction of property where other students and staff's safety is compromised the following consequences will be put in place for the offending student.

Example of Behaviour	Consequence
Physical assault or violence that continues after staff have tried to manage. Continued verbal threats, obscene language and bullying that after all interventions applied by staff, the student is not following directions or strategies.	Parents/carers will be asked to collect the child from school, and to go home and reset. Note: If apparent/carer can not come to collect a student from school, and staff can no longer manage the behaviours of concern. The police will be called to support staff and student safety. Similarly if the safety of a parent/carer is compromised when they come to pick up their child, the police may also be called to support. - If the child goes home before 12pm they will have that afternoon to reset.

	<p>The next day they will return, and a behaviour review meeting will be expected with the Principal.</p> <ul style="list-style-type: none"> - If a child goes home after 12pm, then they will spend the whole next day at home for a reset day. School work will be provided by the School. The student will return after one day and the parents/carers and student will have a behaviour review meeting with the Principal. <p>Suspensions</p> <ul style="list-style-type: none"> - If at the time of the incident and when the child is picked up, the Principal may be able to determine if a longer suspension will be put in place. However if further investigations are required the parents/carers will be informed by 5.00pm on the same day. - After investigations and debrief with staff and students, the Principal may determine that the severity of the incident has had a greater impact on the safety and wellbeing of other students and staff and a longer suspension is to be put in place. Parents/carers will be notified by 5.00pm on the same day the length of the suspension and reasons why. School work will be provided for the length of the suspension. - Before the student returns to school after a suspension, the parents/carers will be asked to participate in a behaviour review meeting. <p>Expulsions</p>
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	<ul style="list-style-type: none"> - The Principal will determine if an expulsion is to be considered, based on the Exclusion and Expulsion Policy - Parents/carers will be notified if an expulsion is being considered either when notified of the suspension, or during the suspension period before the behaviour review meeting. - The parents/carers of the student are able to present reasons to the Principal why an expulsion should not be implemented, before the behaviour review meeting and this will be considered and discussed at the meeting.
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Zones of Regulation

At The Currajong School we use Zones of Regulation. The Zones are a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel into four concrete coloured zones. The zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

The Four Zones: Our feelings & states determine our zones

The RED Zone

The RED Zone: is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the RED zone.

The YELLOW Zone

The YELLOW Zone: is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the YELLOW zone. A person may be experiencing stress, frustration, anxiety, excitement, stillness or nervousness in the YELLOW zone.

The GREEN Zone

The GREEN Zone: is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the GREEN zone. This zone is where optimal learning focus occurs.

The BLUE Zone

The BLUE zone: is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The zones can be compared to traffic signs. When given a green light or in the “GREEN zone”, one is “good to go”. A yellow sign means be aware or take action, which applies to the YELLOW zone. A red light or stop sign means stop, and when one is in the RED zone this is often the case. The BLUE zone can be compared to the rest area signs where one goes to rest or re-energise. All the zones are natural to experience, but the framework focuses on teaching students how to reorganise and manage their zones based on the environment and its demands.

The **ZONES** of Regulation®



Figure 2: Wall Posters of the Zones

Child Safe

The Currajong School makes an ongoing commitment to child safety and ensuring that the policies and procedures around child safety are regularly reviewed and updated on an annual basis.

What are the Child Safe Standards?

The aim of the child safe standards is to drive continuous improvement so that protecting children from abuse is embedded in everyday thinking and practice of leaders, staff and volunteers. The focus of the standards is on raising awareness and helping organisations to create and maintain child safe environments through education and training.

The Child Safe Standards have been introduced in response to the recommendations of the Victorian Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, which found that more must be done to prevent and respond to child abuse. The standards apply to all organisations that provide services for children.

Creating a child safe organisation

In complying with the child safe standards, our school must include the following principles as part of each standard:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- promoting the safety of children with a disability

To create and maintain a child safe organisation, The Currajong School has in place policies and procedures for the 11 standards.

