

MACKILLOP EDUCATION

**VIC-EDU-M-001 Trauma-Informed
Practice**

Behaviour Support Manual

Code of Conduct

What? Why? How?



**MACKILLOP
EDUCATION**

So much more
than a school



**MacKillop
Family
Services**



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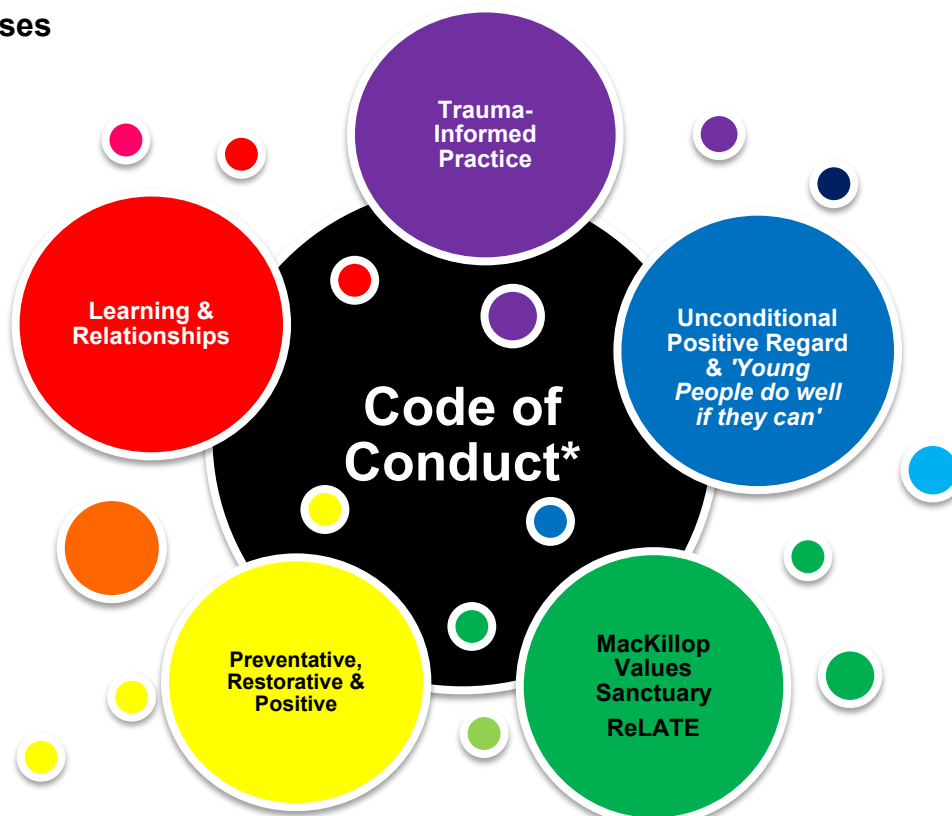
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What?

1. Overview

The MacKillop Education Code of Conduct gives an overview of how staff and students interact in our learning community. It is informed by the following design lenses:

Design Lenses



** The Code of Conduct prohibits the use of corporal punishment in any circumstance.*

2. Values and Expectations

At MacKillop Education our Values form the expectations that students are supported to meet whilst participating in the program:

Justice

Hope

Collaboration

Compassion

Respect

Tools are used to bring these values to life, in the form of our Sanctuary Commitments to:

- Non-Violence
- Social Responsibility
- Emotional Intelligence
- Democracy
- Social Learning
- Growth and Change
- Open Communication

3. Our Shared Perspective

Unconditional positive regard (*Carl Rogers*) is the foundation of MacKillop School’s approach in regard to behaviour. It means showing complete support and acceptance of our students and upholding their dignity, no matter what they say or do. It is also underpinned by the philosophy that *‘young people do well if they can’*, rather than *‘young people do well if they want to’* (*Ross W. Greene*). Another cornerstone of trauma-informed practice is a lens of *‘what has happened to you?’*, rather than *‘what is wrong with you?’*.

‘Unconditional Positive Regard’ (*Carl Rogers*)
‘Young people do well if they can’ (*Ross W. Greene*)
‘What has happened to you?’ (*Sandra Bloom; Sanctuary*)

4. Definitions

Justice

We believe in the right of all people to be treated justly and fairly. This means that we support each and every student to be the best that they can be.

Hope

We seek to foster a hope that assists people to find meaning. This means that we support our students to believe that they can create a successful and fulfilling future for themselves.

Collaboration

We commit to working in a collaborative spirit through cooperation, coordination and partnership. This means that we walk together in our quest for learning.

Compassion

We seek to foster compassion, an attitude of the heart and a response to suffering. This means that we care for each other, even when we are most challenged.

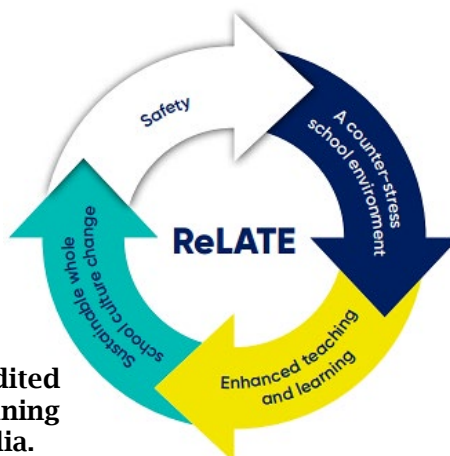
Respect

We seek to act with respect towards each other, the earth and all creation. This means we treat each other in a way that represents our individual importance and value to our community.

5. Sanctuary and ReLATE



MacKillop Family Services is an accredited Sanctuary organisation and the official training provider of The Sanctuary Model in Australia.



