



**MACKILLOP  
EDUCATION**

So much more  
than a school

# MacKillop Education

## Trauma-Informed Practice Behaviour Support Manual

### Code of Conduct What? Why? How?

**Maidstone Campus**

10-12 Gilda Street  
Maidstone VIC 3012  
(03) 8317 9700

**Geelong Campus**

25-33 Oxford Street  
Whittington VIC 3219  
(03) 5248 2557

**Caulfield Campus**

3 Cromwell Street  
Caulfield North VIC 3161  
(03) 9964 6600

[mackillopeducation.vic.edu.au](http://mackillopeducation.vic.edu.au)





<b>TABLE OF CONTENTS</b>	
<b>What?</b>	
<b>Overview</b>	<b>3</b>
<b>Expectations</b>	<b>4</b>
<b>Our Shared Perspective</b>	<b>4</b>
<b>Definitions</b>	<b>4</b>
<b>The Sanctuary Model</b>	<b>5</b>
<b>Child Safe Standards</b>	<b>5</b>
<b>Why?</b>	
<b>Trauma Informed Approach</b>	<b>7</b>
Brain Development	7
Window of Tolerance	7
Trauma Re-enactment Triangle	8
Stress Model of Crisis	8
<b>Preventative Approach</b>	<b>9</b>
Maintaining Strong Relationships	9
Knowing the Student	9
Managing the Environment	9
Establishing Expectations	10
Positive Behaviour Support	10
<b>Toolkit</b>	<b>11</b>
Sanctuary Psycho-education	11
Sanctuary S.E.L.F.	11
Cognitive Behavioural Therapy	11
Social Thinking Framework	11
<b>Behaviour Classifications</b>	<b>12</b>
Medium Level Behaviours	12
High Level Behaviours	12
Crisis	12
<b>How?</b>	
<b>Classroom Responses</b>	<b>14</b>
Restorative Practice	14
Learning Opportunities	14
<b>Therapeutic Crisis Intervention</b>	<b>15</b>
Self-Awareness and The Four Questions	15
Active Listening and Crisis Communication	15
<b>Behaviour Support Techniques</b>	<b>16</b>
Emotional First Aid	16
Crisis Co-regulation	16
Recognising Violence	17
The Life Space Interview	17
Behaviour Response Cycles	18
Primary School	18
Secondary School	19
<b>Critical Incident Response</b>	<b>20</b>
<b>APPENDIX</b>	
Active Listening	22
Aggressive Behaviours	22
Individual Sessions (Secondary School)	22
Low Level Behaviour Responses	23
Engagement Plans	23
Reflection Sessions (Primary School)	23
Team De-briefs	23