In its planning, decision-making and operations, The Currajong School will:

- Take a preventative, proactive and participatory approach to child safety
- Value and empower children to participate in decisions which affect their lives
- Foster a culture of openness that supports all persons to safely disclose risk of harm to children
- Respect diversity in cultures and child rearing practices while keeping child safety paramount
- Provide written guidance on appropriate conduct and behaviour towards children;
- Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development

PROTECT

Protecting children & young people
from abuse is our responsibility



Child Safe Officer

Julian Pharaoh

Resilience, Rights and Respectful Relationships

Respectful Relationships supports school settings to promote and model respect, positive attitudes and behaviours.

At The Currajong School, we have an ongoing commitment to ensure our students and school community are taught all components of the Respectful Relationships program. We have found it teaches our children how to build healthy relationships, resilience and confidence.

Program background

The Royal Commission into Family Violence identified the critical role that schools, and early childhood education have in creating a culture of respect to change the story of family violence for future generations.

In 2016, respectful relationships education became a core component of the Victorian Curriculum from Foundation to year 12 and is being taught in all government and Catholic schools and many independent schools.

Everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our education settings.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students. Together, we can lead the way in saying yes to respect and equality and creating genuine and lasting change so that every child has the opportunity to achieve their full potential.



School Commitment Statement

Respectful Relationships Education

The Currajong School is committed to implementing a whole school approach to Respectful Relationships Education.

We recognise that our school is more than a space for young people to learn. Our school is a place where all community members deserve to feel welcomed, respected, safe and valued. Schools, like ours, have the opportunity to lead, inclusive practices, influence and contribute to a healthy community culture where diversity is accepted.

As part of this commitment:

- Our school will promote gender equality and positive respectful relationships.

Our school will provide:

- Professional learning for school staff on gender equality, the prevention of gender based violence and Respectful Relationships Education.
- Professional learning for teachers delivering Respectful Relationships curriculum in the classroom.

Our school will commit to identifying gaps and limitations in existing culture, policies and practices in gender equality.

Our school will encourage community feedback on gender equality in the school.

Our school will identify, resource and implement key actions to promote gender equality and prevent gender based violence.

Our school will engage with external experts for advice and support in preventing gender based violence and promoting gender equality and respectful relationships among the community.

Our school will build partnerships with expert family services to increase school capacity to respond to students and staff who experience, witness or perpetrate gender based violence.

Our school commits to continual improvement and evaluation of Respectful Relationships Education.

Learn to Play

Learn to Play Learn to Play Therapy was developed by an Occupational Therapist, Karen Stagnitti who specialised in early childhood intervention services. The aim of Learn to Play Therapy is to build the spontaneous pretend play ability of children. To scaffold and support each child to develop the ability to play by him/herself and with others. As children grow in their ability and generalise their play ability skills to home, neighbours, and school settings, staff are able to gradually release the amount of support and prompting that is needed. Learn to Play focusses on pretend play, as this type of play is the most complex and mature form of play. Pretend play also impacts on language (particularly narrative language), social interaction, and emotional integration of the child's experiences. The play skills that are the focus of Learn to Play Therapy are: ability to spontaneously self-initiate play, sequencing play actions logically, using objects as something else (object substitution or symbols in play), engaging with a doll or teddy character outside of themselves, integrating their play so a clear play script is evident, role play and socially interacting using play. When engaging with a child in play the principles of Learn to Play Therapy are: Start simple – start where the child's play ability is True Play is fun – emotionally engage the child in the play activity (if it is not fun, you won't be as effective and the child will not be truly playing) Regardless of what play skill you are working on, always be aware of: the play script, number of actions in a play sequence, use of symbols in play, and if a doll/teddy is being part of the play. (All these skills must also be understandable by the child and on the child's play level) Challenge the child when you think the child is ready. (You introduce a higher level skill or new skill, or problem to the play script) Work towards the child taking over the play – so they are initiating the play Always respond to the child Always monitor that the play is coherent (logical and sequential), if not, bring the child back to an earlier level of play (Karen Stagnitti, 2022)



Student Voice and Agency

At The Currajong School students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

We as a school:

- Provide opportunities for authentic student decision-making over matters that affect them
- Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness
- Actively engage students through the use of evidence-informed, strengths-based approaches to enhance their own learning and wellbeing
- Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum
- Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces

Student Leaders:

- School Captains and Class Leaders to be elected each year
- School Captains and Leaders meet with the Principal to plan whole school student centred activities

