FRANKSTON SPECIAL DEVELOPMENTAL SCHOOL

NO. 5143

WELFARE POLICIES AND PROCEDURES:
School-Wide Positive Behaviour Support (S-WPBS)
(Incorporates Student Engagement)

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Frankston Special Developmental School is committed to:

- Enabling students to achieve their personal best in an atmosphere of mutual respect, cooperation and celebration.
- Ensuring students feel valued and cared for and have meaningful opportunities to contribute to the whole school and can effectively engage with their learning.

We strive to be an effective school that is inclusive and responsive to the diverse needs of our students.

**Our Value Statement**

Frankston SDS aims to provide a safe, friendly and caring environment where students are encouraged to do their best in a vibrant and engaging atmosphere.

The following values are seen as being central to the life of our school and how all members of the school community should conduct themselves.

- **Respect** for yourself and others, being kind and learning our school rules
- **Caring** for others in our classroom, school and the wider community
- **Sharing** with others, taking turns and working with others
- **Individuality** being the best you can and doing the best you can

**Code of Ethics for School Community Members**

*All members of the Frankston SDS Community have a responsibility to:*

- Acknowledge their obligations under the Equal Opportunity Act 1995, Charter of Human Rights and Responsibilities Act 2006 and the Education and Training Reform Act 2006 and communicate these obligations to all members of the school community *(see Appendix A)*
- Meet the requirements of the Disability Discrimination Act 1992 and Disability Standards for Education 2005 when planning all programs and activities *(see Appendix A)*
- Participate and contribute to a learning environment that supports the learning of self and others
- Ensure their actions and views do not impact on the health and wellbeing of other members of the school community by behaving in accordance with the school’s “Shared Norms” *(see Appendix B)*
- Provide a *Child Safe* environment for all students *(see FSDS Child Safe Policy, available online or on request from the office)*
Frankston SDS is committed to implementing the S-WPBS approach to the teaching and management of student behaviour.

School-wide Positive Behaviour Support (S-WPBS) is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

A S-WPBS approach means that we: use DATA to track progress and identify areas for intervention; use school wide EXPECTATIONS and RULES in specific settings to EXPLICITLY TEACH appropriate behaviour; use a POSITIVE INCENTIVE program to encourage appropriate behaviour and use EFFECTIVE CONSEQUENCES to discourage inappropriate behaviour.

Frankston SDS expectations of behaviour

Students behave positively when they know what is expected of them, and when they feel safe, and know that someone believes in them and cares about them and their learning. Great teachers and great teaching make a significant difference to how students behave and learn.

Positive behaviour doesn’t just happen. Students need to know the expectations and what positive behaviour looks like.

At Frankston SDS our expectations of behaviours across all environments are:

Respect others – we work and play together
Respect the environment – We look after our things and the places we go
Respect yourself – We make good choices and do our best.

For a full list of our school-wide expectations of behaviour see Appendix G
The three tiers of S-WPBS

- **Tier 1: A positive school climate.**
  At tier 1, expected behaviours are taught systematically and explicitly through: developing a safe environment; using positive reinforcement; creating predictable structures and routines; video modelling; teaching skills through meTV; practising skills in functional situations; providing choices and celebrating achievement.

- **Tier 2: Minor, persistent infractions of expected behaviours that interfere with learning of self and others**
  At tier 2, as well as tier 1 strategies, interventions include: a “quick” Functional Behaviour Analysis (FBA); systematic and targeted use of a positive reinforcement system; sensory analysis/diet/breaks: more time spent on students’ preferred activities to provide opportunities for success. These interventions are developed by the class staff, supported by the Student Welfare Committee.

- **Tier 3: Persistent challenging behaviours that endanger self and others**
  At tier 3, interventions are developed and implemented with the support of a School Support Services Officer (SSSO), in conjunction with the class staff and the Student Welfare Committee. **A full FBA is conducted and a Positive Behaviour Plan (PBP) developed,** documented and signed by the SSSO, parents/carers, class teacher and Principal/Assistant Principal. In addition to tier 1&2 strategies, an individualised timetable is developed and additional 1:1 support provided.

*See Appendix I*
The three tiers of behaviour: A Continuum

CONTINUUM OF BEHAVIOUR AT FRANKSTON SDS

- At Tier 1: positive school climate meets their needs
- At Tier 2: more targeted, specific support is necessary
- At Tier 3: structured, intense intervention is required
Structure for implementing S-WPBS

LEADERSHIP
Overall supervision

STEERING COMMITTEE:
Evanthe Muir
Beck Wickham

S-WPBS committee:
Tier 1:
Mood and Culture
School Wide
Expectations

Welfare Committee:
Tier 2&3
Specific plans and support to staff
Our three tiers of Support: a continuum

Full FBA
Additional 1:1 support
PBP
Individualised Timetable

"Quick" FBA
Systematic and targeted use of reward System
Sensory analysis/diet/breaks
More time spent on students preferred activities

SCHOOL CLIMATE
Systematic and explicit teaching of positive expected behaviours
Choice making
Positive reinforcement
Clear expectations
Safe and accessible school environment
Use of visual communication supports
Developing students’ communication skills
Predictable structures and routines
Learning and practising skills in functional situations
** Reward Systems and Reinforcements **

** WHOLE SCHOOL REWARD SYSTEM **
Frankston SDS has implemented a whole-school reward system where each student is able to earn reward points which they can exchange for rewards. These points are earned when students follow the school rules and expectations (*see appendix G*).

** INDIVIDUAL REWARD SYSTEMS **
Students may also have an individual reward system in which they earn tokens to receive a reinforcer activity. These may take the form of a “first/then” card, where a student must complete an activity, before getting a preferred activity; or a chart in which they may earn up to six tokens and then cash them in for an immediate reinforcer across a session. These points are always earned and NEVER taken away. Staff reward positive behaviours with these tokens and “catch” students when they display these positive behaviours.

** REINFORCEMENT **
Research demonstrates that acceptable behaviours are increased by positive reinforcement. Reinforcers are tangible (e.g. food, touch and activities), social (e.g. praise, smiles) and intrinsic, (where the activity is reinforcing in itself). Individuals find different things reinforcing. We look for the most meaningful reinforcer for each student. Positive reinforcement, when given as an immediate consequence for an appropriate behaviour, increases the likelihood of that behaviour recurring.

When using reinforcers, it is important to:
- reinforce a specific behaviour
- reinforce as soon as the behaviour is performed
- reinforce small steps to permit a series of successes
- be consistent.

Whenever possible, reinforcers should be age appropriate. If tangible reinforcers are the most meaningful, they should be paired with more socially acceptable verbal and intrinsic reinforcers, working towards complete elimination of the tangible reinforcers.

When an appropriate behaviour is established, reinforcers should be given intermittently, then gradually withdrawn.

** Positive Behaviour Plans **
When concerns arise about a student’s behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the student. It is important that intervention strategies meet the following criteria:

- Targeted interventions should be based on systematic collection and analysis of data.
- Intervention strategies should include the teaching and/or building of more appropriate replacement behaviours.
Progress should be measured and support reduced slowly and gradually.