**MACKILLOP  
EDUCATION**

So much more  
than a school

# What?

**Maidstone Campus**

10-12 Gilda Street  
Maidstone VIC 3012  
(03) 8317 9700

**Geelong Campus**

25-33 Oxford Street  
Whittington VIC 3219  
(03) 5248 2557

**Caulfield Campus**

3 Cromwell Street  
Caulfield North VIC 3161  
(03) 9964 6600

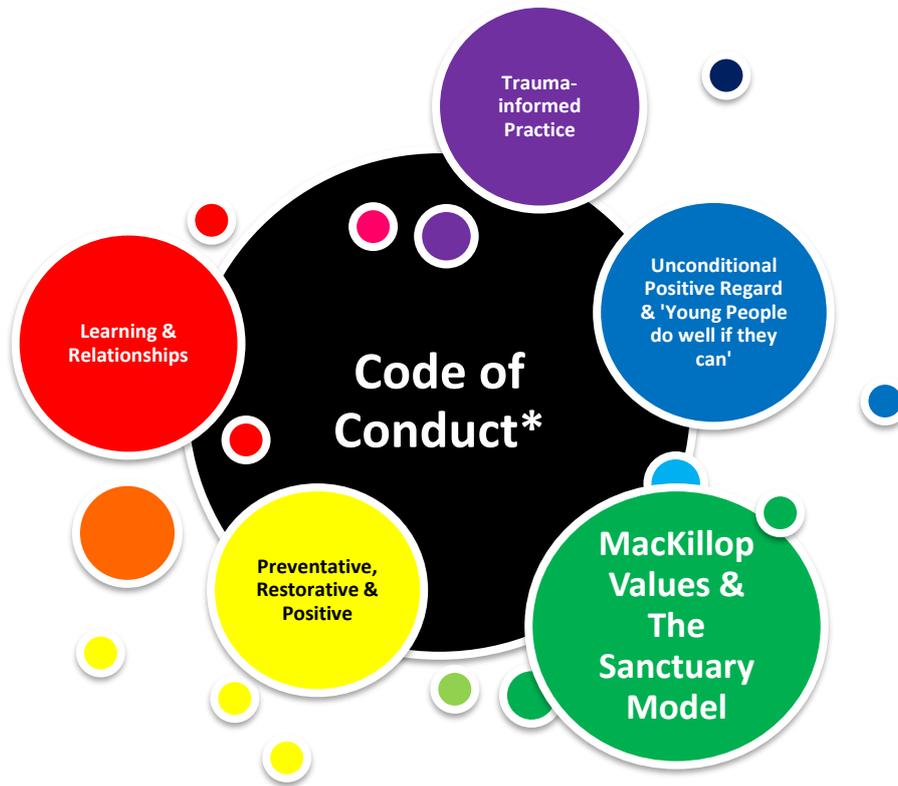
[mackillopeducation.vic.edu.au](http://mackillopeducation.vic.edu.au)



## Overview

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

### The Design Lenses



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



## Expectations

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

**Justice**

**Hope**

**Collaboration**

**Compassion**

**Respect**

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

- To Nonviolence
- To Social Responsibility
- To Emotional Intelligence
- To Democracy
- To Social Learning
- To Growth and Change
- To Open Communication

## Our Shared Perspective

**Unconditional positive regard** (*Carl Rogers*) is the foundation of MacKillop School's approach in regard to behaviour. It means showing complete support and acceptance of our students, no matter what they say or do. It is also underpinned by the philosophy that "**young people do well if they can**", rather than "young people do well if they want to" (*Ross W. Greene*).

*'Unconditional Positive Regard' - Carl Rogers*

*'Young people do well if they can' - Ross W. Greene*

**Corporal Punishment, at MacKillop Schools, is prohibited.**

## Definitions

**Justice**

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

**Hope**

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

**Collaboration**

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

**Compassion**

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

**Respect**

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



## The Sanctuary Model



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

The Sanctuary Model (Sanctuary) focuses on safety and creating an understanding of how past adversity and trauma can continue to affect someone's behaviour. It recognises that trauma has an impact not only on the people who have experienced it, but also on the staff who work with them and communities as a whole. Sanctuary enables an organisation to create a safe, non-violent environment that teaches people to cope effectively with stress and trauma and heal their emotional and behavioural health issues. It also supports staff and carers to form communities that are supportive and caring, and to maintain a culture that reflects these qualities at every level within the organisation. Sanctuary is an evidence-based approach that was developed by Dr Sandra Bloom. It is based on her experiences working in an acute care psychiatric unit where most of her patients had survived traumatic childhood experiences. More than 300 organisations have become part of the international Sanctuary Network.

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

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

## Child Safe Standards

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

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



**MACKILLOP  
EDUCATION**

So much more  
than a school

# Why?

**Maidstone Campus**

10-12 Gilda Street  
Maidstone VIC 3012  
(03) 8317 9700

**Geelong Campus**

25-33 Oxford Street  
Whittington VIC 3219  
(03) 5248 2557

**Caulfield Campus**

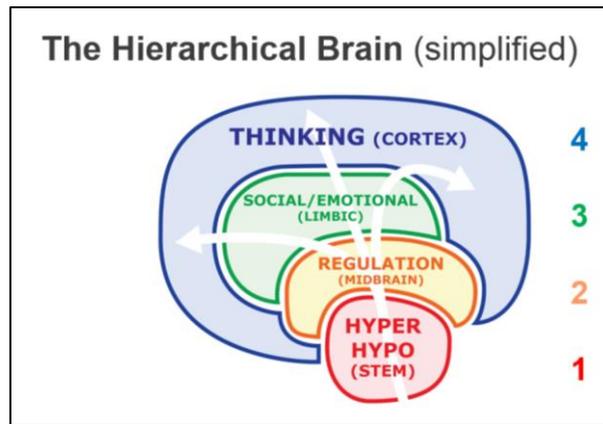
3 Cromwell Street  
Caulfield North VIC 3161  
(03) 9964 6600