At The Currajong School we endeavour to empower student voice, agency, and leadership through:

- Student Voice Fridays – students have input in their daily learning plan
- All student Individual Learning Plans (ILP's) contain student centred improvement goals. These goals are reviewed regularly with student and parent/guardian input
- Students plan and implement end of term celebrations for the whole school community
- Year six students plan their graduation activities
- Students plan playground activities at break times
- Teachers explicitly include student voice agency and leadership in their planning documents

In term one each year students will create a short speech and either in person or on video will present their speech as to why they would like to be a leader, what skills they possess and what they would improve. School Captains will be appointed by the Principal. Members of the SRC will be elected by their peers.

Transitions

Transitions in and out of The Currajong School are extremely important to ensure a smooth and successful transition into the new educational setting for each individual student and their families.

We understand that each of these transitions involves students' expectations and concerns, and the processes of leaving one location, settling into another, leaving old friends, making new friends, and continuing learning and development. Transitions are not just isolated events but involve the context in which they happen.

These points of transition are critical moments in determining students' wellbeing and learning. Many of the important transitions between educational settings occur at times of rapid student growth and development, when they are concerned about issues of identity (who am I?), relationships (how do I relate to others?) and future (what will I be?). How they approach these transitions, and how they fare through them, may be determined by many factors at home, the community and at school.

Our experience at The Currajong School, has shown us the challenges that are involved in school transitions shape students' development in positive or negative ways. In some cases, these transitions provide students with a chance to break from previous negative experiences and make a fresh start.

A successful transition for these students is defined by key features or indicators and these contribute to their continued learning and growth:

- Developing new friendships and improving self-esteem and confidence
- Settling well into the new school life, so there are little concerns for parents
- Showing an increasing interest in school and schoolwork
- Getting used to new routines and school organisation
- Experiencing continuity in ready to learn behaviours

Times of major transition can be cause for concern and anxiety for many parents, who ask themselves the question, 'how best can I support my child through this time of transition?' At The Currajong School, we believe it is our job to actively support and guide the family with this process. We have structured systems and process to support all students with transitions into, through and when they leave The Currajong School.

We hope to support you as much as we can in this process by working with you to ensure your child's specialist assessments from external allied health practitioners, if they haven't been updated over the last few years. If you are looking into another specialist setting, they are likely to require updated assessments as a part of their intake process. We also assist and liaise to ensure school visits, transition days to the new school environment are organised as well as a thorough handover of student academic and behavioural supports to ensure the greatest success for students transitioning into a new school environment.

Allied Health

The Currajong School is very fortunate to have a multidisciplinary team that provides our school-based therapy services that supports students, as well as family and teacher professional learning.

The team consists of:

- Occupational Therapist
- Social Worker

They are dedicated to providing the highest quality school-based intervention services to our students to support their emotional, social, behavioural needs so they can access personal goals and achievements with their learning.

The team brings years of experience working in the child's context of learning to support and enhance academic skills, build self-esteem, persistence, resilience, and social skills. The individualised and school specific focus of our practical, rigorous, and proven intervention approaches allows for action-based learning which brings about sustainable change that supports our teachers and support staff to continue and apply in their teaching and learning every day.

At The Currajong School we implement:

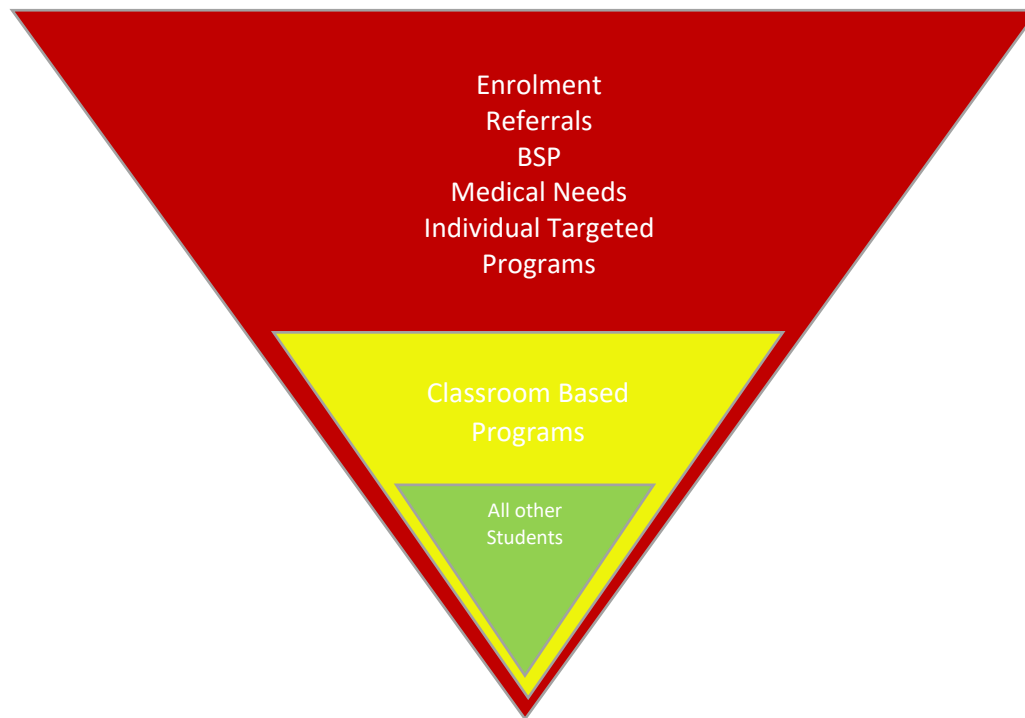
- The Currajong Play Program (Learn to Play)
- Perceptual Motor Program (PMP) – Lower Primary
- We Thinkers Program
- Social Thinking Curriculum

Every week 'Case Management' meeting is held. Our Team Around the Child process provides a structured framework within a Multi-Tiered System of Support for a whole school approach to support our students.

