

## Body

Staff support the sequential development of student's physical, psychological, social and emotional capabilities. Staff are aware of placing the body as the focus of their classroom intervention and care.

Our staff have sound knowledge of:

- The impacts of chronic stress and trauma on child development
- Impacts of stress responses and the need for de-escalation, present, centred, grounded, mindfulness and self-regulation
- Interoception
- How to remain calm
- De-escalation strategies

We achieve this by:

- Circle time in the morning
- WWW – 'What went well today' daily
- Regular brain breaks built into learning that help to escalate or de-escalate
- A Safe and calm space in every learning space
- Positive relationships with students



## Student Engagement

Staff encourage students to develop positive well-being by motivating, supporting and inspiring them to become powerful learners.

We achieve this through:

- Student led learning
- Giving students opportunities to work independently and in teams
- Student voice opportunities
- Students have clear learning intentions and transfer this into positive behaviour development



## Trauma Informed: BSEM

All staff are trauma informed and meet the needs of students in a holistic, school-wide approach through the Berry Street Education Model strategies

We believe and will model that:

- Strong relationships matter and all students have identified advocates at our school
- Teachers can make a difference and are supported to love what they do
- Every lesson can teach academic content and psycho-education
- There is visual learning and stamina for growth
- Safe and predictable routines are vital
- All students must have the opportunity to understand themselves and how they learn



## Data Collection

Staff use data to gather and measure information from a variety of sources. Decisions and future directions are documented and managed through weekly student case management processes.

The data collection sources staff use are:

- Berry Street Education Model School Survey
- DFE Student Wellbeing Survey Term 3
- Behaviour data
- Attendance data
- Anecdotal notes and observations
- One Plans
- Student Feedback



## Relationships

Staff employ strategies and implement programs with the aim to build strong relationships across the whole school

We value relationships and students are supported in a variety of ways to such as:

Extensive 1:1 SSO Support, positive play programs, Pastoral Care Worker support, MIND and Headspace Support services, Lunchtime clubs, Versatile Yard play options, Learning Together, Transition programs, Breakfast Club.



## Personal and Social and Capabilities

Staff strategically plan and support students to be exposed to essential life skills that support wellbeing and positive mental health.

This includes: Self-management, Self-awareness, Social awareness and Social management. (ACARA)



## The Wellbeing Space

The Wellbeing Space is a safe place, where students can come to self-regulate or develop skills in self-regulation.

The Wellbeing Space supports student's physical, social, emotional and spiritual Wellbeing with consistent, predictable routines and a focus on Interoception. Interoception is the conscious understanding of the internal body state. Staff develop strategies to help students who have trouble organising information from their senses through focus work on: muscles, temperature, breathing, pulse and safe touch. All students can access the Wellbeing Space with a through self-referral, teacher instruction or a timetabled program.



## Child Protection Curriculum

Staff at our site ensure that students at our site access the approved child protection curriculum every year.

The Keeping Safe: Child Protection Curriculum is mandated in all Department for Education sites for children and young people from age 3 to year 12.

