

Wollongong West Public School

Wellbeing Framework - *School Behaviour and Support Plan*



Contents

1. Introduction	3
2. Berry Street Education model	5
3. Zones of Regulation	15
4. Restorative practices	23

Introduction

Wollongong West Public School is committed to creating quality learning opportunities for all children. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Our shared understanding of wellbeing is that

- it is dynamic and integral to learning;
- it focuses on attributes and strengths that teach and support children to grow and learn from challenges and complexities; and
- positive, trusting and respectful relationships are vital.

Our localised Wellbeing Framework adopts a **positive, therapeutic and non-punitive** approach to supporting children's wellbeing. It is informed by the NSW Department of Education's model that supports all children to connect, succeed and thrive in an enabling school environment.



Our school is committed to providing a safe, supporting and responsive learning environment for everyone through adherence to the Behaviour Code for students – <https://schoolsequella.det.nsw.edu.au/file/ea084894-ada7-4b39-890c-21c4ab1e9aaf/1/behaviour-code-students-english.pdf>

The Care Continuum

Students may require different types of intervention delivered in different ways along a continuum of care to best support their needs. The continuum of care includes interventions for:

- all students - creating a safe and respectful learning environment
- some students - providing early intervention and targeted support for students at risk
- a few students - supporting students with complex and challenging needs through intense, individual interventions



Prevention – Preventative approaches address emerging, low level and potentially disruptive behaviours that may escalate if not addressed.

Early intervention – Early intervention approaches address emerging, low level and potentially disruptive behaviours that may escalate if not addressed.

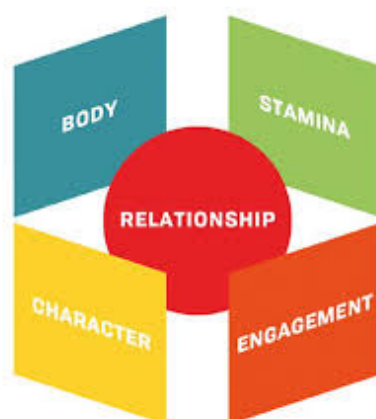
Targeted intervention – Targeted interventions are designed for students, or groups identified as at risk of developing negative behaviours unless support is provided.

Individual intervention – Individual interventions address more challenging or complex behaviours and involve individual assessment, implementation monitoring and review.

Our Wellbeing Framework. outlines the types of intervention for students along this continuum.

The Berry Street Education Model

Our localised Wellbeing Framework is further informed by the Berry Street Education Model. This model looks at student wellbeing through a trauma informed framework that links trauma informed approaches with proven positive psychology interventions. Wellbeing practices and learning are informed by 5 domains. The domains of body, stamina, character and engagement are underpinned by the domain of relationship.



Domain 1 - *Body*

This domain prioritises the body and the impacts of chronic stress on the body and its regulatory abilities. The main focus areas in the domain of *Body* are:

- de-escalation;
- present, centred, ready to learn;
- mindfulness; and
- self-regulation.

At Wollongong West Public School, children are supported in the domain of *Body* through:

Initiative	Description of initiative	Who accesses the initiative	Who delivers the initiative	When is the initiative implemented	LST referral required to access the initiative
Zones of Regulation	A framework that teaches students strategies for emotional and sensory self-management.	All students	All staff	Lessons are explicitly taught in Term 1 each year. The strategies and language are then used	No

				as everyday practice.	
Sensory rooms and sensory tools	Sensory equipment will support students with emotional regulation.	All students, especially those with needs in emotional regulation.	All staff	As required following transition times or when students are in the yellow or blue zones.	No
Flexible seating	Flexible seating can be used in classrooms to support student focus and engagement.	All students as required.	All staff	During class activities as required.	No
Mindfulness activities	Students focus on what they are sensing and feeling in the moment.	All students	All staff	As required, following transition times or when students are in the yellow or blue zones.	No
Brain breaks	A mental break to support students to stay focused and engaged in their learning.	All students, especially those who need support to stay focused.	All staff	As required, following transition times or when students are in the yellow or blue zones.	No
Patterned repetitive activities	Patterned repetitive activities, such as body percussion activities, to support self-regulation.	All students, especially those who need support with regulation.	All staff	As required, following transition times or when students are in the yellow or blue zones.	No
Walk and talk procedures	A procedure where students are supported to regulate through movement and active listening by a trusted adult.	All students when dysregulated.	All staff	As required	No
Rock and Water program	A small group intervention program to support students with increased self-awareness, self-confidence	Stage 3 students with needs in social and emotional learning.	Trained teachers or SLSOs	As need is identified by the LST.	Yes