[mackillopeducation.vic.edu.au](http://mackillopeducation.vic.edu.au)

# Trauma Informed Approach

## Brain Development

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



## Window of Tolerance

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

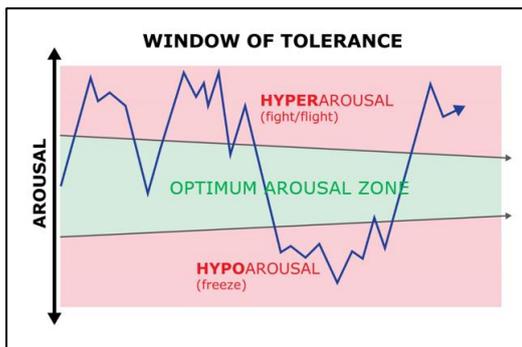


Figure A.

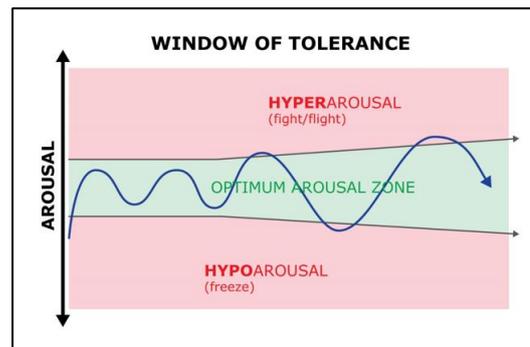
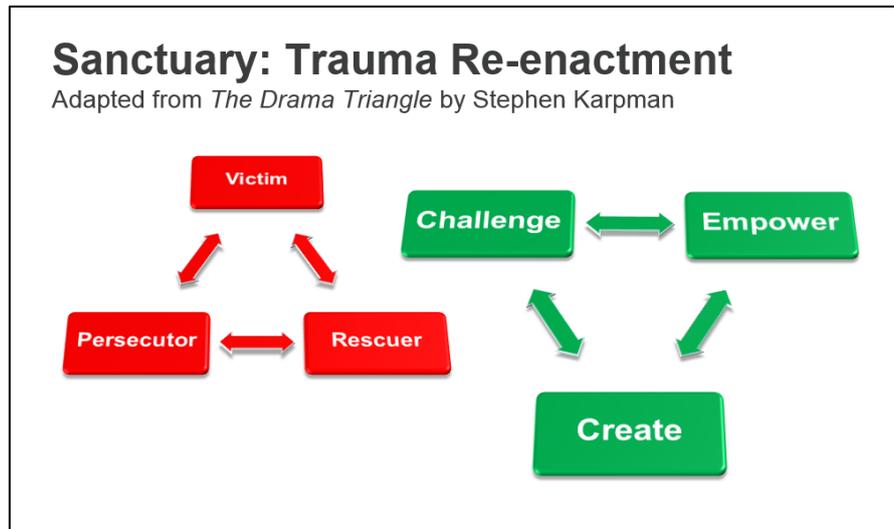


Figure B.