The Sanctuary Model (Sanctuary) focuses on safety and creating an understanding of how past adversity and trauma can continue to affect someone’s behaviour. It recognises that trauma has an impact not only on the people who have experienced it, but also on the staff who work with them and communities as a whole. Sanctuary enables an organisation to create a safe, non-violent environment that teaches people to cope effectively with stress and trauma and heal their emotional and behavioural health issues. It also supports staff and carers to form communities that are supportive and caring, and to maintain a culture that reflects these qualities at every level within the organisation.

Sanctuary is an evidence-based approach that was developed by Dr Sandra Bloom. It is based on her experiences working in an acute care psychiatric unit where most of her patients had survived traumatic childhood experiences. More than 300 organisations have become part of the international Sanctuary Network.

Sanctuary's trauma-informed framework has **four key pillars**:

1. **Trauma Theory** - Trauma can alter the brain functioning and behaviour of those who experience it, especially children and young people. Trauma affects individuals as well as whole communities.
2. **The S.E.L.F Framework** - S.E.L.F is a framework for solving complex problems presented by trauma survivors, families, and chronically stressed communities. S.E.L.F stands for the key areas of trauma recovery (Safety, Emotion, Loss and Future).
3. **Sanctuary Tools** - The tools include Community Meetings, Safety Plans, Red Flag Reviews, Team Meetings, Psychoeducation, Treatment/Service Planning, Supervision/Coaching, Training.
4. **The Seven Sanctuary Commitments** - Nonviolence, Emotional Intelligence, Social Learning, Democracy, Open Communication, Social Responsibility, Growth and Change.

MacKillop Education utilises the ReLATE model which draws on a robust body of research and promotes four foundational concepts:

Safety

ReLATE recognises safety as an essential pre-condition for quality teaching and learning. Safety is defined as having both the internal and external resources to cope with life's challenges. Safety is not only physical, but also cultural, psychological, social, moral and ethical. ReLATE mirrors evidence showing us that safety is achieved through relational trust where teachers and other adults create emotional safety and security for students and colleagues. This supports their engagement in learning and creates environments that embrace innovation and collaboration, and have clarity of purpose.

A Counter-stress School Environment

ReLATE fosters wellbeing by actively counteracting stress through congruent, trauma-informed policies and practices, that empower communication and promote self-regulation. By counteracting stress, ReLATE supports schools to create improved learning environments and enables schools' strategic initiatives to flourish.

Enhanced Teaching and Learning

ReLATE is guided by neuroscience and enhances teaching and learning. It encourages staff to use repeated, supportive actions which are designed to promote the state of mind required for quality teaching and learning to take place.

Sustainable Whole School Culture Change

ReLATE is guided by trauma-informed research and evidence that integrates our understanding of organisational culture change, resilience, adversity, mindset and collective efficacy. ReLATE supports schools to embed cultural change, resulting in greater inclusion, improved wellbeing and enhanced teaching and learning outcomes.

These four areas work best when it is a continuous, integrative model, requiring ongoing reflection and growth to work in best practice. ReLATE practices work alongside key elements and tools of Sanctuary, as well as other informing theories and policies known to support a safe school environment and promote learning.

6. Learning Opportunities

MacKillop Education views every behavioural intervention as a learning opportunity. Students are provided with the opportunity to reflect on their behaviour in a safe environment and develop strategies that allow them to self-regulate. This can occur in informal individual conversations or scheduled individual sessions with key staff and students, where creative engagement strategies are used in line with the deep knowledge of the student's learning needs. Staff are also provided with opportunities to reflect on their practice and learn how to better support their students through supervision, team debriefs and collaborative discussion in team meetings.

7. Child Safe Standards

All MacKillop Education staff and volunteers are responsible for promoting the safety and wellbeing of children and young people by:

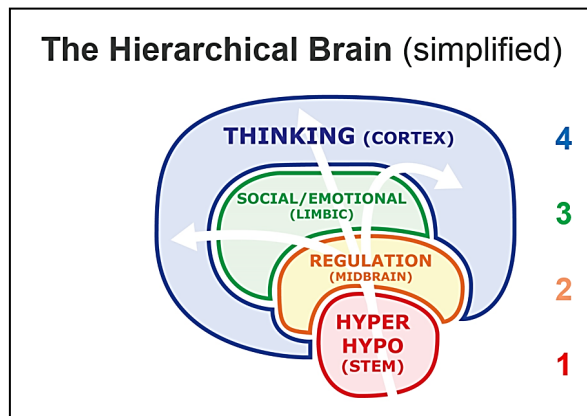
- Adhering to our Child Safe Policy, and other policies
- Taking all reasonable steps to protect children from abuse
- Treating everyone with respect, including listening to and valuing their ideas and opinions
- Welcoming all children, their families and their carers, and being inclusive
- Respecting cultural, religious and political differences and acting in a culturally sensitive way
- Modelling appropriate adult behaviour
- Listening to children and responding to them appropriately
- Reporting and acting on any breaches of the MacKillop Code of Conduct, complaints or concerns
- Complying with our guidelines on physical contact with children
- Working with children in an open and transparent way - other adults should always know about the work you are doing with children
- Respecting the privacy of children and their families, and only disclosing information to people who have a need to know.

Why?

8. Trauma-Informed Approach

Brain Development

MacKillop Education understands that trauma changes the structure of the brain. We understand that the brain is hierarchical and is arranged from the ‘most simple’ to the ‘most complex functions’, and ‘neural pathways’ are formed in a ‘use-dependent fashion’ (Dr. Bruce Perry). The hindered development of ‘pathways’ in the brain can create significant barriers to engaging in learning. Through our understanding of ‘brain plasticity’, we understand that we need to assist students to re-organise neural pathways and create new ‘connections’ (synapses) to address their social emotional barriers and change their behaviours.