	and social functioning.				
Management of Potential and Potential Aggression (MAPA)	A staff training program to equip staff in utilising management and intervention techniques to deescalate situations in a safe manner.	All staff	Trained facilitators	As need is identified by the Principal.	No
Breakfast Club	Students are provided with a wholesome breakfast.	All students, as required.	Church mentors / community hub	Three mornings/week	No
Design and implementation of individual support plans	Individual support plans support the cognitive, physical, social, emotional and spiritual needs of students.	Students with complex emotional and social needs.	LST will support class, RFF and co-teachers to design plans.	As required	Yes

Domain 2 – Relationship

This domain recognises that positive student-teacher relationships are critical in effective teaching and learning. Supportive, clear bonds with teachers provide a student with the emotional safety to achieve success. The main focus areas in the domain of *Relationship* are:

- attachment;
- unconditional positive regard;
- redefining power;
- empathy and Zen mind;
- golden statements;
- process Vs person praise;
- active constructing responding;
- whole school relationships; and
- teacher self-care.

At Wollongong West Public School, children are supported in the domain of *Relationship* through:

Initiative	Description of initiative	Who accesses the initiative	Who delivers the initiative	When is the initiative implemented	LST referral required to
------------	---------------------------	-----------------------------	-----------------------------	------------------------------------	--------------------------

					access the initiative
Circle time	All students start each day with a class routine of positive affirmations, greetings and touch.	All students	All staff	Every morning	No
Restorative practices	A framework for improving and repairing relationships.	All students	All staff	When relationships are impacted.	No
Unconditional positive regard	A child feels valued, respected and supported regardless of their presenting behaviours.	All students	All staff	Ongoing	No
Golden statements	Statements that describe what a teacher will do.	All students	All staff	Ongoing	No
4R social skills program	A small group intervention program to support students to strengthen social skills.	Students in Stages 2 and 3 who need support with social learning.	Learning and support teacher or SLSO	As need is identified by the LST.	Yes
Secret Agency Society Program	A small group intervention program to strengthen a student's understanding of emotions and friendships	Students in Stages 2 and 3 who need support with social and emotional learning, especially students with autism.	School psychologist	As need is identified by the LST.	Yes
Superflex program	A small group intervention program to teach students self-regulation and social thinking.	Students in support classes.	School psychologist in collaboration with class teacher.	As need is identified by the LST.	Yes
Aspect Early Play program	A whole class or small group intervention play-based program to strengthen student	Early Stage 1 classes or small groups of students in K-2 who require support with	Class teacher, learning and support teacher or SLSO	As need is identified by the class teacher or LST.	Yes (for small group intervention program)

	engagement in social situations.	social learning, especially children with autism.			
The Fathering project	A program to support fathers with parenting skills and to provide children with male role models.	All families	Wellbeing team	Ongoing	No
Celebrating events	Calendared events such as Harmony Day, World Autism Day, NAIDOC Week and Refugee Week are acknowledged.	All families	Wellbeing team	As calendared throughout the year.	No
Mental health initiatives	Calendared events, such as RUOK? Day and White Ribbon Day, are acknowledged to support positive mental wellbeing.	All students	Wellbeing team	As calendared throughout the year.	No
Child protection learning	Mandatory child protection lessons are taught annually as programmed in our PD/H/PE scope and sequence.	All students	Class teachers	As programmed annually in our PD/H/PE scope and sequence.	No
WoW Start program	Transition to school program for Kindergarten students.	Incoming Kindergarten students	Es1 teachers	Ongoing	No
Transition to high school program	A program to support our Stage 3 students transition to high school.	Stage 3 students	S3 teachers	Ongoing	No
Process for referral to the LST	Students can be referred for additional supports with learning and wellbeing needs.	All students as required	LST team	As required	Yes