Intervention practices should occur in the classroom as the first option and should always involve the classroom teacher/s.

Both academic and social strategies should be addressed.

Partnerships should involve and support parents/carer(s).

The formation of a student support group is a critical element in the staged response.

Students who exhibit Tier 2 and 3 behaviours require a formal Positive Behaviour Plan. This plan is written in consultation with the student’s parent/s, teacher, School Psychologist and relevant therapists through a Student Support Group meeting (SSG).

**Functional Behaviour Analysis**
A Functional Behaviour Analysis (FBA) must be completed in order to determine the triggers and functions of particular behaviours.

FBA is an established as a systematic, evidence-based process for assessing the relationship between a behaviour and the context in which that behaviour occurs. A primary goal of FBA is to guide the development of effective positive interventions based on the function of the behaviour (e.g., tangible, escape, attention, automatic). Interventions based on an FBA result in significant changes in student behaviour. Thus, an FBA is “critical to the design and successful implementation of positive behavioural interventions”.

At Tier 2 level, FBA involves simple and realistic team-driven assessment and intervention strategies. At Tier 3 level, FBA is considered a complex, time-consuming, and rigorous process. It is focused on students with more chronic, intensive behaviour issues for whom primary and secondary level interventions were unsuccessful. Students who exhibit serious problem behaviours in school (about 5% of school population) require an extensive FBA process led by an individual well-versed in behavioural principles (e.g., Member of School leadership, Psychologist, Speech Pathologist or Occupational Therapist).

**Cycle of Escalation**
Behaviours and actions observed are categorised into the cycle of escalation. This cycle is not always linear and students can cycle through different stages depending on their current state. *(see Appendix C)*
Positive Behaviour Plan
All students with Tier 2 and 3 behaviours must have a Positive Behaviour Plan.

Using the evidence gathered in the FBA, along with any other assessments, a Positive Behaviour Plan is devised. This plan focuses on the proactive strategies used to prevent the behaviours occurring, along with strategies that need to be taught to the student as well as the possible modified programs etc. a student may be involved in. It also covers reactive strategies to use across the different stages of the Cycle of Escalation, to assist in making a student safe, defusing the situation and assisting the student to self-regulate and re-enter the environment. The Positive Behaviour Plan must be signed by the student’s teacher, Principal/Assistant Principal, Psychologist and parent/carer. Copies are kept in the student’s file, CRT folder, student Profile and an electronic copy saved under ILP drive.

See Appendix D

Prevention and proactive strategies

Prevention (Tier 1)
Implementing preventative and early intervention strategies to support positive behaviours is a key part of S-WPBS. At Frankston SDS this includes:

- Teaching Tier 1 school-wide positive behaviours *(see chart)*
- Consistent school-wide consequences for problem behaviour
- School-wide processes for early identification of students experiencing learning and/or behavioural difficulty
- Evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour
- School-wide processes for ongoing collection and use of data for decision-making
- Empowered students, able to access a range of opportunities to take responsibility and be involved in decision-making
- A physical environment conducive to positive behaviours and effective engagement in learning

At Frankston SDS we use a variety of strategies to guide us in supporting positive behaviours and relationships, these include:

- Forming relationships with our students that build trust, connectedness and rapport
- Providing opportunities for positive social interactions, peer modelling, team spirit and support through our four school Houses
- Providing clear boundaries through our school rules and expectations
- Accepting each other, acknowledging differences and promoting strengths
- Establishing an environment that caters best for student learning
- Recognising staff and student achievements
- Acting as advocates for our students and special education in the wider community
- Providing safety, security, consistency and predictable routines
- Using clear, individualised communication strategies that give students a language to talk about things and express their feelings, either through verbal means or Augmentative and Alternative Communication (AAC); for example, Picture Exchange Communication System (PECS), photos, communication dictionaries/passports, switches or high tech devices
- Assisting students in developing emotional intelligence: “I Can Be Safe” Program, Circle Time, mood charts, the “Circles Concept”
- Empowering and enabling our students to believe they can succeed
- Knowing our students well and identifying behavioural triggers/responses
- Understanding the impact of individual student conditions on their behaviour; for example, is it a sensory issue or is it a behavioural issue? What is their behaviour communicating?
- Consulting, brainstorming ideas for promoting positive behaviours and sharing strategies with the collaborative team
- Clarifying behaviours that are important to target for modification and not trying to modify too many behaviours at once.
- Strategically ignoring a negative behaviour where the student is trying to distract the adult from the main focus
- Avoiding the discussion of students’ behaviours in front of them
- Adopting the philosophy that every day/session is a fresh start so that students don’t feel they are carrying a label with them
- Providing breaks and space from others when needed, for example, relaxation session after lunch break, sensory breaks through classes, access to a quiet space/room
- Promoting a value-laden environment
- Building a partnership with parents and carers
- Promoting an environment where peer support is valued
- Providing positive adult modelling

### Referral procedures

Students, families or staff that require welfare support can be referred to the Welfare committee, or directly to the Psychologist or Welfare Officer.

- Please direct behaviour-support issues to the Welfare Co-Ordinator or Assistant Principal to be brought up at the fortnightly welfare meeting. These include PBP reviews, or additional support/observations needed in the classroom.
- All other issues or concerns should be referred to the Psychologist or Welfare Officer via the Sentral online referral system, located under Issue Tracking:
  - Type the relevant referral information into the relevant therapist’s page. If confidential or sensitive information is to be discussed, please send this by email to the relevant person and note on the online referral system that a confidential email has been sent with relevant information.
- School mood and culture referrals should be made to the co-ordinator or a member of the Well-being Committee.
Staged response

Students with challenging behaviours, ongoing absenteeism or welfare concerns will be responded to through a staged-response. These students are best supported in a calm, consistent and predictable school environment where their individual needs are understood and recognised.

Staged response documentation will be kept up to date by staff with relevant information, parent/carer contact and student behaviour and recorded on Sentral.

(See Appendix H)

Emergency responses to critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

**EMERGENCY CODES**

These codes are recommendations and are to provide prompt action in emergency situations. When making a whole school announcement staff should

**Pick up phone**
**Push *11 and wait for tone**
**State the code colour, the student's name and location (if possible).**

**Code Blue** - medical emergency
**Code Green** - missing student
**Code Red** - violent/aggressive incident occurring.

During a code red, staff that are available will attend the incident. Duties during this time may involve the supervision or removal of the rest of the class, or physical assistance to the staff involved with the violent/aggressive student. In this case please follow the direction of the classroom staff with the particular student. They may use the following verbal codes:

"**It's fine, I've got it**" – There are too many people present. Leave the area.
"**Stay near**" – stay in the vicinity and watch ready to step in if needed
"**I need help**" – step in and physically assist
"**You've got it**" – Take over the incident. The current staff are not able to continue managing the situation.
Basic defusing strategies

Avoid escalating the problem behaviour
- Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment
- Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.

Approach the student in a non-threatening manner
- Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through
- If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour, then remind him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief
- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

Restraint

Frankston SDS follows the Department of Education and Training’s policies for restraint. Please refer to Department of Education and Training Website.

In the event of an incident threatening life or property, schools must contact emergency services by calling 000.