Window of Tolerance

MacKillop Education believes that each student has an ‘optimum arousal zone’ (*Window of Tolerance*, Dr. Dan Siegel), in which they can think and feel (and therefore, learn). When a student becomes unsafe, they enter a state of ‘hyper arousal’ (fight/flight) or ‘hypo arousal’ (freeze). The experience of trauma can lead to a student spending extended periods of time in hyper and/or hyper arousal, leading to these ‘states’ becoming ‘traits’ (Dr. Bruce Perry) and the ‘window of tolerance’ becoming narrower (Figure A.). We understand that we must support students to stay within their ‘window of tolerance’ so that they can access learning, whilst also, deliberately and consistently, supporting them as they venture ‘out’ and back ‘in’ their ‘optimum arousal zone’, to extend their degree of tolerance (Figure B).

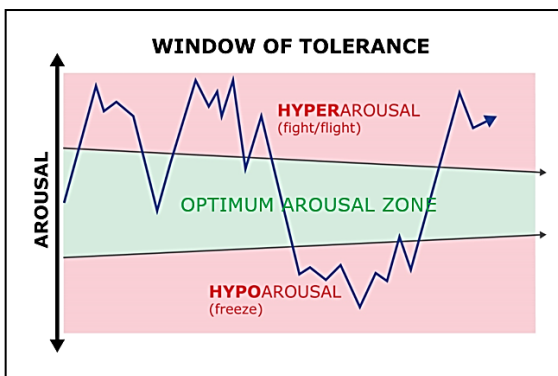


Figure A.

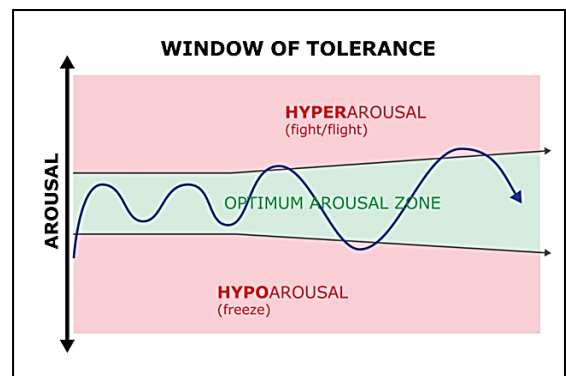
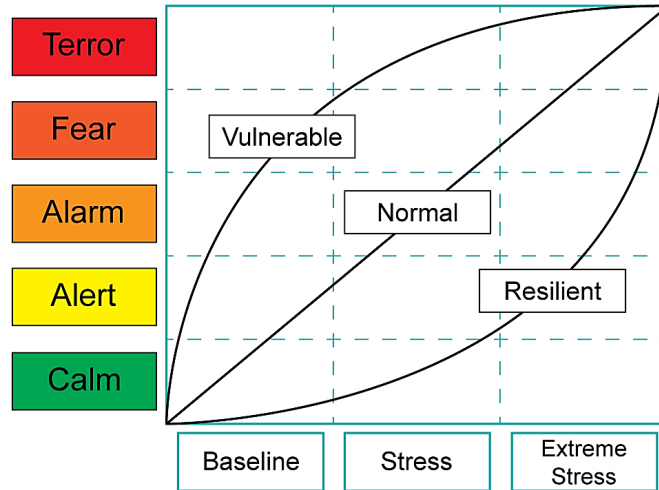


Figure B.

Differential States

MacKillop Education works consistently with staff to support understanding and emotional awareness during and after events which cause the mind and body stress. As seen in Bruce Perry’s graph below, experiences of chronic and toxic stress and trauma, can severely impact the way in which our students (marked as vulnerable) manage the stress introduced to any situation. The development of resilience and resilient responses to stressors, as opposed to a normal response to a situation or even a vulnerable one, is vital in supporting those who have already reached a state of fear or terror to feel a sense of safety and ability to coregulate in such scenarios. The ability to remain in a resilient state is crucial in ensuring the cognitive functioning capacity to keep safety and know what vulnerable students require from us to ensure coregulation can occur.

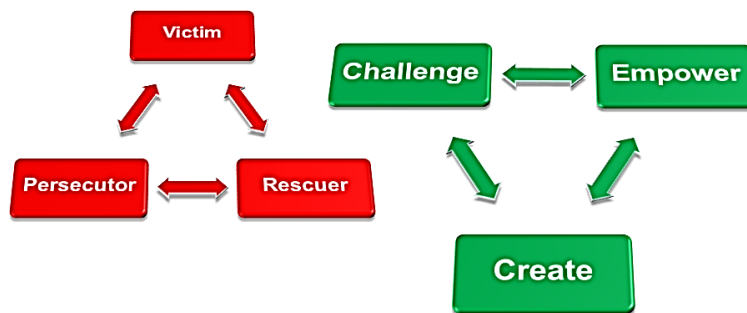


Trauma Re-enactment Triangle

MacKillop Education understands that in times of crisis we often move between roles that can prevent us from dealing with, and moving on from, a situation or event. Without intervention, this can become a cycle that enables trauma to have a continued and overpowering negative impact on our lives. We know that we must support our students to take on roles that will allow them to lessen the negative impact of their trauma and move towards brighter futures.