Review meetings	Parents/carers will attend annual student review meetings to evaluate the current supports and plan future directions.	Students supported by Integration Funding Support or students enrolled in a support class.	LST team	Annually in Term 3	No
Responding to student mental health	Procedures are to be followed when a child reports intent to self harm.	All students, as required.	All Staff	As required	No
Staff wellbeing supports	Staff are supported through debriefings if impacted by a critical incident. Staff are further supported by the Employee Assistance Program.	All staff members	Principal	As required	No
Suspension procedures	In instances of extreme aggression, staff are given time to design student support plans.	All students, as required.	All staff	As required	No
Recording events and communications	All events and communications are to be recorded in ebs4 and synergy.	All students	All staff	As required	No

Domain 3 – *Stamina*

Stamina involves sustained effort, perseverance and resilience. In this domain, educators teach children to never give up.

The main focus areas in the domain of *Stamina* are:

- growth mindset;
- emotional intelligence;
- resilience; and
- stamina for independent learning
-

At Wollongong West Public School, children are supported in the domain of *Stamina* through:

Initiative	Description of initiative	Who accesses the initiative	Who delivers the initiative	When is the initiative implemented	LST referral required to access the initiative
A growth mindset	All students believe that they can improve learning through effort and perseverance.	All students	All staff	Ongoing	No
Visual supports, including first and then charts	Visuals support students to understand the sequence of learning tasks.	All students	All staff	Ongoing	No
Use of timers	Timers support student's anxiety, resilience and time management when completing learning tasks.	All students	All staff	Ongoing	No

Domain 4 – Engagement

Student engagement is a complex interaction of behavioural, affective and cognitive motivations and competencies. The main focus areas in the domain of *Engagement* are:

- flow;
- willingness;
- positive emotions;
- positive movement and rhythm;
- play, humour, fun;
- physical theatre and clowning around; and
- cultivate wonder.

At Wollongong West Public School, children are supported in the domain of *Engagement* by:

Initiative	Description of initiative	Who accesses the initiative	Who delivers the initiative	When is the initiative implemented	LST referral required to access the initiative

Differentiated activities	Teaching and learning activities are modified so that all children are accessing a curriculum at their point of need.	All students	All staff	Ongoing	No
Personalised learning and support plans	Students are supported by individual learning plans to meet individual needs.	Students with additional learning needs.	All staff	Ongoing	No
Personalised learning pathways	All Aboriginal students are supported by a personalised learning pathway.	All Aboriginal students	All teachers	Term 1 and then ongoing	No
Individual SMART learning goals	All students have SMART personalised literacy and numeracy goals.	All students	All teachers	Ongoing	No
Instructional rounds	A student's ability to articulate individual learning journeys is measured.	All students	Instructional leader	5 weekly	No
Design and implementation of proactive and response support plans	A functional behaviour analysis is completed to inform the design of proactive and response plans at a complex case conference.	Students with complex emotional and social needs.	LST will support class, RFF and co-teachers to design plans.	As required	Yes
Transformative learning – the 4Cs	Transformative learning practices support students in further developing their skills in communication, creativity, collaboration and critical inquiry.	All students	All staff	Ongoing	No
Age appropriate pedagogies	Engagement in learning is supported through developmentally	All students, in particular those in Early Stage 1.	Teachers	Ongoing	No

	appropriate learning activities.				
Loose parts activities	Students manipulate objects in their environment to make meaning and support learning.	All students	Teachers	Ongoing	No
Brain breaks	A mental break to support students to stay focused and engaged in their learning.	All students, especially those who need support to stay focused.	All staff	As required, following transition times or when students are in the yellow or blue zones.	No
Reward systems	Class and individual reward systems, such as WOWW awards will promote engaged learning.	All students	All staff	Ongoing	No
Wall of Awesome	Visual images of children achieving in their learning are displayed in the school.	All students	All staff	Ongoing	No
Attendance procedures	Regular student attendance is promoted and poor attendance followed up.	All students	All staff	Ongoing	No
Support class enrolment procedures	Students in our classes are supported to engage from enrolment through clear procedures.	Students enrolling in our support classes	AP, Support unit	Upon student enrolment	No

Domain 5 - *Character*

The goal of this domain is for every student to be able to articulate, develop and employ their signature strengths now and in the future. The main focus areas in the domain of *Character* are:

- values;
- character strengths;

- community strengths;
- hope; and
- gratitude.
-

At Wollongong West Public School, children are supported in the domain of *Character* through:

Initiative	Description of initiative	Who accesses the initiative	Who delivers the initiative	When is the initiative implemented	LST referral required to access the initiative
Promotion of core values and expectations	Our core values of responsible, respectful and safe learning are central to all we do. Clear expectations support students' actions and words.	All community members	All staff	Ongoing	No
Anti-bullying plan	Positive relationships are promoted.	All students	All staff	Ongoing	No
Reflection walls	At the end of each school day, students reflect on their learning.	All students	All staff	Ongoing	No
Class and individual learning goals	All students have class and personalised literacy and numeracy goals.	All students	All staff	Ongoing	No

Where to seek further information

- Berry Street books located in Principal's office
- WWPS shared google drive - <https://drive.google.com/drive/folders/1wt6s6luup17DUeFuhNhZslGJymY71Bak>
-

Zones of Regulation

What is Zones of Regulation?

Zones of Regulation (ZoR) is a program and whole class strategy which is used in all classrooms to assist with managing student's self-regulation. It is a whole school curriculum which was designed by Leah Kuyper's (Teacher and Occupational Therapist) to foster self-regulation and emotional control. ZoR fits with the Berry Street trauma informed practice which overarches our wellbeing framework. It is a fundamental part of how we will help support students to manage their emotions and manage classroom dysregulation.

There are 18 lessons in the ZoR however these will not all be taught to all stages. Early Stage 1 and Stage 1 will be explicitly taught lessons 1-11. Stage 2 and 3 will be taught lessons 12-18 (unless they have not been exposed to ZoR then previous lessons will need to be revisited). These lessons should be taught in Term 1 however they may continue across the year and need to be revisited.

Zones of Regulation at school

ZoR will be part of daily classroom practice. They will be used to foster **relationships** and develop awareness of the **body** as per the Berry Street Model. Regular check in and check out will be needed at each transition point of the day and opportunity for the student who is dysregulated to be able to self-regulate or co-regulate with the teacher/ SLSO.

Many classrooms at Wollongong West have the ZoR wall poster:



The wall poster can be differentiated in a variety of ways to ensure that it is accessible for all ages and stages. The main message to deliver when implementing zones is **there is not a bad zone**. All zones are experienced by all people (including teachers) every day, we just need to help support our students in regulating

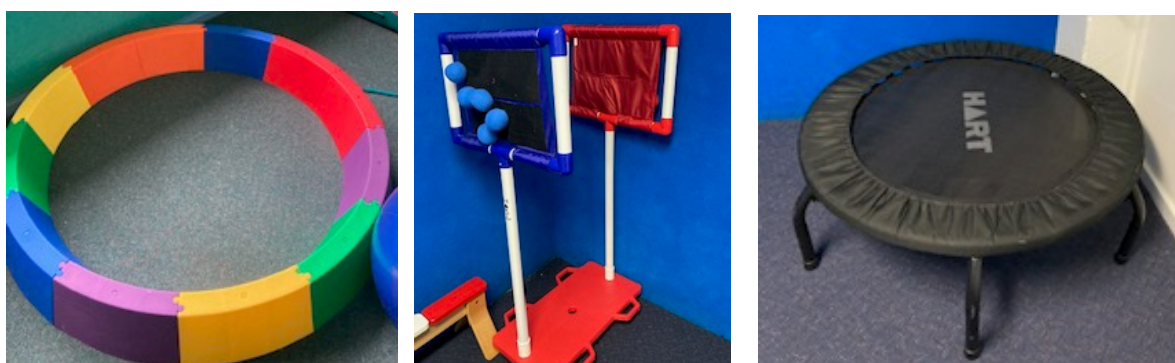
themselves so that they are able to manage these zones and remain in the green zones if possible within the classroom. Yellow zone behaviours may also be appropriate in class when they are dancing, singing or involved in an exciting task. Blue zone behaviours may also occur in class when they are unwell, tired or bored and there should be tools available to assist them in regulating back into the green zone. Red zone behaviours are often not appropriate for the classroom and this is where they may need assistance to regulate outside of the class. Red zone behaviours are not always negative and they could be extremely excited about an activity or game in the playground.