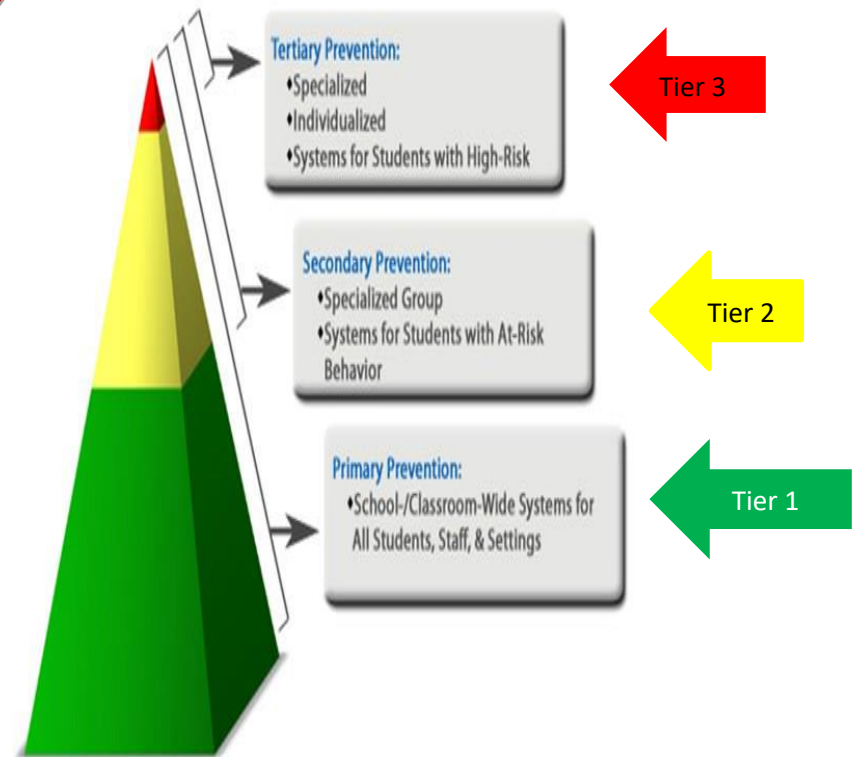


Allied Health Tiered Approach

Size of tier is directly correlated with allocation of time



Continuum of School-Wide Instructional & Positive Behavior Support



		Principal	First Aid Officer - Karin	Occupational Therapist- Amelia	Social Worker - Brittany	Social Worker- Kerry	Enrolment In-take- Belinda
	Assessments	N/A	N/A	DASH Handwriting without Tears Sensory Profile 2	TBA	TBA	N/A
Tier 3	Enrolment	Liaison with Enrolment intake and to ensure Tours are booked. Parent tours Student suitability criteria is met. Student observations in current school environment.	Medical history. Medical action plans. Liaise with medical practitioners as re Student observations in current school environment quired.	Parent School Tours Specialised reports to be tabled and discussed at Case Management. Communication with external therapists, teachers and families, if needed. Case history report/data collation. Student observations in current school environment	Parent School Tours Specialised reports to be tabled and discussed at Case Management. Communication with external therapists, teachers and families, if needed. Case history report/data collation. Student observations in current school environment	Parent School Tours Specialised reports to be tabled and discussed at Case Management. Communication with external therapists, teachers and families, if needed. Case history report/data collation. Student observations in current school environment	Take enrolment details. Arrange assessment paperwork to be sent to school. Paperwork follow up. Liaise with internal allied health team and external services. Liaise with families.

	Medical needs	N/A	Health support planning in collaboration with Allied health team. Staff training. Liaison with family and health care team.	Liaison with relevant staff and agencies in treatment and care planning for students with additional physical disabilities. Health support planning in collaboration with Allied health team. Staff training. Liaison with family and health care team.	Health support planning in collaboration with Allied health team. Staff training. Liaison with family and health care team. Health support planning in collaboration with Allied health team. Staff training. Liaison with family and health care team.	Health support planning in collaboration with Allied health team. Staff training. Liaison with family and health care team. Health support planning in collaboration with Allied health team. Staff training. Liaison with family and health care team.	N/A
	Case management / referrals	Ensure appropriate staff are present. Update on new enrolments	N/A	Chair Meetings. Prioritise Case Management and referrals.	Chair Meetings. Prioritise Case Management and referrals.	Chair Meetings. Prioritise Case Management and referrals.	N/A
	BSP Students	Establish key workers in BSP as per referral in collaboration with teacher.	N/A	Ensure all students have a BSP and facilitate updating and auditing these. BSP must be updated minimum once every 12 months.	Ensure all students have a BSP and facilitate updating and auditing these. BSP must be updated minimum once every 12 months.	Ensure all students have a BSP and facilitate updating and auditing these. BSP must be updated minimum once every 12 months.	N/A
	Individualise d/ Targeted Group Programs		N/A	Liaison/first responder with external professionals.	Liaison/first responder with external professionals.	Liaison/first responder with external professionals.	N/A

				Priority for OT intervention. Support teacher programming. Continued intervention across the school year.	Explicit individual or group teaching of desired behaviours, social skills & development of strategies.	Explicit individual or group teaching of desired behaviours, social skills & development of strategies.	
Tier 2	Classroom based programs	N/A	N/A	Facilitate and run OT programs where need is identified. Referral and resourcing may first be discussed with Allied Health Team	Facilitate and run social skills and wellbeing programs where need is identified. Referral and resourcing may first be discussed with Allied Health Team	Facilitate and run social skills and wellbeing programs where need is identified. Referral and resourcing may first be discussed with Allied Health Team	N/A
Tier 1	All students	N/A	N/A		N/A		
	PD for staff	Liaise with internal external training opportunities for staff.		Liaise with and deliver internal & external training opportunities for staff.			

Student Support Group Meetings (SSG's) at The Currajong School

The Student Support Group represents a partnership in the educational planning process between:

- the parents/guardians/carers of the student
- the parent/guardian/carers advocate
- the teacher/s
- the principal or nominee (to act as chairperson)
- the student (where appropriate).

The aims of the Student Support Group are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's life
- monitor the progress of the student.

The Student Support Group is responsible for:

- identifying the student's needs
- determining any adjustments to be made to the curriculum, teaching and learning
- planning an appropriate educational program
- developing a personalised learning and support plan
- discussing the plan with teachers and providing support to implement the learning plan
- providing advice to the Principal concerning the additional educational needs of the student and what may be required to meet these needs
- reviewing and evaluating the student's program once per term, and at other times if requested by any member of the group.