The Principal, Assistant Principal or Welfare Coordinator must also immediately report to Security Services Unit (phone: 03 9589 6266) any incident posing risk to the safety of a student, parent, visitor or staff member including:

- serious injury or death
- allegations of or actual physical or sexual assault
- threat to property or the environment.
Looking after yourself during a critical incident

**Be aware of the key factors** involved in past episodes of aggressive behaviour. Records and prior knowledge of student behaviour should be used to predict and prevent dangerous situations.

**Managing your own Emotions**
- Be aware of your own emotional reaction to the aggressor e.g. fear / anger
- Your thoughts are the largest contributors to your emotions.
- Think rationally.
- Try to communicate calmly and effectively.
- Stay focussed on the problem at hand.

**Minimising Risk**
- Prepare the environment.
- Ensure others’ safety.
- Allow the aggressor space.
- Be aware of emergency procedures.
- Plan an escape route.
- Wear appropriate dress e.g. no high heels or thongs.

**Managing the Crisis**
- Try to stay calm. Talking the student through the situation and describing what you think is happening may defuse the situation.
- Do not touch the aggressor unless absolutely necessary: stand at a non-threatening distance.
- Try to communicate acceptance of them as a person, distinguish between the behaviour and the child.
- Establish the student’s problem as soon as you can.
- Use simple language.
- Be aware of your body language and its effect on the situation.
- Know when to get out.

*If you have been physically or mentally assaulted, allow yourself time to recover. Contact the office and a replacement will be organised to allow you to have time to recover as shock can set in up to an hour after an incident has occurred.*

It is important to be aware that critical incidents can cause ongoing effects for the staff and students involved. Psychological and physiological impacts can be evident immediately, hours or days later. They may also have the potential to trigger other issues in some members. Be easy on yourself, we all need help and expect your feelings to change; you may even get a physical reaction such as fatigue or temporary insomnia.

**Debriefing**
Debriefing is discussion with someone to assist you in processing a critical incident.

**The aim of a debriefing session is:**
- To assess the impact on you and the immediate others.
To review what has happened, including ventilation of your thoughts, emotions and experiences, without any judgement or bias. It focuses on the physical, cognitive and psychological impacts.

To talk about a plan/changes to be made/support needed for the future.

For minor incidences: A chat with a co-worker, friend or partner can assist.

For critical incidences (including Tier 3 behaviours of aggression towards yourself, another staff member or student): Please notify the Assistant Principal, Principal, your leading teacher or member of the welfare team when a critical incident has occurred, in order to arrange a debriefing session. These staff members are equipped to provide the necessary support following the incidences.

For severe critical incidences: A referral will be made to the SSSO psychologist to complete a debriefing session, or alternatively, the staff member can elect to contact the Employee Assistance Program on 1300 361 008.

If you feel a co-worker requires a de-briefing session please speak to the Principal, Assistant Principal or Welfare Officer, who can arrange a time to speak to the staff member.

Seek skilled help if a crisis or an ongoing situation continues to bother you:

- A crisis team will be available to support you. Please speak to the Principal, Assistant Principal, Leading Teacher or Welfare Officer.
- Outside support is also available – contact the Employee Assistance Program – 1300 361 008 24 hours a day/7 days a week.

Restorative Practice
Restorative practice, developed in the justice system, is an approach to dealing with offending behaviour that focuses on offenders taking responsibility for their behaviour and taking action to repair the harm they caused. In schools, restorative practice is used as a strategy for maintaining healthy relationships and to repair relationships that have been damaged. It may be applied at a whole-school or classroom level and in responding to challenging behaviour or bullying by individual students.

Reactive strategies

“Reactive Behaviour Management” is the section of the PBP that details how to deal with challenging behaviours as they arise. It is a response to a student’s inappropriate behaviour. Whilst we will encourage and teach the Positive Behaviours we will always experience the need to implement Reactive Strategies. These strategies are how we work with students to teach them accountability for their actions and choices. (see, Appendix I Infractions and Responses Page 37)
PROCEDURES TO MANAGE AND REPORT SERIOUS AGGRESSIVE BEHAVIOUR

1. Call a CODE RED

2. There is a need for complete consistency in behaviour management strategies by all staff. For example, if the agreement is that a student is never to be left holding an object that can be used as a missile, then even if he or she is behaving extremely well at the time, he/she is not to be left holding any object (such as a drink bottle) which can be thrown.

3. All assaultive behaviour must be documented on Sentral. Staff may have become desensitised, for example, “It was only a minor slap compared with…….” It is important that the staff realise the value and importance of noting down all aggressive behaviours including near misses.

4. Serious incidents – especially (but not only) those involving assaultive behaviour from student to student - should be reported to the Principal/Assistant Principal as soon as possible after the incident. This will enable the Principal to take immediate, effective and decisive action which cannot be taken a day or two later.

An IRIS alert must be made through the Security Services Unit on 95896266.

5. Any severe accident that requires medical or hospital intervention should be recorded on a Worksafe form, available in the Assistant Principal’s office. Minor accidents or illnesses should be recorded in the “Illness and Accident book”. This hard covered book is kept in the Assistant Principal’s office. A copy is sent home to the parent/carer of the injured or ill student. Please note, when an incident refers to injury caused by another student, omit names (more details can be added to Sentral). Information must also be recorded in CASES21. See Administration staff for the corresponding forms.

6. Suspension may be the appropriate consequence of an assaultive incident. DET guidelines must be followed when a decision is made to suspend a student. (see Appendix G)

7. Some students benefit from medication to assist them in the management of their behaviour. This is a decision made by parent’s/carer’s, made in consultation with a student’s doctor/paediatrician. Accurate records of inappropriate behaviours and attempted interventions must be kept in order to assess the efficacy of medication. Consultation with the student’s doctor/paediatrician is recommended, with parent’s/carer’s permission.

8. The last resort is expulsion. This is rare, and will only be considered for a student with a history of aggression towards others, when all other interventions have been explored and failed. It is essential that the history and attempted interventions are well-documented through a staged response document. DET guidelines must be followed.
Frankston SDS is a Child Safe school with zero tolerance for any form of child abuse (see FSDS Child Safe policy, available on the website or from the office).

All staff must complete the Department of Education and Training Mandatory Reporting course online annually.

Frankston SDS staff have a duty of care for the safety, health and wellbeing of students. If a staff member has concerns about the safety, health and wellbeing of students in their care it is important to take immediate action. Teachers and therapists, who believe on reasonable grounds that a student is in need of protection from physical injury or sexual abuse, must report their concerns to Department of Human Services (DHS) Child Protection or Victoria Police.

All other school staff who believe, on reasonable grounds, that a child or young person is in need of protection or therapeutic treatment are encouraged to report their concerns to DHS Child Protection or Victoria Police.

If a staff member staff has significant concerns for the wellbeing of a child or young person, they are encouraged to report their concerns to DHS Child Protection or Child FIRST (see appendix E, Making a Mandatory Report).

In cases where staff have concerns about a student, they should discuss their concerns with the principal or a member of the school leadership team.