Tool kits need to be developed in all classes to ensure there are strategies to help in supporting all students to regulate themselves. There are various sensory supports throughout the school including some of the following:

Yellow zone tools:



Blue zone tools:



Red zone tools:



Examples of tool kits:

Toolkit for a Year 6 student in mainstream

<p>Blue Zone</p> <ul style="list-style-type: none">• Movement equipment- 3 minutes• Challenging Maths workbook	<p>Yellow Zone</p> <ul style="list-style-type: none">• Movement equipment- 3 minutes• Egg chair- face away from students• Take a walk- 10 minutes• Get a drink• Go to basketball court with a friend and take a ball- 10 minutes• Talk to a teacher
<p>Red Zone</p> <ul style="list-style-type: none">• Go to the office- request to Talk to a teacher/Mrs Barnes• Take a walk SLSO to follow• Head to the yarning circle area• Go to the basketball court with SLSO	<p>Blue Zone Feelings</p> <p>Sick</p> <p>Bored</p> <p>Tired</p>

Yellow Zone Feelings	Red Zone Feelings
Frustrated	Angry
Annoyed	Mad
Worried	Yelling
Excited	Hitting
Loss of control	Impulsive

Toolbox for a Stage 2/3 student:

The **ZONES** of Regulation® Reproducible Z

Lachlan Smith's Toolbox

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Push ups on wall- 1 min	Fidget toy	Go for a walk to office- carry heavy books	Leave classroom and go for a run on oval
Jump on mini tramp- 2 mins	Move and sit cushion	Mindfulness colouring	Sensory room on own
Star jumps - 1 min	Flexible seating	Smiling mind belly breathing	
Do a job- walk to office	Bands on table legs	Egg chair- 2 minutes	
Go for a run on grass- 5 mins		Swing- 2 minutes	
		Throwing weighted balls on target	
		Weighted toys	
		Sensory room- follow sequence	

© 2011 Think Social Publishing, Inc. All rights reserved.
From *The Zones of Regulation*® by Leah M. Kuypers • Available at www.socialthinking.com