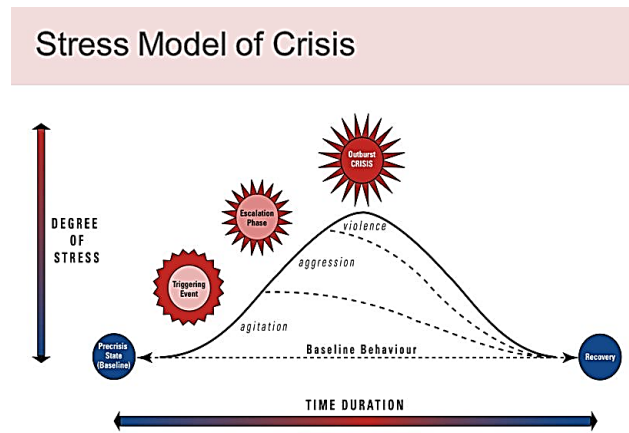
Sanctuary: Trauma Re-enactment

Adapted from *The Drama Triangle* by Stephen Karpman



Stress Model of Crisis

MacKillop Education uses the Stress Model of Crisis (TCIS: Residential Child Care Project, Cornell University) to inform responses to behaviour and crisis. This allows us to apply strategies that are appropriate to the student's degree of stress, with the aim of; supporting them environmentally and emotionally to reduce stress and risk and teaching them effective ways to cope with stress.



How?

9. Preventative Approach

Maintaining Strong Relationships

MacKillop Education believe that strong staff/student relationships are essential in engaging young people and assisting them to overcome their barriers. By practising unconditional positive regard, building trust and being just, relationships built on love and respect can be formed. It is the responsibility of staff members to build and maintain these relationships and ensure that students develop an understanding of the characteristics of a positive student/staff relationship. The characteristics of positive staff/student relationships include:

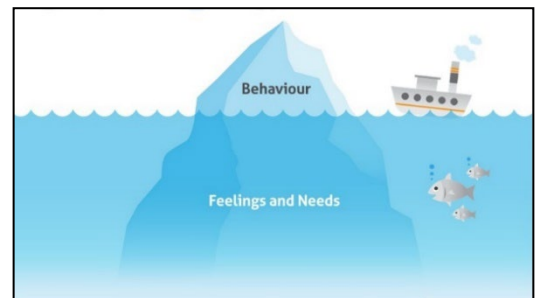
- Love and respect
- Trust
- Empathy
- Support and advocacy
- Shared goals
- Appropriate attachment
- Recognition and management of the power dynamic
- Effective praise
- Constructive responses
- Shared celebration
- Hospitality
- Humour and playfulness
- Curiosity
- Acceptance
- Compassion

Knowing the Student

At MacKillop Education we know that we cannot do best by our students without striving to know each student; their feelings, needs and behaviours. We know that all behaviours have meaning and reflect needs, and that trauma affects how students behave. Through this lens, behaviours are seen as communication and the function of behaviours are considered. Once the behaviour topography is understood, it is noted in the student's professional Safety Plan.

Pain-based behaviours include:

- Impulsive outbursts and/or aggression
- Running away
- Self-injury
- Defiance
- Inability to regulate emotions
- Trauma re-enactment.



Managing the Environment

At MacKillop Education we understand that managing the environment is key to behavioural intervention. We understand that only safe classrooms can allow students to take risks and face challenges. We manage the environment by:

Examining the physical setting for:

- Stimulating lights or noise levels
- Crowding
- Chaotic, messy, disorganized visuals
- Frequent interruptions
- Possible weapons

Ensuring that instruction, activities and routines are not:

- Causing frustration, boredom or anger
- Inadequately resourced
- Conducted in areas without enough space
- Pointing out student's weaknesses
- Allowing individuals to agitate others
- Understanding and applying school and CEOM policies and procedures

Establishing Expectations

To establish expectations the following should be adhered to:

1. Explain, discuss and explore expectations during the intake process
2. Before students enter the classroom, create a Safety Plan with them which includes what actions will take place if they are having difficulty meeting the expectations
3. Establish and explore expectations during orientation programs
4. Regularly use community meeting time to establish and explore expectations
5. Use individual time with students to establish and explore expectations
6. Use individual time with students to explore and refine their Safety Plan
7. Reiterate expectations with students before any school outing

Positive Behaviour Support

MacKillop Education understands that Positive Behaviour Support provides a positive and proactive approach to behaviour management. It focuses on the learning and strengthening of helpful and appropriate behaviours, rather than punitive consequences.

Students should be supported in the following ways:

1. Use positive language to communicate expectations
2. Provide opportunities for positive interaction and acknowledgement when this takes place
3. Provide opportunities for the canvassing of 'student voice', in all of its forms
4. Build confidence and a sense of self-worth
5. Provide situations where students can be successful
6. Interpret and acknowledge behaviour with the understanding that behaviour is a form of communication that serves a function
7. Teach new ways of communicating or getting needs met
8. Teach and model strategies that lead to calmer states
9. Provide encouragement and specific feedback when students do well
10. Provide encouragement and specific feedback when students self-regulate

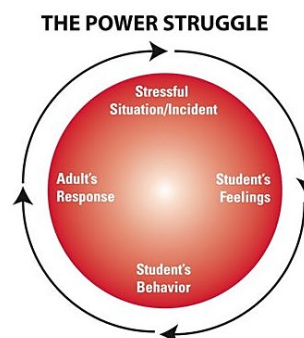
Classroom Responses

MacKillop Education understands student behaviour as a continuum of escalation. Refer to *Calmer Classrooms* resource developed by the Child Safety Commission for essential reading in relation to recognising and supporting students who have experienced trauma. Staff are encouraged to identify ongoing professional development that would be of assistance through team meetings and in their personal supervision sessions.

