

Mildura South Primary School



TRAUMA SENSITIVE SCHOOL POLICY

PURPOSE

To ensure that Mildura South Primary School has a safe and respectful environment to build positive relationships, self-regulate our emotions and behaviours, and succeed academically while supporting physical health and wellbeing.

OBJECTIVE

To explain to Mildura South Primary School parents, carers, staff and students the processes and procedures in place to making the school a Trauma Sensitive school environment.

SCOPE

This policy applies to:

- all staff, including casual relief staff, volunteers, parents and carers
- all students

POLICY

This policy should be read with Mildura South Primary School *Child Safe Policy, Student Engagement Policy*.

School-wide Policies and Practices

The school mission states Mildura South Primary School's vision is to establish a culture of Positive Education, creating and maintaining a harmonious and engaging learning environment where staff and students together experience **PERMA**.

- School contains predictable and safe environments (including classrooms, hallways, playgrounds, assembly areas) that are attentive to transitions and sensory needs.
- The school culture highlights a collaborative approach for all stakeholders, teachers, students and families
- Supports for staff are available – consultation with experts, classrooms observations and opportunities for teamwork and collaboration
- School Engagement Policy has a balance of accountability with access to the Wellbeing Space, calm spaces, positive behaviour support plans, behaviour guidance sessions
- School participates in safety planning, including enforcement of court orders, transferring records safely, restricting access to student-record information, and sensitive handling of reports of suspected incidents of abuse or neglect.

- Recognizes student strengths, academics, behaviour, social-emotional learning, health, family and community wellness as connected and works to integrate support from a whole school perspective

Classroom Strategies and Practices

Classroom expectations are communicated to students in a clear and positive way. Class norms are co-created with 'TRICK' as a guide to setting up and caring, safe and inclusive classroom environment.

- Teachers differentiate instruction for both academic and behavioural expectations.
- Staff view all students as wanting to do well both academically and socially. They support the students to develop new patterns of behaviour in response to challenges.
- Staff characterise student challenges in constructive language (e.g needs help/support to cope positively, self-regulate, seek/accept help, problem solve, make a good choice.
- Staff recognise that behaviour is communication and they seek to understand the function of the behaviour (listen to understand, offer calm space, offer wellbeing Space, refer to positive Behaviour Support Plan, hold a Behaviour Guidance session).
- Staff know the Character Strengths and identify them in their students.
- The classroom environment is organised and clean.
- There is a class timetable which ensures routine and predictability.
- Classroom supplies and equipment are clearly labelled to establish ownership and facilitate retrieval and storage.
- Classroom and school displays contribute to a sense of order, they are at student eye level, they are student-friendly and consistent with learning. Classroom displays are co-created (the third teacher)
- Classrooms have an easy-to-read daily schedule clearly visible.
- Classroom norms and school values are written in positive language and are visible, including School Wide Positive Behaviour posters
- Staff create a positive and calm learning environment (brain food, water bottles, aromatherapy, calm music, furniture arrangement allows safe good traffic flow).
- Staff report any safety concerns about the physical learning environment, including excess noise from equipment, flickering of lights and concerns with tables, chairs, carpets and flooring, doors not closing properly or locks difficult to operate. These are recorded on Compass through Issue Tracker.
- Information is presented and learning is assessed using multiple modes and consideration is made for reasonable adjustments for individual students.
- Student strengths and interests are encouraged and incorporated.

Examples of classroom overstimulation is provided in the example below:-

[Environmental classroom scan.pdf](#)

Wellbeing

Mildura South Primary School aims to establish a range of strategies targeted at students, parents/cares and the broader community that helps maintain a safe, respectful and inclusive learning environment.