“Reasonable Belief”

A ‘reasonable belief’ is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a ‘reasonable belief’ might be formed if:

- a child states that they have been physically or sexually abused
- a child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been physically or sexually abused
- professional observations of the child’s behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused
- signs of abuse lead to a belief that the child has been physically or sexually abused.

A ‘reasonable belief’ or a ‘belief on reasonable grounds’ is not the same as having proof but is more than mere rumor or speculation.

See Appendix E, J and I
Absences

The Principal can consider the excuse given for an absence and use their discretion to decide if the parent/carer has a reasonable excuse for not meeting their legal obligations (‘excused absence’), or does not have a reasonable excuse (‘unexcused absence’).

The process for making a decision about student absences involves the principal:

- considering a request from a parent to approve an absence
- exercising their discretion as to whether or not to excuse the absence
- notifying the parent/carer if the absences have not been excused.

In general, the principals will excuse absences for:
- medical and dental appointments, where out of hours’ appointments are not possible or not appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- school refusal, if a plan is in place with the parent to address causes
- cultural observance, if the parent/carer notifies the school in advance
- family holidays, where the parent/carer notifies the school in advance and the student completes any student Absence Learning Plan agreed by the school, student and parent/carer

Truancy (defined in the Education and Training Reform Act 2006 as absences due to the child’s disobedience and not due to any fault of the parent) is a reasonable excuse for a parent. In deciding to accept this explanation a principal must consider:

- the age of the student
- the previous attendance of the student
- the parent’s/carer’s capacity to influence and control the student’s behaviour.

If, after considering these factors, the principal is not satisfied with the parent’s/carer’s explanation, then the absence should be regarded as an unexcused absence and the principal should follow the following processes:

The school will consider follow-up when a student has been absent more than five days in a term for any reason (indicating attendance falling below 90 per cent), even for parent/carer approved health-related absences. They will also follow up and implement improvement strategies where:

- the absence is having a significant impact on a student’s educational attainment, achievement and development
- a student has been truanting (absent without parental/carer consent)
- a parent/carer reports that a student refuses to attend school
- there has been no explanation for the student’s absence
- a parent/carer repeatedly fails to provide a reasonable excuse for their child’s absence.

When following up absences, the school will:

- further investigate the reasons for the student’s absence
- organise a meeting with the parent/carer and the welfare officer at the earliest opportunity to identify the issues related to the non-attendance and to plan for improvement
• ensure they notify the parent/carer in writing each time the school considers they have not provided a reasonable excuse for the absence.

A staged response should be completed when ongoing absenteeism is observed.

(See Appendix F)

Reference:  

**Suspension and expulsion**

The principal is responsible for student suspensions. Students will only be excluded from school when all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action, given the student’s behaviour. If a student is suspended it will be for the shortest time necessary. The period of suspension will be used by the school, the student and the student’s parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

At any time during a suspension, parents/carers can request that a Student Support Group meeting be convened. The principal has two options available; In school or Out-of-School suspension. In determining which option is the most appropriate, the principal will consider the educational, social and emotional impacts on the student and school community.

Appropriate and meaningful school work will be provided to the suspended student. While completion of the work is not a requirement for re-entry to school, parents/carers can assist the process by ensuring that the work is completed.

**See Department of Education and Training Website for more information**

The Principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school:

• The student does anything for which they could be suspended
• The student’s behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school’s educational programs, an expulsion is the only available mechanism.

**See Department of Education and Training Website for more information**
Bus behaviour

Frankston SDS’s transport buses are supplied by external contractors Westernport Buslines and Peninsula Buslines. These companies supply the staff and have their own processes and procedures.

Safety on the school buses is of paramount importance. If a student exhibits unsafe or challenging behaviours on the bus while travelling to or from school, an incident report will be completed by the bus driver or chaperone. These are sent directly to the school, then filed and a copy sent home to the parent/carer. Where intervention is needed, a referral is made to the relevant staff member for a PBP, to teach appropriate behaviour. Frankston SDS staff will consult with the bus staff and support them with training to implement the plan. Other equipment, such as visual supports will also be provided by the school when required. As a last resort, equipment, such as a harness or buckle guard, will be supplied, in consultation with parents/carers and a medical practitioner.

Out of home care

Out-of-Home Care (OOHC) is a living arrangement for children and young people who do not live in their family home.

Some students at Frankston SDS reside in out of home care. These students are case managed through Department of Human Services (DHS) and some private organisations. Students living in OOHC, may reside in foster care, or residential care facilities.

Frankston SDS is committed to providing timely school enrolment, promoting attendance and engagement, supporting achievement, case planning and monitoring student outcomes.

Each student living in OOHC, will have a Student Support Group. This group will hold regular meetings to assist the student and liaise with those agencies involved.

Please see Out-of-Home Care Education Commitment document for more information (a copy is available at the office)
Frankston SDS has a range of Policies that should be read in conjunction with the Welfare Manual. These policies can be accessed on the school’s website or a request for a copy can be made at the office.

www.frankston-sds.vic.edu.au

**Bullying and Harassment Policies**
- Anti-Bullying
- Sexual Harassment

**Sick or Injured Students Policies**
- Arrangements for Ill Students
- Students with Significant Health Needs
- Injuries to Students
- Medication
- Anaphylaxis

**Cyber Safety Policies**
- Cyber Bullying
- Inappropriate Content/Sexting
- Social Network

**Child Safe Policy**

**Outside agency links**

**ELMHS**

Early in Life Mental Health Service (ELMHS) is a place where young people who are experiencing emotional, behavioural or mental health problems can access help.

Within ELMHS there are a number of different services available. Depending on your needs, you will be referred to one of the following:
- Community Teams (also known as outpatient services)
- Adolescent Recovery Centre (ARC)
- Stepping Stones (also called the Adolescent Psychiatric Inpatient Unit)
- Transition Program
- Intensive Mobile Outreach Support (IMOS)
- Recovery and Prevention of Psychosis, available to 16-25 year olds (RAPP)

To use the service, the student’s parents/guardians will need to contact The Southern Health Psychiatric Triage Service. Triage is available 24 hours a day, 7 days a week to make brief assessments over the phone and put you in contact with the service that can help you the most. If a service outside of ELMHS is more suited to your needs, Triage will provide you with those details.
Other people can also make referrals on your behalf. If a member of your family, a doctor, a school worker, or a community agency worker is concerned about you, they can contact Triage directly.

**Department of Human Services (DHS)**

DHS provides a range of services to children, youth and families

- Family and parenting support from pregnancy to when their child is four years’ old
- Support for service providers providing services for young people aged 10-18
- Information for service providers dealing with the placement and support of children and youth
- Child protection information and support for organisations that deal with child protection
- Information and resources for service providers that handle family violence and sexual assault matters
- Direct support for young people and adults who have experienced recent or past sexual assault
- Support, resources and information relating to issues surrounding youth justice
- Housing support, information and resources for homelessness

**General Enquiries:** 1300 650 172
Frankston: 9784 3100
431 Nepean Highway
Frankston 3199

**Disability Client Services**

Specialist disability supports are available to assist people with a disability. They include Case Management, Criminal Justice Services, Behaviour Intervention Services and Therapy.