Toolbox for an ES1 student

The **ZONES** of Regulation[®] Reproducible Z


Jane Brown

's **Toolbox**

Blue Zone Tools




Push




Jump

Green Zone Tools




Fidget Ball

Yellow Zone Tools




Carry




Belly Breath

Red Zone Tools



Run



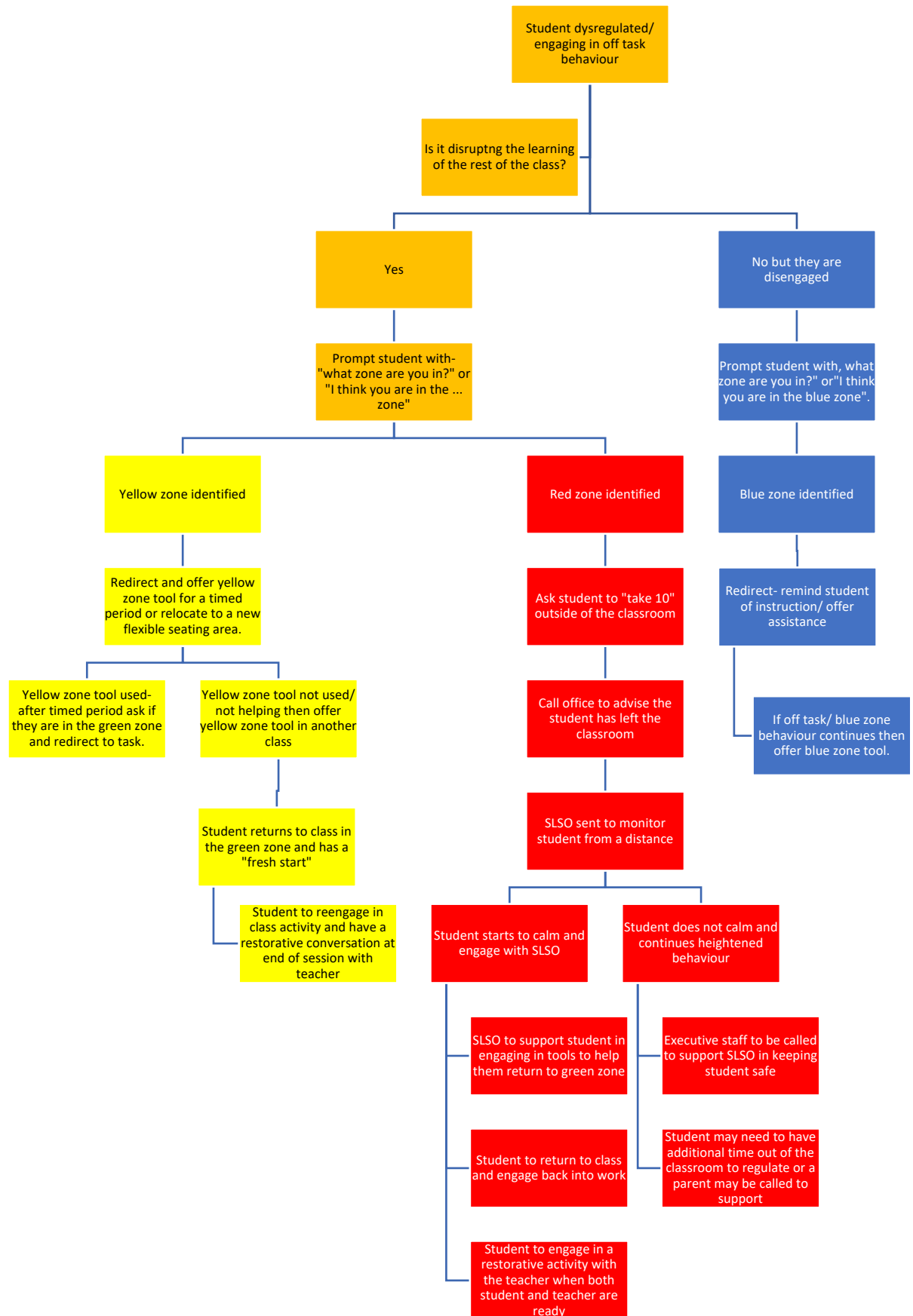
Lazy 8 Breathing

© 2011 Think Social Publishing, Inc. All rights reserved.
 From *The Zones of Regulation*[®] by Leah M. Kuypers • Available at www.socialthinking.com

Tool kits provided to each class:

INSERT PHOTO

What does ZoR look like in the classroom?



What does ZoR look like in the playground?



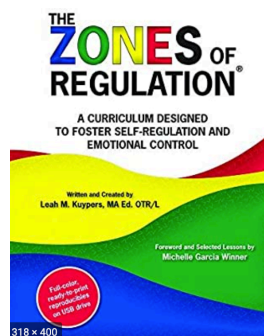
Playground toolkit

Playground _____'s Toolbox			
Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Have a drink	N/A in playground	Redirect to safe activity	Monitor from a distance
Walk and talk		Wash face	Clear area of students
Encourage engagement in peer game		Have a drink	Allow student to expend energy by running
		Redirect to a "job"- supporting a buddy	Once in yellow or blue zone reengage with drink/ wash face
Go for a run around playground		Walk and Talk procedures	
		Encourage to engage in a safer game	
		Redirect to wellbeing hub or library	

© 2011 Think Social Publishing, Inc. All rights reserved.
From *The Zones of Regulation*® by Leah M. Kuypers • Available at www.socialthinking.com

Where to seek further information

- Zones of Regulation teaching resource book in school library



- WWPS shared google drive – Wellbeing – Zones of Regulation
<https://drive.google.com/drive/folders/1ApQdtyZKumXKk8sbrStz6Cq2pf7WWFiZ>

Restorative Practices

What are restorative practices?