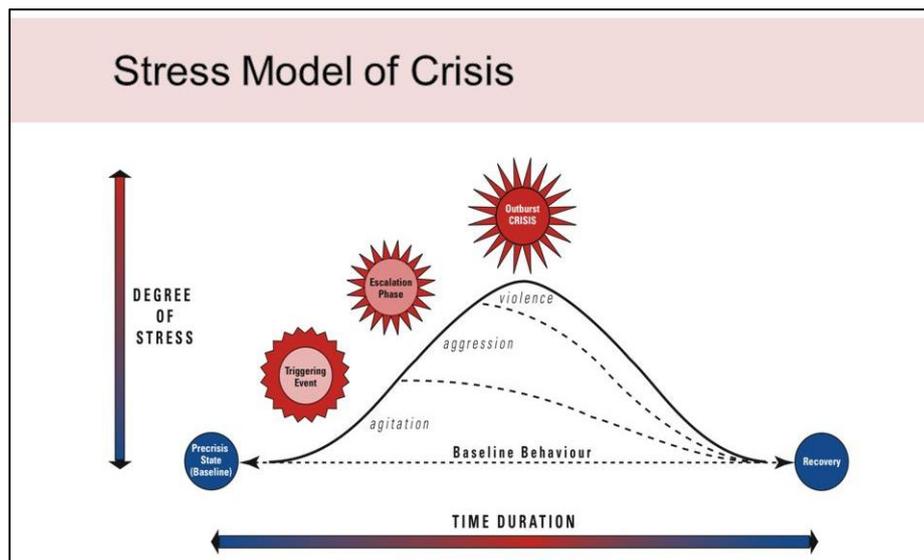
## Trauma Re-enactment Triangle

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



## Stress Model of Crisis

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



## Preventative Approach

### Maintaining Strong Relationships

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

1. Love and respect
2. Trust
3. Empathy
4. Support and advocacy
5. Shared goals
6. Appropriate attachment
7. Recognition and management of the power dynamic
8. Effective praise
9. Constructive responses
10. Shared celebration
11. Hospitality

### Knowing the Student

At MacKillop Education we know that we cannot do best by our students without striving to know each student; their feelings, needs and behaviours. We know that all behaviour has meaning, behaviour reflects needs and that trauma affects how students behave.

Pain-based behaviours include:

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



### Managing the Environment

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

Examining the physical setting for:

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

Ensuring that instruction, activities and routines are not:

- Causing frustration, boredom or anger
- Inadequately resourced so that students cannot fully participate
- Conducted in areas without enough space or equipment
- Pointing out student's weaknesses
- Allowing individuals to agitate others
- Understanding and applying school and CEOM policies and procedures



## **Establishing Expectations**

To establish expectations the following should be adhered to:

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

## **Positive Behaviour Support**

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

Students should be supported in the following ways:

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



## Toolkit

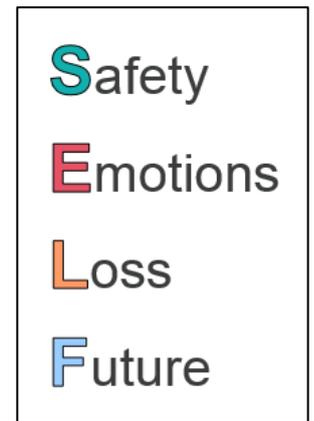
MacKillop Education uses a range of tools to assist students with emotional regulation and behaviour, including those found in our Sanctuary Toolkit.

### Sanctuary Psycho-education

MacKillop Education understand that trauma changes the brain. Psycho-education provides opportunities for students to better understand their brain, their emotions and what is happening when they enter different 'states'. It also provides us the opportunity to create a shared language that is non-judgmental and promotes growth and change.

### Sanctuary S.E.L.F.

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



### Cognitive Behavioural Therapy

MacKillop Education understands the value of Cognitive Behavioural Therapy as a psychosocial intervention that can assist students to develop self-applied strategies to counteract the negative effects of a range of mental health barriers. It also allows for the identification and changing of unhelpful thinking, feelings and behaviours.

### Social Thinking Framework

MacKillop Education understands that by teaching units that have a specific focus on social thinking, we can assist students to develop important social capabilities that have been missed due to a variety of challenges they have experienced during their development. The explicit teaching and modelling of social problem-solving, social emotional interpretation and social skills can assist our students to understand their own social barriers and to learn strategies that will allow them to avoid and appropriately deal with conflict.



## Behaviour Classifications

Establishing a strong student/staff **relationship**, a **safe environment** and an effective student **Safety Plan** all allow for more clarity regarding behaviour classification and appropriate responses. It is acknowledged that these can take time to form to the point that there is some **predictability** and **consistency**, especially given the complexity of the young people in our classrooms. Staff are encouraged to seek more frequent guidance and support as required, through team meetings and supervision, whilst they are established.