- Opportunities exist for students to learn and practice regulation of emotions and modulation of behaviours (Explicitly taught and practiced in RRRR - Emotional Literacy, Positive Coping, Problem Solving, Stress Management and Help Seeking).
- Students have access to calm spaces in classrooms and the Wellbeing Area. The purpose of these spaces is to reset thinking to ensure students are able to move on with their learning.
- Calm time is built into the daily timetable for the whole school, scheduled to occur after transitions throughout the day.
- Students are the shared responsibility of all staff (Faces on Data, behaviour). Staff recognise and respect that all students have an individual story.
- When things are not working, staff look at the environment first, not the student.
- Wellbeing Teacher supports families with information and possible referrals for educational and mental health supports.
- Recommendations are made from outside agencies such as DHS and CYMHS that also give guidance to reasonable adjustments for individual students
- The school offers alternate timetables for students, reasonable adjustments are made and Positive Behaviour Support Plans, Individual Learning Plans and Tracking Individual Learning documents are in place for individual students.

<https://www.education.vic.gov.au/school/teachers/health/Pages/sss.aspx>

Family Partnerships

The school provides opportunities for parent/care in the operation of the school. It engages in students learning and priorities of the school. Overcome barriers to engagement

- Staff actively engage and build positive relationships with families.
- Strategies to involve parents are tailored to meet individual family needs, and include flexibility in selecting times and places for meetings, availability of interpreters, and translated materials.
- All communications with and regarding families respect the bounds of confidentiality.

Details on school policy for Privacy:-

[Transfer\Desktop\New_policies\New_Policies\2019\To_be_ratified_2019\Mark_2\Ratified\MSPS_privacy_policy_2019.pdf](#)

Community Partnerships

Partnerships with parents, families and community organisations, health professionals and agencies support a holistic approach in targeting services to meet the health, wellbeing and learning needs of all students and their families.

- The school develops and maintains ongoing partnerships with state human service agencies and with community-based agencies to facilitate access to resources.
- When possible, school and community agencies leverage funding to increase the array of supports available.

FURTHER INFORMATION AND RESOURCES

- CALMER CLASSROOMS
[HTTPS://WWW.ACESCONNECTION.COM/G/ACES-IN-EDUCATION/CLIP/CALMER-CLASSROOMS-A-GUIDE-TO-WORKING-WITH-TRAUMATISED-CHILDREN-PDF](https://www.acesconnection.com/g/aces-in-education/clip/calmer-classrooms-a-guide-to-working-with-traumatised-children-pdf)
- CHILD SAFE STANDARDS
[HTTPS://WWW.EDUCATION.VIC.GOV.AU/CHILDHOOD/PROFESSIONALS/HEALTH/CHILDPROTECTION/PAGES/ECGUIDANCE.ASPX](https://www.education.vic.gov.au/childhood/professionals/health/childprotection/pages/ecguidance.aspx)
- POSITIVE PARTNERSHIPS
[HTTPS://WWW.POSITIVEPARTNERSHIPS.COM.AU/RESOURCES/PRACTICAL-TOOLS-INFORMATION-SHEETS/TRANSITIONS-AND-PLANNING-FOR-CHANGE](https://www.positivepartnerships.com.au/resources/practical-tools-information-sheets/transitions-and-planning-for-change)
- RESPECTFUL RELATIONSHIPS
[HTTPS://WWW.EDUCATION.VIC.GOV.AU/ABOUT/PROGRAMS/PAGES/RESPECTFULRELATIONSHIPS.ASPX](https://www.education.vic.gov.au/about/programs/pages/respectfulrelationships.aspx)
- SCHOOL POLICY LINKS
[TRANSFER\DESKTOP\NEW POLICIES\NEW POLICIES\2019\TO BE RATIFIED 2019\MARK 2\RATIFIED\MSPS CHILD-SAFE-POLICY 2019.PDF](#)

REVIEW PERIOD

- **CUSTODIAN: PRINCIPAL CLASS** - AMENDMENTS MADE BY CUSTODIANS ONLY.
- ALL AMENDMENTS TO BE PASSED BY SCHOOL COUNCIL.
- ALL STAFF TO BE ADVISED OF POLICY AMENDMENTS.

REVISION	REVIEW DATE	REVIEWER (TITLE)	AMENDMENTS YES/NO	PASSED BY SCHOOL COUNCIL YES/NO	COMMENTS
A	2.3.2020	ASSISTANT PRINCIPAL AND WELLBEING TEACHER	NO		NEW POLICY CREATED
B	2.3.2021	ASSISTANT PRINCIPAL AND WELLBEING TEACHER			