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

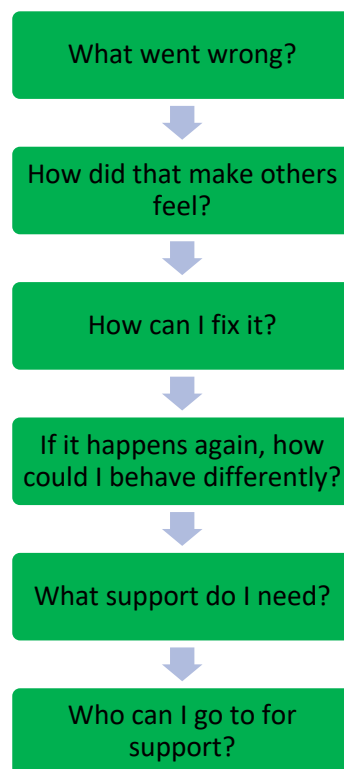
A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

When staff prioritise a restorative approach to relationships across the school community and provide adequate staff training and support for implementation, schools can reduce the frequency of behaviour incidents and improve school culture. Restorative practices work best when the whole school community is on board. There are many examples in literature of schools reducing suspension rates and improving student behaviour by adopting this approach.



Following an incident, the restorative framework will be used to determine how to repair and restore relationships in a non-punitive manner. For example, if a child has been disruptive in class, a punitive response would be that the child miss their play time at lunch. A restorative response, may be that the child is delayed entry to the playground to self-regulate and are no longer in the red zone. A restorative process will occur when the child and teacher has returned to the green zone. This may not be until the following day.

The Restorative Framework



Types of restorative practices

- Community service - Individuals can attempt to repair a harm that has impacted the school community by taking part in a service or project that benefits the community.
- Circles - This approach is sometimes called 'circle time', where the whole group or class form a circle to interact. This promotes inclusiveness and provides opportunities for everyone to speak and listen to one another in a safe environment.
- Conflict resolution programs - Conflict resolution programs help students by teaching them how to manage conflict, defuse situations, repair hurt feelings and reduce the likelihood of retaliation after a conflict. To learn more visit [Conflict resolution](#).
- Peer mediation - Peer mediation invites students to take responsibility for their actions by working together to find solutions to any conflict. Two trained students (mediators) lead disputants through a structured process.
- Informal restorative practices - Informal restorative practices are simple, low-key ways educators and other school staff can influence a positive environment. This can include strategies such as using 'I' statements to communicate feelings and putting the focus on how one person or one group can be impacted by the behaviour of others. The focus is on the behaviour, not the person. Affective questions can also be used to encourage the person who caused the harm to stop and reflect on who was affected and how they

were affected. Other informal practices include proactive engagement with students and families, mentoring relationships, community service, and lunchtime table talks.

- Social-emotional learning – SEL can help students and adults to calm themselves when they feel angry, make friends, resolve conflicts respectfully and make safe choices. Specific SEL skills include:
 - recognising and managing emotions
 - developing caring and concern for others
 - establishing positive relationships
 - making responsible decisions
 - handling challenging situations.

Implementing restorative practices

Whole School - Staff, students and parents often interact at the school gate, in the playground, on excursions, at the canteen, on the sports field and other places around the school. Restorative practices can be used in all these places to create and maintain a safe and supportive environment where healthy relationships are nurtured.

Classroom - Teachers have an opportunity to model restorative strategies for students in the classroom. Have a think about your own classroom practices.

- What do you do to actively ensure students in your class feel welcome and that they belong?
- How does your classroom environment impact how students communicate with each other and with you?
- How do you interact with the students in your class and how do you interact with colleagues?
- How do you respond when you have a conflict with one of your students?
- How do you respond when you see a conflict arising between students in the classroom?
- What process do you use to resolve conflict or disagreement in your classroom?
- How were students involved in the development of this process?

Why use Restorative Practices?

- Relational strategies focus on repairing relationships and promote learning from challenging behaviour and situations
- Strategies are respectful and dignified, which integrates procedural fairness processes
- Restorative practices are proactive rather than reactive ways of dealing with challenging behaviour and damage to relationships

- Collaborative, accountable and supportive approaches
- Restorative practices empower and utilise teaching and learning
- Students need supportive role modelling to increase student social and emotional outcomes
- Students are engaged in processes that allow them to be heard and involved in the process of repair
- These practices promote wellbeing, resilience and positive behavioural learning outcomes

Where to seek further information

- WWPS shared google drive – Wellbeing – Restorative practices
<https://drive.google.com/drive/folders/115MukZpbF5qLRSzNuuwzUHlOKsD2hizK>
- <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/positive-behaviour/whole-school-approaches/restorative-practices>