**Disability Services Intake and Response:** 1800 783 783

**Child First**

A referral to Child First may be the best way of connecting vulnerable young people and their families to the services they need to protect and promote their development. Families requiring these services generally have complex needs which can adversely affect their children if adequate supports and intervention are not provided in a timely manner. A referral to Child First will:

- Assess the most appropriate response
- Provide information and advice
- Plan for how best to support a child’s development and the families parenting capacity
- Arrange a Family Services Agency to support the family

Frankston Office: 97843100

**Child protection**

Meeting the needs of children and making sure they are safe in the family is a shared responsibility between individuals, the family, the community and the government. When adults caring for
children do not follow through with their responsibilities, are abusive or exploit their positions of power, then it is the child protection system that becomes responsible for taking action. Some professionals, including teachers are legally obliged to report child abuse.  *Failure by any adult to disclose child sexual abuse to the police is an offence*

**Victorian Police:** 000  
**Southern division:** 1300 655 795  
**Child Protection after hours:** 13 23 78

**Head Space**  
HeadspaceFrankston is a health service for young people living in the Frankston and Mornington Peninsula region. They provide:
- Bulk billing GP clinic for young people not currently linked in with a GP.  
- Both male and female doctors are available for consultation  
- Appointments are available Mondays, Wednesdays, Thursdays and Fridays.  
- Bulk billing psychologists, providing free counselling sessions for young people.  
- Psychiatric registrar, working with young people, and providing secondary consultations to other workers and services.

62 Playne Street Frankston 3199 (right next to the Frankston Library)  
**Phone:** 03 9769 6419  
**Fax:** 03 9770 5688

**Private Therapy**  
Many students receive private therapy including Psychology, Speech Therapy and Occupational Therapy. Therapists and teachers endeavour to keep contact with these therapists to assure a consistent approach across all environments.

**Anglicare – Funding**  
Students may receive funding for a variety of home purposes. Anglicare provide funding support packages for respite, resources, therapy and other related financial needs of the family. Please speak to the Welfare Officer for further information and referral to this agency.

**Case Management Organisations**  
Students who are in out of home care placements receive case management through a variety of organisations. These organisations liaise with the school to support the student under their care. Student Support Groups (SSG’s) are held usually termly to support the student’s need. If you have a student in either foster care or residential care, please contact the relevant agency of any issues or concerns regarding the student.
Child Safe supporting organisations:

The Centre Against Sexual Assault (CASA)
The Centre Against Sexual Assault, who work to ensure that women, children and men who are victim/survivors of sexual offending have access to comprehensive and timely support and intervention to address their needs.
Ph: 1800 806 292

Gatehouse Centre, Royal Children’s Hospital
Provides support and assistance to children and young people affected by sexual offending or problem sexual behaviours
Ph: (03) 9345 6391 (from 9.00am-5.00pm)
(03) 9345 5522 (after hours Crisis Care) ask to page the Gatehouse Centre after hours clinician.

Children’s Protection Society
Provide advice and support to children and families to help them break out of the cycle of abuse, neglect, poverty and disadvantage through a creative portfolio of programs, resources and services.
Ph: (03) 9450 0900

Australian Childhood Foundation
Provide recognised programs that counsel and support children to recovery; help professionals who work with children to better support at risk children; raise awareness of the causes and consequences of abuse.
Ph: 1800 176 453

Victorian Aboriginal Education Association Inc.
Victorian Aboriginal Education Association Inc (VAEAI) provides an advocate role for the Victorian Koorie community
Ph: (03) 9481 0800

Department of education and Training web links

The links below provide access to information for parents/carers regarding welfare, behaviour and health:

DET website:

DET website for parent information:

DET website for information regarding enrolment, attendance, behaviour and creating respectful and safe communities:
Communication Procedures

Communication with the school community is an essential part of the educational process. The table below outlines the lines of communication and decision-making at Frankston SDS. See also, the school’s “Communication Policy,” available on the school’s website or available on request at the office.
### Communication, Decision-making and Meeting Structures

<table>
<thead>
<tr>
<th>FORUM</th>
<th>MEETING TIME</th>
<th>MEMBERSHIP</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Council</td>
<td>6.30 pm second Monday of month</td>
<td>• Principal&lt;br&gt;• 4 elected staff members&lt;br&gt;• Elected parents/carers (more than one third of the members)&lt;br&gt;• Community members</td>
<td>• To set the key directions of the school within DET guidelines&lt;br&gt;•</td>
</tr>
<tr>
<td>Staff Meeting</td>
<td>3.30 pm alternate Wednesdays</td>
<td>All staff</td>
<td>• To disseminate DET policies and directions&lt;br&gt;• To share information about school programs&lt;br&gt;• To share information about students&lt;br&gt;• To provide professional development opportunities for staff&lt;br&gt;• To discuss OH&amp;S issues&lt;br&gt;• To consult on a range of issues</td>
</tr>
<tr>
<td>Action Research Groups</td>
<td>3.30 on alternate Wednesdays</td>
<td>All teachers and others by choice Organised by leading teachers in consultation with Assistant Principal</td>
<td>• To develop best practice across the school&lt;br&gt;• Staff undertake action research projects related to implementation of the School Strategic Plan</td>
</tr>
<tr>
<td>Planning for Learning Teams</td>
<td>3.15 on alternate Tuesdays</td>
<td>All staff in small groups</td>
<td>• To plan for Student Learning&lt;br&gt;• To focus on improving student learning outcomes&lt;br&gt;• To facilitate staff learning from each other&lt;br&gt;• To share knowledge for the benefit of the whole school community</td>
</tr>
<tr>
<td>Department</td>
<td>3.30 on alternate Tuesdays</td>
<td>Junior, Middle, Senior and Specialist/Therapy Departments</td>
<td>• To disseminate information and have discussion about a range of educational, timetabling and organisational issues&lt;br&gt;• To plan, share and reflect together on the daily implementation of the educational program</td>
</tr>
<tr>
<td>Frankston Special Developmental School</td>
<td>Student Welfare Policies and Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frondos as organised</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leading Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                                       | Therapy Co-ordinator | • To provide leadership in the planning and implementation of the Strategic Plan  
|                                       |                        | • To share information  
|                                       |                        | • To identify and resolve issues  
|                                       |                        | • To lead the program of professional learning for staff  
|                                       |                        | • Workforce planning |
| **OH&S**                              | Manager OH&S (Assistant Principal) |
| One meeting per term as organised     | OH&S Rep (Facilities Manager) |
|                                       | Staff as organised | • To promote good OH&S practices throughout the school  
|                                       |                        | • To monitor OH&S practices in the school  
|                                       |                        | • To implement the OH&S Management System |
| **Consultative Committee**            | Principal |
| Two meetings per term as organised    | Assistant Principal |
|                                       | Leading Teachers |
|                                       | Staff as elected | • To ensure school-based decisions are carried out in a framework that enables staff to have input into the decisions that affect their working life, as per the Industrial Agreement |
| **Welfare Committee**                 | Assistant Principal  |
| 12.00 pm on alternate Wednesdays (staff meeting week) | Welfare Co-ordinator |
|                                       | Therapy staff |
|                                       | SSSO psychologist |
|                                       | Other staff as required | • To promote the safety and welfare of staff and students  
|                                       |                        | • To develop, implement, monitor PBPs  
|                                       |                        | • To support staff in the implementation of programs that promote S-WPBS |
Appendix A: Relevant Government Acts

- The *Equal Opportunity Act 2010* (Vic) prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

- The *Charter of Human Rights and Responsibilities Act 2006* (Vic) requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

- The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

- The *Education and Training Reform Act 2006* (Vic) states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that:
  (i) realises their learning potential and maximises their education and training achievement;
  (ii) promotes enthusiasm for lifelong learning;
  (iii) allows parents to take an active part in their child’s education and training.