Shaming a student in front of their peers should always be avoided.

Power struggles only serve to escalate a situation. We can avoid or stop power struggles by:

- Using positive self-talk
- Listening and valuing feelings
- Managing the environment (e.g. moving others)
- Giving choices and time to decide
- Redirecting the student to another positive activity
- Appealing to the student's self-interest
- Dropping or changing the expectation

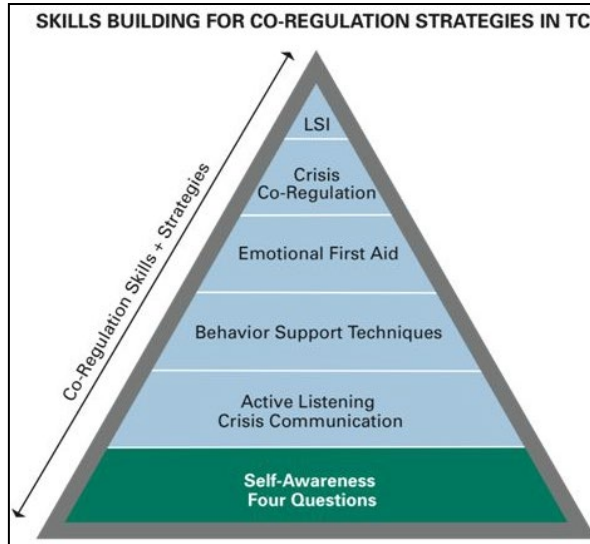


10. Therapeutic Crisis Intervention (TCI)

MacKillop Education uses Therapeutic Crisis Intervention to respond to escalating behaviour in the classroom. The goals of Crisis Intervention are:

- **Support** environmentally and emotionally to reduce stress and risk
- **Teach** students better ways to cope with stress

Staff should be informed in the use of TCI and utilise the co-regulation strategies when responding to escalating behaviour.



Self-Awareness and the Four Questions

Before responding to a behaviour, we always ask ourselves the four questions:

1. What am I feeling now?
2. What does this student feel, need, or want?
3. How is the environment affecting the student?
4. How do I best respond?

To best respond we must:

- Manage the environment to neutralize potential triggers
- Engage the student and provide emotional support
- Exercise self-control of our own feelings

Active Listening and Crisis Communication

When responding to a student who is dysregulated, we use a variety of communication techniques:

- Non-verbal techniques (silence, nods, facial expression, eye contact)
- Encouraging and eliciting techniques (tone of voice, minimal encouragements, door openers, closed questions, open questions)
- Understanding responses (reflective responses, summarisation)

Behaviour Support Techniques

Behaviour support techniques are used during the *Triggering Event* and *early in the Escalation Phase* of the Stress Model of Crisis:

- Managing the environment
- Prompting
- Caring gesture
- Hurdle help
- Redirection and distraction
- Proximity
- Directive statements
- Time away

Emotional First Aid

Emotional First Aid is used in the *Escalation Phase* of the Stress Model of Crisis where the student is displaying *aggression*. The goals of Emotional First Aid are to:

1. Provide immediate help and support to reduce emotional intensity (co-regulation)
2. Resolve the immediate crisis
3. Keep the student in the activity

The strategies for Emotional First Aid are:

- Drain off emotions
- Clarify events
- Maintain the relationship and lines of communication
- Remind the student of expectations and mediate the situation if necessary

Crisis Co-regulation

The objective of Crisis Co-regulation is to provide support in a way that reduces stress and risk. We use Crisis Co-regulation in the *Outburst/Crisis (Violence) phase* of the Stress Model of Crisis.

What to think (self-awareness):

- Ask yourself the four questions
- Use positive self-talk

What to do (non-verbal strategies)

- Take a deep breath
- Use an open and off-centred stance
- Step back
- Give the situation time
- Sit down if appropriate
- Remember the importance of body language and facial expression

What to say (verbal strategies):

- Very little
- Understanding responses
- Remember the importance of tone of voice

What to do when it is over:

- Behaviour Response Cycle

Understanding Aggressive Behaviours

Reactive Aggression

- Affective or expressive aggression
- Loss of control and emotional flooding
- Emotions are dominant

Proactive Aggression

- Instrumental or operant aggression
- Goal orientated
- Cognitions are dominant

Recognising Violence

The elements of a potentially violent situation are:

1. A potential trigger to violence
2. A target
3. A weapon
4. Level of stress or motivation

Remove the potential trigger to violence by:

- Never touching an angry and potentially violent person
- Avoiding any aggressive moves and provocative statements
- Avoiding power struggles and counter aggression
- Removing others who might trigger the violence
- Being aware of our own body language

Remove the target by:

- Asking the targeted person to leave
- If it is you, reminding the student of your relationship or leaving the situation and asking a neutral staff member to manage the incident
- Watching for shifts in target

Avoid the weapon by:

- Discreetly removing objects
- Manoeuvring away from weapons
- Staying a safe distance away
- Using available items in the environment to protect your body

Decrease the level of stress or motivation by:

- Using your relationship
- Actively listening and identifying feelings
- Removing the audience
- Using co-regulation strategies (reactive aggression)
- Offering alternative, nonaggressive ways to achieve goals (proactive aggression)

Physical Restraint is used as a last resort in the presence of the immediate risk of injury or death. They must be performed by trained staff using only those restraints they have been trained to use. . Please refer to MACS and MacKillop Family Services policies. In the event that restraint or seclusion is used, the least restrictive form will be used for the least time possible and will cease as soon as the immediate danger for the student or others is averted.