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

### Low Level Behaviours

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

### Medium Level Behaviours

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

- Teasing and/or name calling
- Student is refusing to use their Safety Plan
- Using poor language towards staff or other students
- Peer conflicts that require intervention but have only minor impact on the safety of others
- Student smoking cigarettes after several warnings (Secondary)

### High Level Behaviours

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

- Student is aggressive or threatening
- Student refuses to follow any instructions
- Student carrying a weapon
- Student taking or selling alcohol or using illicit drugs
- Bullying

### Crisis

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



**MACKILLOP  
EDUCATION**

So much more  
than a school

# How?

**Maidstone Campus**

10-12 Gilda Street  
Maidstone VIC 3012  
(03) 8317 9700

**Geelong Campus**

25-33 Oxford Street  
Whittington VIC 3219  
(03) 5248 2557

**Caulfield Campus**

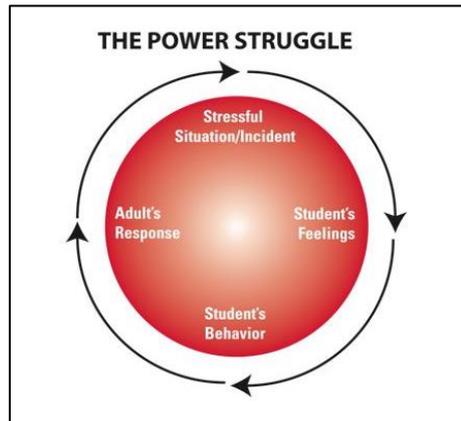
3 Cromwell Street  
Caulfield North VIC 3161  
(03) 9964 6600

[mackillopeducation.vic.edu.au](http://mackillopeducation.vic.edu.au)

## Classroom Responses

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

Shaming a participant in front of their peers should be avoided at all times.



Power struggles only act in escalating a situation. We can avoid or stop power struggles by:

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

### Restorative Practice

MacKillop Education understands that young people learn best through strong relationships based on love and respect. This means that all behavioural interventions must place a priority on building and maintaining positive relationships and moving towards restoring broken relationships between students, staff and guardians.

### Learning Opportunities

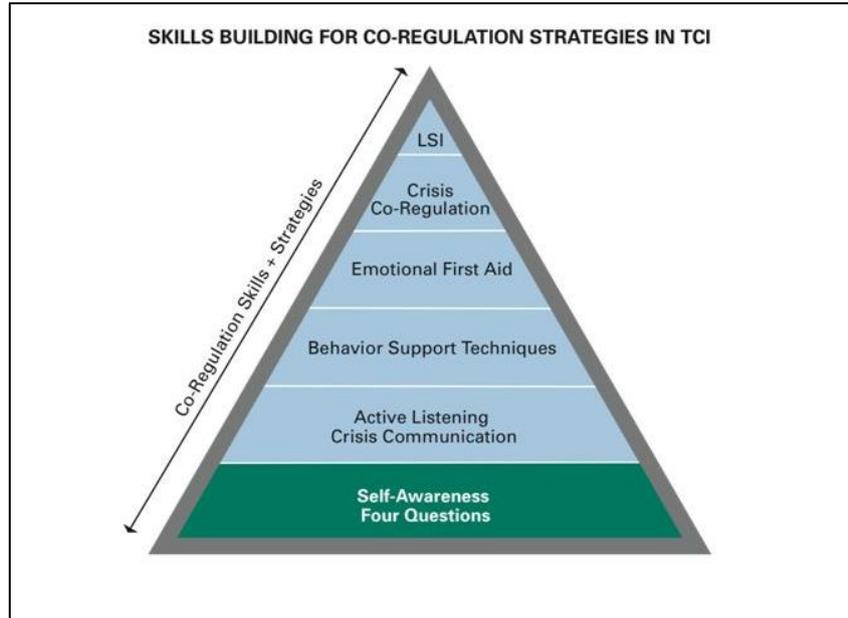
MacKillop Education views every behavioural intervention as a learning opportunity. Students are provided with the opportunity to reflect on their behaviour in a safe environment and develop strategies that allow them to self-regulate. Staff are also provided with opportunities to reflect on their practice and learn how to better support their students

## Therapeutic Crisis Intervention (TCI)

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

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

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



### Self-Awareness and the Four Questions

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

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

**To best respond we must:**

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

### Active Listening and Crisis Communication

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

- Non-verbal techniques
- Encouraging and eliciting techniques
- Understanding responses
- Active listening