Changes from 2023

From 2023, SSG meetings will occur every term in week 4 on Friday. SSG day will be scheduled from 9:00am-4:30pm on the Friday of week 4 (this will be a student free day), this is a change to previous years to ensure we are compliant with staff working conditions and hours of work. Families and parents will be reminded of this date through all parent communication portals. Parents/Carers will be sent home a preference for times to attend an SSG. In the instance that a family or parent is unable attend on that day, a telephone/zoom SSG can be scheduled for the same day between 9am and 4:30pm. Alternatively if a time cannot be allocated on the Friday of week 4, then the classroom teacher will make an alternative time on the Wednesday-Thursday for an SSG between 3:30pm and

4.30pm. SSG's will follow a clear whole school agenda and depending on class sizes will be scheduled 30 minutes in length, for grade 5 and 6 students it is encouraged that they also attend the SSG to comment on their learning as part of student agency and voice, however we will leave this to the decision of parents and care givers. Minutes will be taken by the teacher assistant or a specialist teacher. The minutes will be typed live and shown during the meeting on the Smart Board. Parent/Carer will sign a copy before the SSG is completed. If it is a telephone/Zoom SSG, minutes will be sent home and will need to be returned signed to the classroom teacher.



Restraint and Seclusion in Schools Legal Context

Physical restraint of a student – whether there is a history of behaviour concern or not – is not permitted within any school – primary, secondary or specialist school – **except in an emergency.**

All staff must take reasonable steps to protect students in their care and supervision from harm. Teachers are expected to take measures that are reasonable in the circumstances to protect a student under their duty of care from injury.

Emergency Situation

In an emergency, the decision to physically restrain a student lies with a staff members professional judgement. If physical restraint is used that student must be carefully and continuously monitored to ensure that no harm comes to the student, and that other students and staff are safe, ensuring that no physical restraint ever harms or restricts the breathing of a student.

Restraint must be reasonable, in that the restraint:

- Is the least restrictive option in the circumstances
- Is justified and proportionate
- Ceases once the immediate task of harm is reduced
- Is respectful of the students dignity
- Is a last resort

Report equals support:

Written records must be kept and added to student files on SENTRAL. The record should be made as soon as possible after the incident and should include:

- The name of the student/s and staff involved
- Date, time and location of incident
- What happened
- Details of the emergency and what physical restraint was used
- The triggers for the students behaviour
- The steps taken to de-escalate the situation
- Why the decision for physical restraint was used
- A description of how the physical restraint was used
- How long the physical restraint lasted
- Names of any witnesses
- The students response to the physical restraint
- The outcome of the incident
- Any injuries or damage to property

The School Principal must be notified immediately if a restraint has been used, parents/carers/guardians must be notified.

In the event a restraint is applied, post incident debrief will be conducted with the School Principal.

Restorative

When suitable a restorative discussion with the child will be facilitated by a member of the school leadership team, with the staff member and child involved (if the parent/carer/guardian wishes to be involved this will of course be arranged). An extremely important part is to restore the relationship between the two parties, to ensure a safe and supportive environment is maintained. This facilitated discussion also provides an opportunity for the student and staff member to work in collaboration to put strategies forward, open communication lines and work together to be proactive in supporting the student with their social, emotional and behavioural needs.