Appendix B: Frankton SDS Shared Norms of Behaviour

Our shared norms are the foundation for all our professional interactions.

<table>
<thead>
<tr>
<th>We wish to be treated:</th>
<th>We wish to be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively and Tactfully</td>
<td>Valued</td>
</tr>
<tr>
<td>Compassionately and with Respect</td>
<td>Supported</td>
</tr>
<tr>
<td>With Fairness and Equality</td>
<td>Listened to</td>
</tr>
<tr>
<td>With Integrity and Honesty</td>
<td>Included</td>
</tr>
<tr>
<td>With Genuineness</td>
<td>Accepted for Self</td>
</tr>
<tr>
<td>With Trust and Kindness</td>
<td>Acknowledged</td>
</tr>
<tr>
<td>With Understanding and Consideration</td>
<td></td>
</tr>
<tr>
<td>With Empathy and Encouragement</td>
<td></td>
</tr>
<tr>
<td>Non-Judgementally</td>
<td></td>
</tr>
<tr>
<td>With Consistency and Tolerance</td>
<td></td>
</tr>
<tr>
<td>With Confidentiality</td>
<td></td>
</tr>
</tbody>
</table>
**Appendix C: Cycle of escalation**

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Observations</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trigger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceleration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>De-Escalation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recovery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Positive Behaviour Plan

**Student Name:**

**Date of Birth:**

**Date of PBP:**

**Date of Review:**

<table>
<thead>
<tr>
<th><strong>Functional Behaviour Analysis completed:</strong></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Result from Motivation Assessment:</strong></td>
<td>Sensory</td>
<td>Escape</td>
</tr>
<tr>
<td><strong>Behaviour Goal:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Antecedents/Initial signs of stress/triggers:**

**Peak phase behaviours:**

## PROACTIVE STRATEGIES

<table>
<thead>
<tr>
<th>Environmental Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes to the physical and learning environment; visual supports; changes to social demands; changes to work routines; inclusion of motivators and learning strengths.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>What alternative or replacement behaviour would you like to teach or reinforce the student to use? What skills need to be learnt?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focused Support (as required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student require a focused intervention and reinforcement schedule to...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peak phase behaviours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>De-Escalation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recovery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
</tbody>
</table>
Motivators to use in order of effectiveness:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Parent Name: ____________________________ Signature: __________________________

Teacher Name: ____________________________ Signature: __________________________

Psychologist Name: ____________________________ Signature: __________________________

Principal Class Name: ____________________________ Signature: __________________________

Copies distributed to:

<table>
<thead>
<tr>
<th>Parents</th>
<th>Student File</th>
<th>CRT folder</th>
<th>Electronic copy in Student file</th>
<th>Assistant Principal</th>
</tr>
</thead>
</table>
**Appendix E**

**Making a mandatory report**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In case of emergency or if a child is in immediate danger, ring 000 or the local police station</td>
</tr>
</tbody>
</table>
| 2    | To report concerns about the immediate safety of a child within their family unit to Child Protection, call the Child Protection Crisis Line on 13 12 78 (24 hours, 7 days per week, toll free)  
Keep comprehensive notes that are dated, and include the following information:  
- A description of the concerns (physical injury, student behaviour)  
- The source of these concerns (observation, report form the child or another person)  
- The actions taken as a result of these concerns (consultation with the Principal, report to DHS Child Protection) |
| 3    | While the individual staff member should make their own assessment about whether they should make a report, any safety concerns can be discussed with the Principal or other leadership members. |
| 4    | Gather the relevant information to make the report including:  
- Full name, date of birth and residential address of the child  
- The details of the concerns and the reasons for those concerns  
- The individual’s involvement with the child  
- Details of any other agencies who may be involved with the child |
| 5    | Record the report on Sentral including the following:  
- Date and time of the report  
- A summary of what was reported  
- The name and position of the person who made the report  
- The name and position of the person to whom the report was made |
| 6    | Notify relevant school and/or department staff of a report to DHS Child Protection, including the Principal and Welfare Officer |
| 7    | In case of international students, the Principal must notify the DET International Education Division (03 9637 2990) |
| 8    | In the case of Koorie students, the Principal must notify the Regional Office to ensure the regional Koorie support officer can arrange appropriate support for the student. |
**Appendix F: Return to School Plan**

A Return to School Plan can be implemented to assist in the reintegration of a student after a prolonged absence (and may be used following other strategies if these strategies have not had the desired outcome). This plan should be developed with the student and the parents/carers and any support workers.

<table>
<thead>
<tr>
<th>Student name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: Date:</td>
<td></td>
</tr>
</tbody>
</table>

The work that I have missed and need to complete:

My timetable (including bell times and non-school periods):

<table>
<thead>
<tr>
<th>School Term Dates:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Free Days:</td>
<td></td>
</tr>
<tr>
<td>School will be closed to students on:</td>
<td></td>
</tr>
</tbody>
</table>

Goals to improve my attendance so that I achieve a ___ % attendance rate:
1. 
2. 
3. 

People I will go to when I need help and where I can find them:

<table>
<thead>
<tr>
<th>Person</th>
<th>Location</th>
</tr>
</thead>
</table>

If I am absent for any reason my parent/carer will phone the school on the first day of my absence on this number: ______ ______. If the school does not receive a message then my teacher will phone my home to see what has happened on this number/these numbers: ______ ______ or ______ ______ ______.
**Appendix G: Frankston SDS Rules and Expectations**

### Respect the environment

#### Our Learning Places:
- Look after class materials, furniture and devices
- Keep the environment tidy and clean
- Put away your things

#### Playgrounds and courtyards:
- Use equipment safely
- Shut the gate when entering and exiting the yard
- Look after plants, grass and trees

#### Toilet:
- Keep the toilet area clean
- Tell a teacher when the toilet paper has run out
- Place nappies in the appropriate place

#### Excursions and Camps:
- Look after your own belongings

#### Maintenance shed:
- Keep tools organised

#### Bus:
- Take care of your seat and belongings
- Line up and wait for the bus

### Respect yourself:

#### Our Learning Places:
- Follow the class timetable
- Follow cyber safety rules
- Work your hardest to achieve your goals.