## **Behaviour Support Techniques**

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

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

## **Emotional First Aid**

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

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

The strategies for Emotional First Aid are:

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

## **Crisis Co-regulation**

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

### **What to think (self-awareness):**

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

### **What to do (non-verbal strategies)**

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

### **What to say (verbal strategies):**

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

### **What to do when it is over:**

- Behaviour Response Cycle



## Recognising Violence

The elements of a potentially violent situation are:

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

Remove the potential trigger to violence by:

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

Remove the target by:

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

Avoid the weapon by:

- Discreetly removing objects
- Manoeuvring away from weapons
- Staying a safe distance away

Decrease the level of stress or motivation by:

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

Physical Restraint is used as a last resort in the presence of the immediate risk of injury or death. They must be performed by trained staff using only those restraints they have been trained to use and approved under Catholic Education Office and MacKillop Family Service policies. Please refer to Catholic Education Office and MacKillop Family Service policies.

## The Life Space Interview (LSI)

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

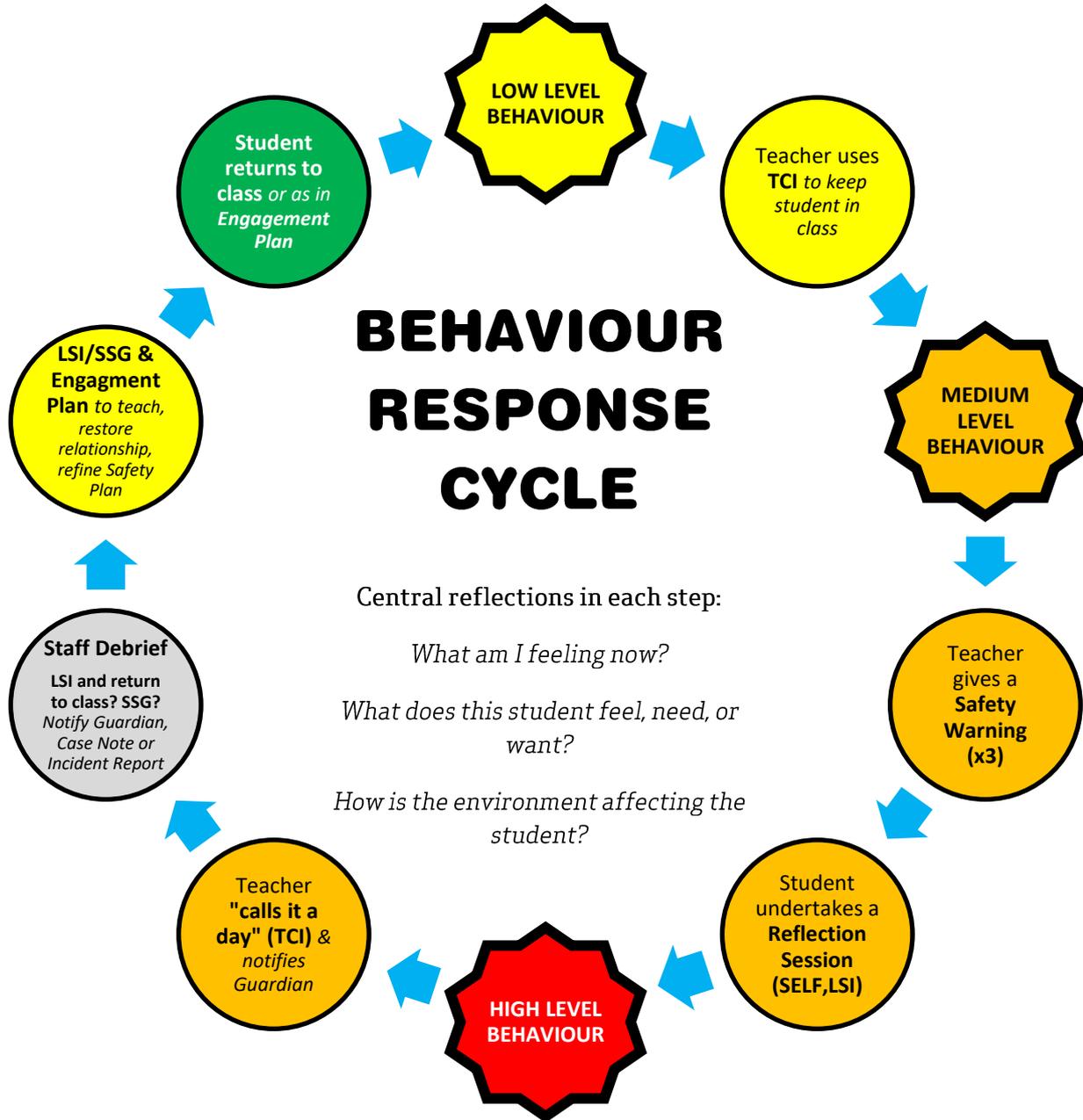
1. Return the student to normal functioning
2. Clarify events
3. Repair and restore the relationship
4. Teach new coping skills
5. Reintegrate the student back into class