The Life Space Interview (LSI)

The LSI is a therapeutic, verbal strategy for intervening with a student. The LSI takes place during the Recovery Phase of the Stress Model of Crisis. The goals of the LSI are to:

1. Return the student to normal functioning
2. Clarify events
3. Repair and restore the relationship
4. Reach new coping skills
5. Reintegrate the student back into class

Steps to the LSI

- I** – Isolate the conversation
- E** – Explore young person's point of view
- S** – Summarise the feelings and content
- C** – Connect feelings to behaviour
- A** – Alternative behaviours discussed
- P** – Plan developed/Practice new behaviour
- E** – Enter young person back into the routine

11. Behaviour Classifications

Establishing a strong student/staff **relationship**, a **safe environment** and an effective student **Safety Plan** all allow for more clarity regarding behaviour classification and appropriate responses.

It is acknowledged that these can take time to form to the point that there is some **predictability** and **consistency**, especially given the complexity of the young people in our classrooms.

Staff are encouraged to seek more frequent guidance and support as required, through team meetings and supervision, whilst these are established.

Responses to student behaviours should always be designed to teach rather than punish.

The following examples should be used as a guide to assist staff in determining the level of behaviour:

Low Level Behaviours

- Student is not engaged in an activity and/or is not listening
- Student uses general poor language
- Student asks unrelated questions and is procrastinating
- Minor peer conflicts and misunderstandings due to social barriers
- Student smoking cigarettes (Secondary)

Low Level Behaviour Responses

If a student is displaying low level behaviours, the following responses are examples of strategies that can be used:

1. Adapt teaching materials/teaching strategy to engage
2. State the focus and goal of the lesson (what students will learn)
3. Use subtle non-verbal cues to assist the student in monitoring their behaviour
4. Assist students to problem solve any areas where they express concern
5. Offer positive acknowledgement of good choices the student is making
6. Use reflective listening strategies to ascertain the issue or concern
7. Empathise with the student's issue(s) or concern(s)
8. Define the problem with the student(s)
9. Re-assure the student that there is a resolution
10. Calmly remind the student of expected behaviours, being mindful not to humiliate them in front of others
11. De-escalate before having a discussion

Medium Level Behaviours

A student must be clearly in breach of at least one of the expectations for their behaviour to be identified as medium level.

- Teasing and/or name calling
- Student is unable to use their Safety Plan, even with direct support
- Repeatedly using unsafe, aggressive or abusive language towards staff or other students
- Peer conflicts that require intervention but have only minor impact on the safety of others
- Student smoking cigarettes after several warnings (Secondary)

** See Behaviour Response Cycle below for appropriate responses to medium level behaviours*

High Level Behaviours

A student must be in breach of at least one of the expectations for their behaviour to be identified as at high level.

- Student is aggressive or threatening
- Student is unable to follow any instructions
- Student is carrying a weapon
- Student is taking or selling alcohol or using illicit drugs
- Student is displaying bullying behaviours