#### Playgrounds and courtyards:
- Be Sunsmart
- Ask to use the exercise equipment and the swing
- Line up and come in when the bell goes
- Accept differences in others

#### Toilet:
- Wash your hands after using the toilet
- Shut the toilet door

### Moving:

#### Excursions and Camps:
- Be responsible for your own actions and choices
- Accept new environments and routines

#### Maintenance shed:
- Wear personal protective equipment
- Follow safety rules when using equipment
- Only enter the shed with Chris Andrews
- Ask permission before using equipment

#### Bus:
- Put on your seat belt
- Keep your body parts inside the bus
- Talk quietly to the person next to you
- Keep your feet on the floor

### Respect others

#### Our Learning Places:
- Share materials and equipment
- Knock on the door and wait to enter rooms
- Accept other students’ choices

#### Playgrounds and courtyards:
- Share the toys and equipment
- Encourage others and include them
- Accept that some people play alone.

#### Toilet:
- Take turns in the toilet
- Respect privacy
- Return to class quietly

### Moving:

#### Excursions and Camps:
- Stay with the group
- Use an appropriate voice for the environment
- Consider others’ belongings

#### Maintenance shed:
- Work as a team to complete jobs
- Be aware of sensory needs

### Bus:
- Keep your seat belt on while travelling
- Buckle up your seat belt before exiting the bus
- Share your seat when required
- Sit quietly until it is time to get off the bus

### Our Always Rules:

- Pack away your toys and books
- Follow public and private rules
- Try something new
- Listen and follow directions
- Use kind words
- Remember others’ space bubble
- Help others
Appendix H: Staged Response

Frankston Special Developmental School

Staged response

Student’s name:___________________________________________

Date of completion:___________

Student Engagement and Wellbeing Policy - Stage 2: Intervention – a targeted response for individual students (to be implemented when shared expectations are not met)

<table>
<thead>
<tr>
<th>Intervention: a targeted response for individual students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested strategies</strong></td>
</tr>
<tr>
<td>Establish an understanding of the life circumstances of the child/young person and how they feel.</td>
</tr>
<tr>
<td>Identify areas of concern</td>
</tr>
<tr>
<td>Establish data collection strategies.</td>
</tr>
<tr>
<td>Develop the plan for improvement based on data and review regularly.</td>
</tr>
<tr>
<td>Explicitly teach and/or build replacement behaviors.</td>
</tr>
<tr>
<td>Determine strategies for the monitoring and measurement of student progress</td>
</tr>
<tr>
<td>Establish inclusive and consistent classroom strategies</td>
</tr>
<tr>
<td>Establish out-of-class support strategies</td>
</tr>
<tr>
<td>Establish a student support group</td>
</tr>
<tr>
<td>Level</td>
</tr>
<tr>
<td>---------------</td>
</tr>
</tbody>
</table>
| Tier 1        | Behaviours which are managed within the learning environment by teachers and education support staff | **Self-harming:**  
• Attention seeking that interferes with own learning

**Inappropriate use of technology:**  
• Playing games when instructed to do an activity

**Minor Absconding behaviour**  
• Out of seat without permission in class

**Minor Bus infraction**  
• Inappropriate behaviour in bus (not endangering safety)

**Minor physical misconduct**  
• Standing too close
• Touching others’ belongings
• Touching others’ clothing
• Refusal to participate
• Sulking/stubborn
• Inappropriate reaction to losing in a game/sport
• Threat to throw objects

**Minor property infraction**  
• verbalising about touching the fire extinguisher

**Minor verbal infraction**  
• Using a raised voice
• Teasing
• Negative self-talk
• Interrupting the learning of others
• Talking rudely to others
• Minor dishonesty (telling “stories”)

**Instruction:**
• Redirection
• Rule reminder: refer to relevant rule and visuals
  ✓ Are you being….
  ✓ What should you be doing…..

• Choice: you can do this now or…..
• In class break/quiet time to reflect
• Buddy class: thinking time in buddy class

**Re-entry to class:**
• Debrief
• Problem solving
• Mend and repair
• Re-teach

• Recognising the function of the behaviour
• Teaching of replacement behaviour
• Incident recorded on Sentral for repeated/disruptive misconduct
### Level: Tier 2

**Behaviours that require referral outside the Learning Environment**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Response</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-harming:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Self-induced vomiting</td>
<td></td>
<td>Consultation with student welfare team</td>
</tr>
<tr>
<td>- Picking at skin/scratching</td>
<td></td>
<td>Short Functional Behaviour Analysis</td>
</tr>
<tr>
<td>- Eating non-food items</td>
<td></td>
<td>Individual Positive Behaviour Support Plan (PBP) developed for repeated misconduct</td>
</tr>
<tr>
<td><strong>Inappropriate use of technology:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Taking photos without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Taking videos without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Accessing inappropriate sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Absconding:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Leaving room/yard without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Running inside classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bus/transport infraction:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Undoing seat belt in bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical misconduct:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Threatening behaviour (bullying)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Bumping into others</td>
<td></td>
<td></td>
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<tr>
<td>- Pulling at others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grabbing others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Kicking doors/walls/furniture/windows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Dropping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Deliberate defiance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Throwing objects (not at someone)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vandalism:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Touching fire extinguisher</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inappropriate behaviours:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Swearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rude gestures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Screaming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Copying of others' inappropriate behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Inciting others to behave inappropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Telling hurtful lies about others</td>
<td></td>
<td></td>
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<tr>
<td>- Urinating inappropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Behaviour</td>
<td>Response</td>
</tr>
<tr>
<td>-------</td>
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<td>----------</td>
</tr>
</tbody>
</table>
| Tier 3 | Self-harming:  
- Biting self  
- Head-banging  
- Cutting self | Follow PBP and manage behaviour  
- Call code RED  
- Removal to quiet area or office – supervise from safe distance  
- Emergency services called if required  
- Notify Assistant Principal or Principal if needed for support | Incident recorded on Sentral under wellbeing, and also issue tracker referral to Assistant Principal/Principal  
Parents/carers contacted- Sentral letter home or phone call  
Print letter from Sentral, must be signed by Principal  
IRIS alert if required  
Edusafe report if required  
Referral to psychology  
Write PBP with welfare team/ review of PBP |
| | Cyber safety infraction  
- Cyber-bullying  
- Sexting  
- Explicit videos/photos | | |
| | Sexual behaviour:  
- Touching self inappropriately  
- Masturbating in public  
- Touching others inappropriately  
- Stripping clothes  
- Exposing private body parts | | |
| | Absconding from school/venue | | |
| | Bus Violation  
- Getting out of seat in bus  
- Endangering others in the bus | | |
| | Physical misconduct  
- Fighting/physical bullying  
- Physical intimidation  
- Hitting/punching  
- Kicking  
- Threatening with a weapon  
- Contact with weapon  
- Hair-pulling  
- Scratching  
- Spitting  
- Pinching  
- Inappropriate touching  
- Grab/pull clothes  
- Pushing | | |
| | Bullying  
- Targeted bullying of specific individuals  
- Swearing with intent to hurt  
- Inciting others to behave aggressively | | |
| | Harassment  
- Physical  
- Verbal  
- Racial  
- sexual | | |
| | Vandalism  
- Property damage  
- Tip/throw furniture  
- Letting off fire extinguisher | | |
<p>| | Smoking | | |</p>
<table>
<thead>
<tr>
<th>Frankston Special Developmental School</th>
<th>Student Welfare Policies and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In school grounds</td>
<td></td>
</tr>
<tr>
<td>• Off school grounds</td>
<td></td>
</tr>
<tr>
<td><strong>Drugs</strong></td>
<td></td>
</tr>
<tr>
<td>• Use of drugs</td>
<td></td>
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<tr>
<td>• In possession of drugs</td>
<td></td>
</tr>
<tr>
<td>• Selling drugs</td>
<td></td>
</tr>
<tr>
<td><strong>Inappropriate behaviour</strong></td>
<td></td>
</tr>
<tr>
<td>• Smearing/defecating inappropriately</td>
<td></td>
</tr>
<tr>
<td>• Removal of toilet water</td>
<td></td>
</tr>
<tr>
<td><strong>Theft</strong></td>
<td></td>
</tr>
</tbody>
</table>
FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT

1. RESPONDING TO AN EMERGENCY
- If there is no risk of immediate harm, go to Action 2.
- If a child is at immediate risk of harm, you must ensure their safety by:
  - separating alleged victims and others involved
  - administering first aid
  - calling 000 for urgent medical and/or police assistance to respond to immediate health or safety concerns
  - identifying a contact person at the school for future liaison with Police

2. REPORTING TO AUTHORITIES
- As soon as immediate health and safety concerns are addressed, you must report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

3. CONTACTING PARENTS/CARERS
- Your Principal must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:
  - not to contact the parents' care (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parents/care to be contacted)
  - to contact the parents/care and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4. PROVIDING ONGOING SUPPORT
- Your school must provide support for children impacted by abuse. This should include the development of a Student Support Plan in consultation with wellbeing professionals. This is an essential part of your duty of care requirements.
- Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.
- You must follow the Four Critical Actions every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

WITHIN THE SCHOOL

VICTORIA POLICE
- You must report all instances of suspected child abuse involving a school staff member, contractor, or volunteer to Victoria Police.
- If there is no risk of immediate harm, go to Action 2.

GOVERNMENT SCHOOLS
- School Principal and/or leadership team
- Employee Conduct Branch
- DSE Security Services Unit

CATHOLIC SCHOOLS
- School Principal and/or leadership team
- Diocesan education office

INDEPENDENT SCHOOLS
- School Principal and/or school chairperson

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION
- You must report to DHHS Child Protection if a child is considered to be:
  - in need of protection from child abuse
  - at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

GOVERNMENT SCHOOLS
- School Principal and/or leadership team
- DSE Security Services Unit

CATHOLIC SCHOOLS
- School Principal and/or leadership team
- Diocesan education office

INDEPENDENT SCHOOLS
- School Principal and/or chairperson

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing, you must still act. This may include making a referral or seeking advice from DHHS FIRST in circumstances where the family are open to receiving support, or to DHHS Child Protection or Victoria Police.

YOU MUST TAKE ACTION

As a school staff member, you play a critical role in protecting children in your care.

- You must act, by following:
  - You must act if you form a reasonable belief that a child has, or is at risk of being abused.
  - You must act if you receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused.
  - You must act if you form a suspicion/reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).

- You must use the Responding to Suspected Child Abuse template to keep clear and comprehensive notes.

* A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.
Child safe - child abuse recording form

The child safe standards require organisations that provide services for children to have processes for responding to and reporting suspected child abuse. You can provide this resource to a child or their family if they disclose an allegation of abuse or safety concern in your organisation. Your staff can also use this resource to record disclosures.

All incident reports must be stored securely.

Incident details

<table>
<thead>
<tr>
<th>Date of incident:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of incident:</td>
<td></td>
</tr>
<tr>
<td>Location of incident:</td>
<td></td>
</tr>
<tr>
<td>Name(s) of child/children involved:</td>
<td></td>
</tr>
<tr>
<td>Name(s) of staff/volunteer involved:</td>
<td></td>
</tr>
</tbody>
</table>

If you believe a child is at immediate risk of abuse phone 000.

Does the child identify as Aboriginal or Torres Strait Islander?

(Mark with an ‘X’ as applicable)

No [ ] Yes, Aboriginal [ ] Yes, Torres Strait Islander [ ]

---


2 The child safe standards aim to protect children from abuse in organisations, including physical violence, sexual offences, serious emotional or psychological abuse and serious neglect. For further explanation of the different types of child abuse, please see An Overview of the Victorian child safe standards: <www.dhs.vic.gov.au/__data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc>.
Please categorise the incident

- Physical violence
- Sexual offence
- Serious emotional or psychological abuse
- Serious neglect

Please describe the incident

<table>
<thead>
<tr>
<th>When did it take place?</th>
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</table>

<table>
<thead>
<tr>
<th>Who was involved?</th>
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</table>

<table>
<thead>
<tr>
<th>What did you see?</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Other information</th>
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<tbody>
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</table>

Parent/carer/child use

<table>
<thead>
<tr>
<th>Date of incident:</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time of incident:</th>
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<table>
<thead>
<tr>
<th>Location of incident:</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Name(s) of child/children involved:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name(s) of staff/volunteer involved:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Office use:

<table>
<thead>
<tr>
<th>Date incident report received:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff member managing incident:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Follow-up date:</th>
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<table>
<thead>
<tr>
<th>Incident ref. number:</th>
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</table>
Has the incident been reported?

<table>
<thead>
<tr>
<th>Child protection</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td></td>
</tr>
<tr>
<td>Another third party (please specify):</td>
<td></td>
</tr>
</tbody>
</table>

Incident reporter wishes to remain anonymous?

(Mark with an ‘X’ as applicable)

Yes [ ] No [ ]

Further information


Additional resources for organisations in the child safe standards toolkit can be found on the Department of Health and Human Services website: <www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards>. In particular, An Overview to the Victorian child safe standards, has information to help organisations understand the requirements of each of the child safe standards, including examples of measures organisations can put in place, a self-audit tool and a glossary of key terms: <www.dhs.vic.gov.au/__data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc>

Note for registered schools: a forthcoming Ministerial Order under the Education and Training Reform Act 2006 will contain the minimum actions that schools must take to meet each of the child safe standards. There will be a lead in time before regulation will commence to allow schools time to prepare. The Department of Education and Training and the Victorian Registration and Qualifications Authority will provide information and materials specifically for schools to assist with capacity building and compliance.

Registered schools can contact the Department of Education and Training: child.safe.schools@edumail.vic.gov.au

Early childhood services operating under the National Quality Framework or Children's Services Act 1996 should contact: licensed.childrens.services@edumail.vic.gov.au

Licensed children's services enquiry line: 1300 307 415

Disclaimer

This document provides general guidance only on the child safe standards. The Department of Health and Human Services does not guarantee that the examples provided in the document are sufficient for the purposes of an organisation's compliance with existing regulatory or government funding requirements.
To receive this publication in an accessible format email childsafestandards@dhhs.vic.gov.au

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Where the term ‘Aboriginal’ is used it refers to both Aboriginal and Torres Strait Islander peoples. Indigenous is retained when it is part of the title of a report, program or quotation. Throughout this paper we refer to ‘Aboriginal peoples’ rather than ‘Aboriginal people’ to reflect the plurality and diversity of Victorian Aboriginal communities.