### Steps to the LSI

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

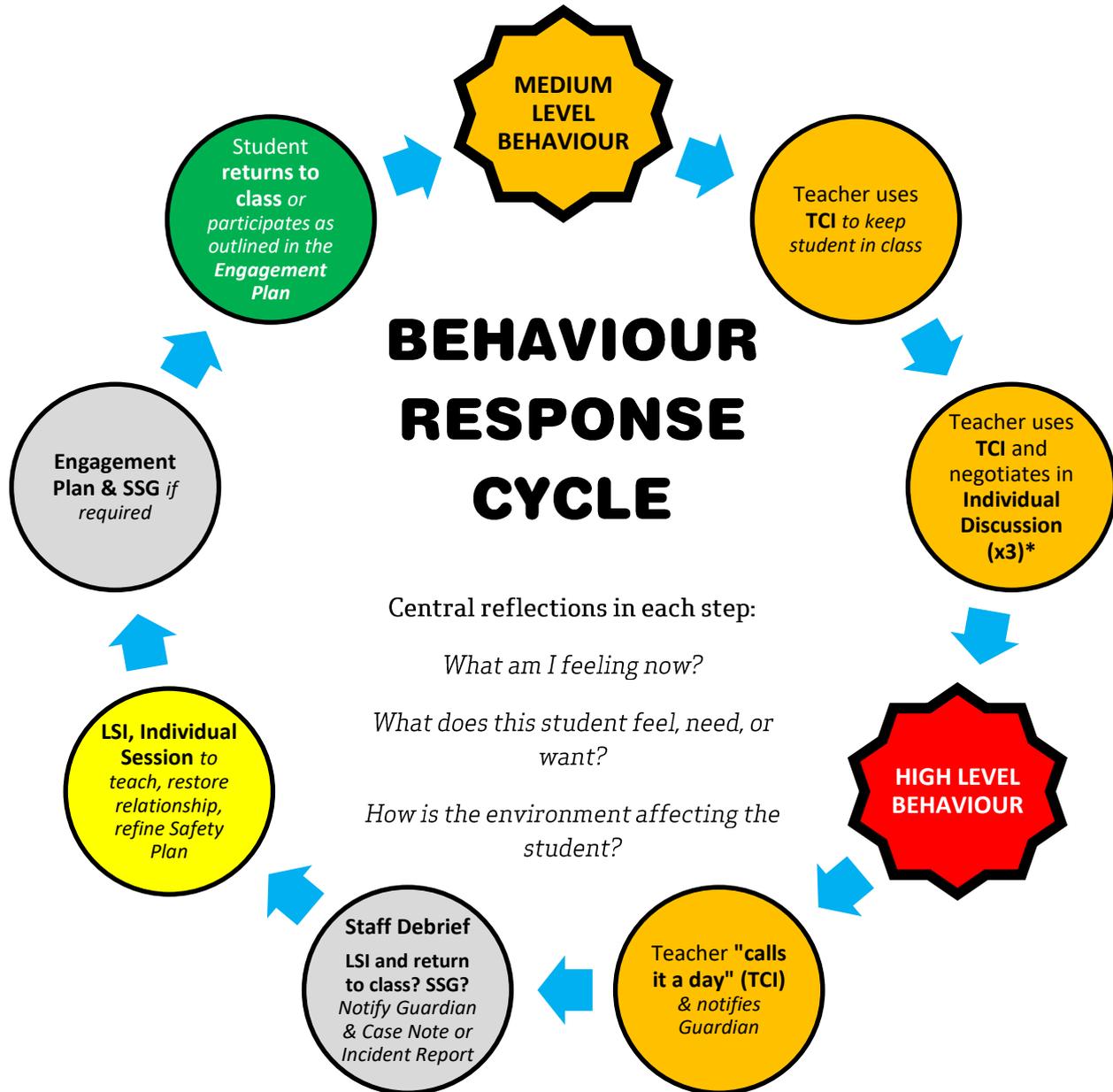
## Behaviour Response Cycles

### Primary School



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

**Secondary School**



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

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



## Critical Incident Response

### Safety

- Provide for the student's immediate needs where possible
- Move students to another space
- Lock down
- Alert site

### Assistance

- Call 000
- Call Office
- Call next in line of command

### Respond

- Therapeutic Crisis Intervention (TCI)
- Begin with 4 Questions
- Crisis Co-regulation
- Restraint in accordance with MFS & CEOM policy and as last resort

### Post-Incident

- Communicate with Leadership Team
- Communicate with Guardian/others
- Complete Incident Report
- Reflective Practice
- Implement Code of Conduct

### Self-Care

- Team Support
- Supervision
- Employee Wellbeing Program



**MACKILLOP  
EDUCATION**

So much more  
than a school

# Appendix

**Maidstone Campus**

10-12 Gilda Street  
Maidstone VIC 3012  
(03) 8317 9700

**Geelong Campus**

25-33 Oxford Street  
Whittington VIC 3219  
(03) 5248 2557

**Caulfield Campus**

3 Cromwell Street  
Caulfield North VIC 3161  
(03) 9964 6600

[mackillopeducation.vic.edu.au](http://mackillopeducation.vic.edu.au)



## **Active Listening**

### Non-Verbal Techniques

- Silence
- Nods
- Facial expression
- Eye contacts

### Encouraging and Eliciting Techniques

- Tone of voice
- Minimal encouragements
- Door openers
- Closed questions
- Open questions

### Understanding Responses

- Reflective Responses
- Summarization

## **Aggressive Behaviours**

### Reactive Aggression

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

### Proactive Aggression

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

## **Individual Sessions (Secondary School)**

Individual classes take place when a student has been sent home for: repeated medium level behaviours or high level behaviours. Students participate in a Life Space Interview (the next day or in a 60-minute individual class, as decided in the Staff Debrief) before returning to timetabled classes. The period of time that a student is out of class should be kept as short as possible.