** See Behaviour Response Cycle below for appropriate responses to medium level behaviours*

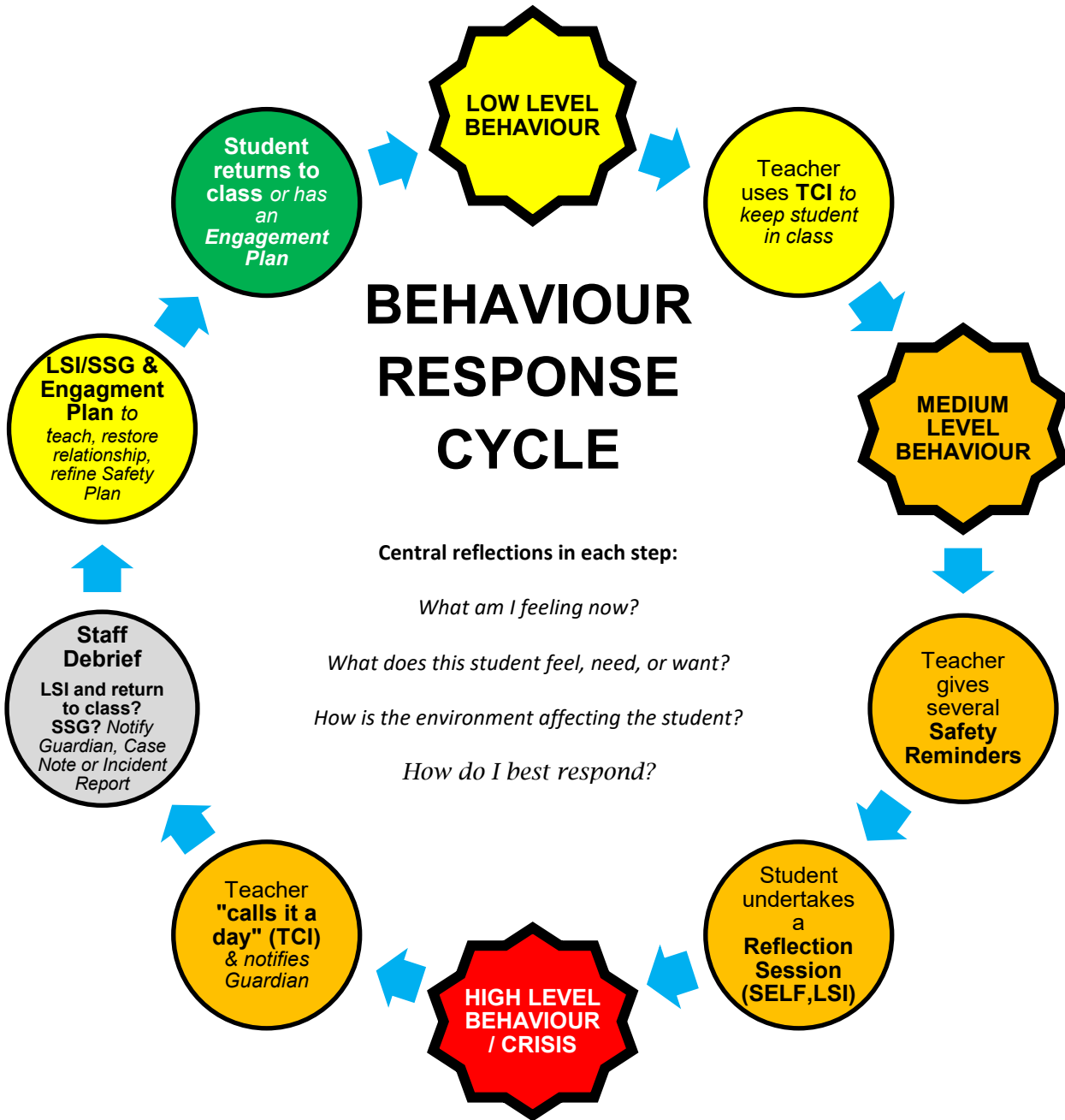
Crisis

- The immediate safety of the student or others is compromised
- Aggressive destruction of property
- Physical assault
- Aggressive threats of personal harm

** See Critical Incident Response section below for appropriate responses to crisis level behaviours*

12. Behaviour Response Cycles

Primary School



The Behaviour Response Cycle must remain student-centred in approach. This means that it must be flexible in order to provide opportunities for each student to experience success. The Local Leadership Team must be consulted and kept informed at all times to ensure that support will be provided. Changes may only take place with the approval of the Local Leadership Team. It is also important that staff record accurate case notes through the cycle.

Secondary School



* The student may, in agreement with the teacher, decide to leave for the day as a strategy. In these cases, they may return to class the next day

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13. Critical Incident Response

Once a behaviour or situation reaches crisis, as per previous classifications, we enter into the critical incident response process. At this point, at least one member of the Local Leadership Team is involved in supporting or managing the safety of the student/s, staff and the school. Clear communication is vital at this point.



Team De-Briefs

A Team De-brief takes place after incidents that may have a substantial emotional impact on staff member/s. They are scheduled on the day of the incident and all team members involved in the incident are expected to attend (including Leadership).

The purpose of the Team De-brief is to provide an opportunity for staff members to reflect on what has happened and explore their reactions and emotions in a safe environment, prior to an Incident Report being submitted. Initial actions should also be decided on and approved by the Local Leadership Team. Refer to the MacKillop Education Debrief Procedural document for further information.

14. Toolkit: Supporting Recovery and Learning

MacKillop Education uses a range of tools to assist students with reflection, emotional awareness, behaviour change and recovery. The key tools used are:

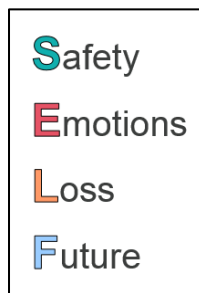
Psychoeducation

MacKillop Education understands that trauma changes the brain. Psycho-education provides opportunities for students to better understand their brain, their emotions and what is happening when they enter different 'states'.

It also provides the opportunity to create a shared language that is non-judgmental and promotes growth and change.

S.E.L.F.

MacKillop Education understands the S.E.L.F. framework to be a shared language that we use to problem-solve. It is a simple framework that we use to assist in dealing with complex issues.



Cognitive Behavioural Therapy

MacKillop Education understands the value of Cognitive Behavioural Therapy as a psychosocial intervention that assists students to develop self-applied strategies to counteract the negative effects of a range of mental health barriers.

It allows for the identification and restructuring of unhelpful thinking, feelings and behaviours.

Social Emotional Learning

MacKillop Education understands that by teaching units that have a specific focus on social and emotional skills, we can assist students to develop important capabilities that have been missed due to a variety of challenges they have experienced during their development.

The explicit teaching and modelling of social problem-solving, social emotional interpretation and management, and social skills can assist our students to understand their own social barriers and learn strategies that allow them to avoid and appropriately work through conflict.

This approach supports the development of each student within the community to demonstrate respect for themselves and others, promoting a safe environment for all to flourish.

In line with the Melbourne Archdiocese Catholic Schools' (MACS) Excel: Wellbeing for Learning in Catholic School Communities framework, MacKillop Education uses Social Emotional Learning (SEL) resources and frameworks including, but not limited to: Zones of Regulation, Respectful Relationships, lagging skills (Ross Green), individual situation-based social stories and Positive Education.

Individual Sessions

Individual classes take place when a student has been sent home for: repeated medium level behaviours or high-level behaviours.

Students participate in a Life Space Interview (the next day or in a 60-minute individual class, as decided in the Staff Debrief) before returning to timetabled classes.

Students have the opportunity to work one-on-one with a staff member who can assist them to de-escalate, reflect on what has happened and design a plan for re-engagement in the lesson. Usually, this occurs with the student only, though parents may attend in exceptional circumstances.

After successfully completion of this process, staff should update the student's safety plan to reflect any new learnings regarding triggers, self-regulation strategies or behaviour responses.

When the LSI is not successful due to disengagement, inability to reflect on behaviour or insufficient confidence skill development has occurred, a second LSI can be scheduled. However, the period of time that a student is out of class should be kept as short as possible. In this situation, leadership staff should be informed so that extra support can be arranged.