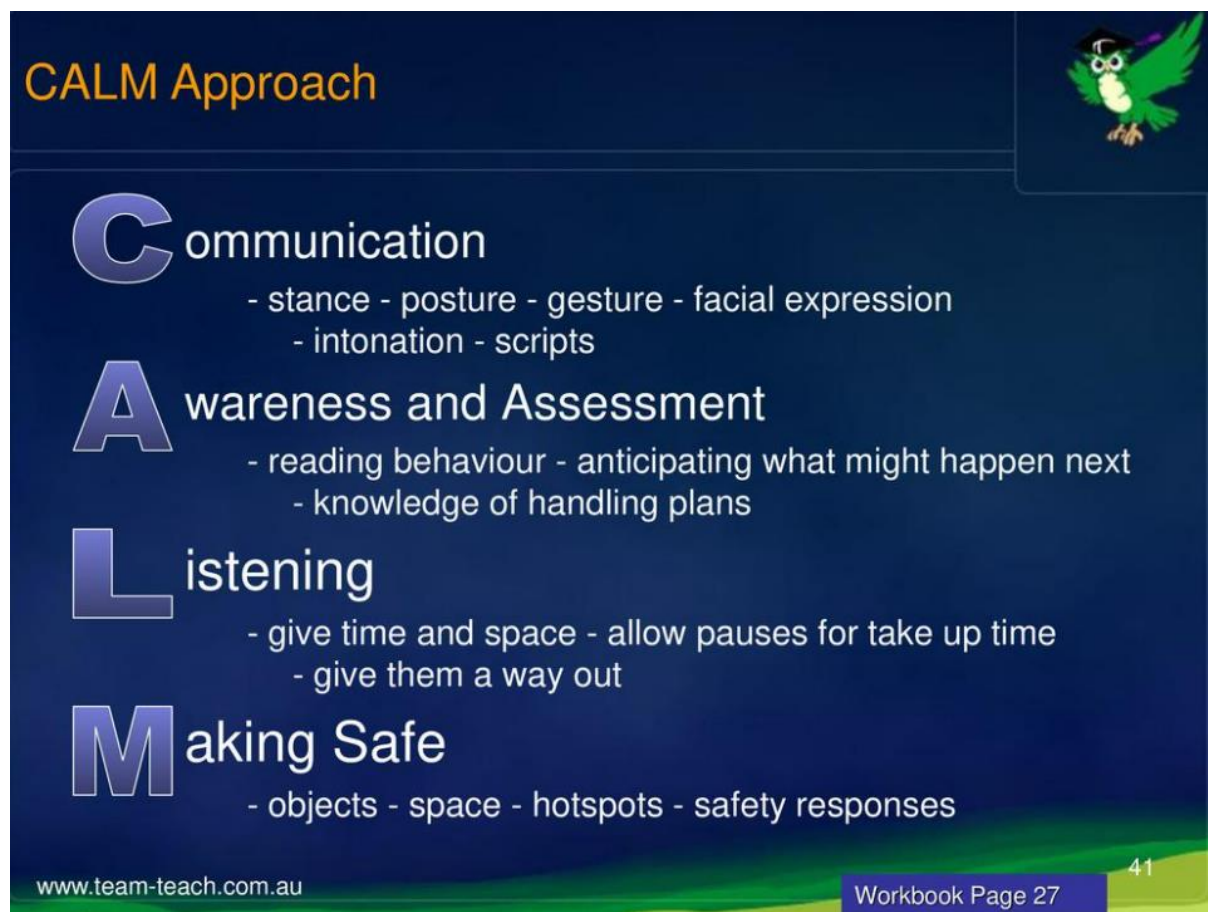
Team Teach

At The Currajong School all staff members will be fully trained in Team Teach practices, completion of this training is a mandated requirement as part of a staff members employment at The Currajong School.


Team Teach has been established since 2004, successfully training staff from a wide range of education, health and care settings. Team Teach has been delivered in every Australian state and territory, as well as New Zealand. Team Teach APAC has a network of more than 500 Trainers and has provided training to over 20,000 people.

To support organisations in their commitment to reducing and eliminating restrictive practices, as outlined in the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Sector, Team Teach APAC provides training in line with the state specific Student Behaviour procedures, and which expressly aligns with the United Nations Convention on the Right of the Child, which states that the welfare of the child shall be the paramount consideration.

The content of the programs is updated to reflect the latest research findings about the psychology of behaviour support, biomechanics and safe systems of manual handling. Team Teach commissions independent academic research into the effectiveness of the training and a comprehensive review of the legal framework in order to better protect staff working in challenging environments.



CALM Approach



- C**ommunication
 - stance - posture - gesture - facial expression
 - intonation - scripts
- A**wareness and Assessment
 - reading behaviour - anticipating what might happen next
 - knowledge of handling plans
- L**istening
 - give time and space - allow pauses for take up time
 - give them a way out
- M**aking Safe
 - objects - space - hotspots - safety responses

www.team-teach.com.au

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