The teacher who responded to the behaviour is responsible for running individual sessions with the support of a Wellbeing Team member or Head of Campus if required. A LSI should be conducted, and the student's Safety Plan refined. If the student does not participate in an individual session, another individual session should be arranged with the student (keeping the time between sessions as short as possible). If the student does not meet the requirements for a second time the Head of campus should be informed so that extra support can be arranged.



## Low Level Behaviour Responses

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

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

## Engagement Plans

An Engagement Plan must be completed in cases where it is unsafe for a student to return to a full program. Engagement Plans should be completed by the teacher, in consultation with The Principal, Head of Campus, Education & Wellbeing Coordinator and Key Teacher. Before implementation, the Engagement Plan must be approved by the Head of Campus and Education & Wellbeing Coordinator.

Engagement Plans are used to support a student to engage appropriately and move towards participation in a full program. They should be student-centred and aim to enhance a student’s success. They should clearly outline the actions, reasons for these actions and review dates. They should also identify student strengths and provide opportunities for these to be utilised.

## Reflection Sessions (Primary School)

Reflection sessions are an opportunity for students to work through engagement and behavioural difficulties in a space outside of the classroom environment. Students have the opportunity to work one-on-one with a staff member who can assist them to de-escalate, reflect on what has happened and design a plan for re-engagement in the lesson.

## Team De-Briefs

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

The purpose of the Team De-brief is to provide an opportunity for staff members to reflect on what has happened and explore their reactions and emotions in a safe environment, prior to an Incident Report being submitted. Initial actions should also be decided on and approved by the Head of Campus.

Policy Owner	MacKillop Education Leadership Team
Responsibility	MacKillop Education Leadership Team
Date	July 2018
Review	July 2020