In addition to utilising the I-ESCAPE (LSI) Method the following tools should also be considered for individual sessions to promote maximum engagement and decrease the student's sense of shame:

- Social Stories
- Visual Schedules/Reflection Sheets
- Physical Activities (Basketball, Walking around the block)
- Drama Triangle
- Assessment of lagging skills and unsolved problems tool
- Restorative Process Visual
- Social/Behaviour Mapping

Reflection sessions are an opportunity for students to work through engagement and behavioural difficulties in a space outside of the classroom environment.

Engagement Plans

An Engagement Plan must be completed in cases where it is unsafe for a student to return to a full program. Engagement Plans should be completed by the teacher, in consultation with the Local Leadership Team and Key Teacher.

Before implementation, the Engagement Plan must be approved by the Local Leadership Team.

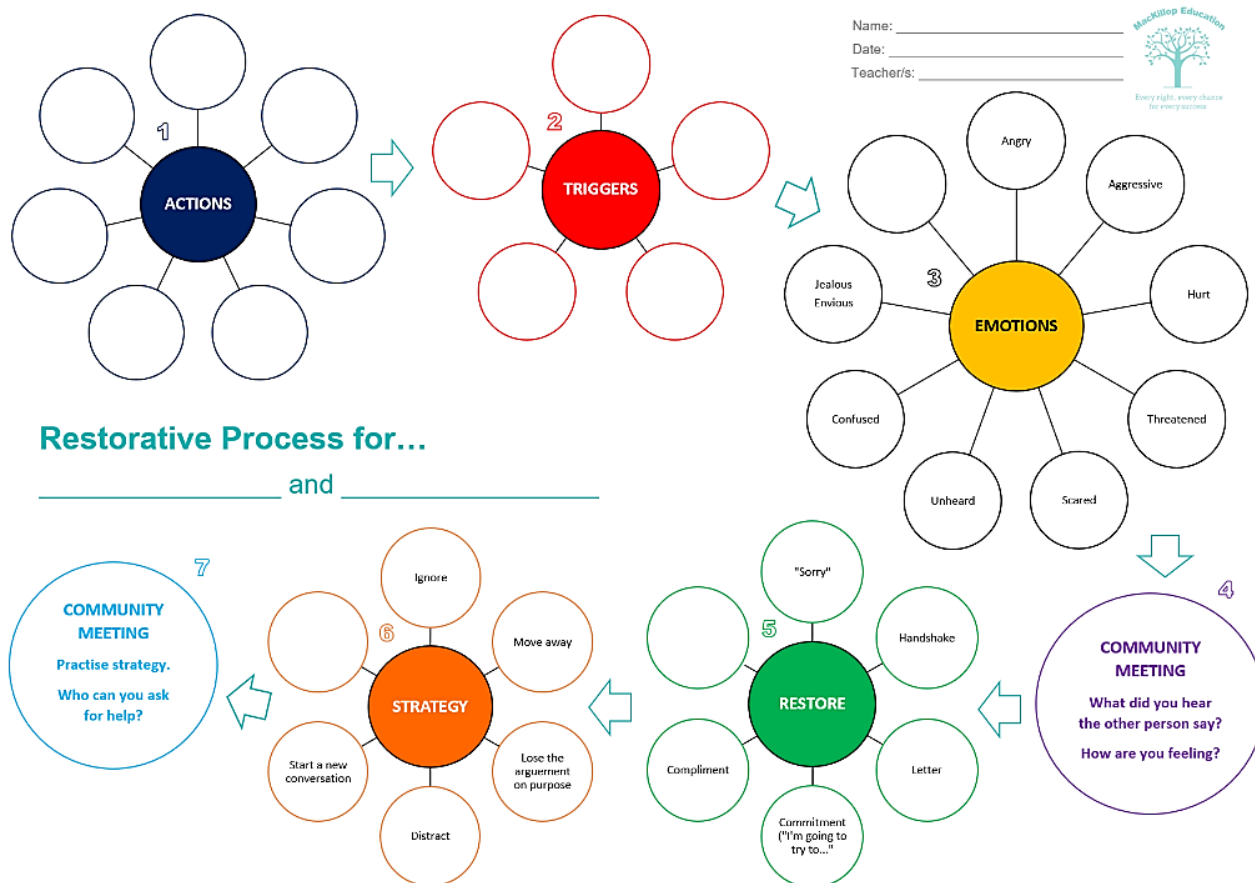
Engagement Plans are used to support a student to engage appropriately and move towards participation in a full program.

They should be student-centred and aim to enhance a student's success. They should clearly outline the actions, reasons for these actions and review dates. They should also identify student strengths and provide opportunities for these to be utilised.

Restorative Practice

MacKillop Education understands that young people learn best through strong relationships based on love and respect. This means that all behavioural interventions must place a priority on building and maintaining positive relationships, and moving towards restoring broken relationships between students, staff, and guardians. Restorative sessions can be conducted between students after appropriate preparation has occurred with supporting staff. These sessions can involve a reciprocal dialogue between students and **can** include:

- Community Meeting
- Reflection on the student's own emotions
- Recognition of the other student's emotions
- A statement of what students need to feel safe
- A recognition that stress and adversity can play a role in aggression
- Sharing specific triggers
- Apologies and taking accountability for actions
- Reflection on shared experiences
- Restorative gestures.
- Additional strategies as appropriate to support barriers with oral language and emotional literacy development



15. Approval and Review Details

Approval and Review	Details
Approval Authority	Executive Principal
Approval Date	October 2021
Advisory Committee to Approval Authority	MacKillop Education Leadership Team
Next Review Date	1 October 2024
Version	1

Approval and Amendment History	Details
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Notes	Reviewed, rewritten and reformatted