



Health and Wellbeing

Version 1, 2022



Contents

INTRODUCTION.....	3
WHAT IS STUDENT WELLBEING?	3
WHO IS RESPONSIBLE FOR STUDENT WELLBEING?	3
<i>Leadership</i>	4
<i>Student Agency</i>	4
<i>Support</i>	4
<i>Partnerships</i>	4
<i>Inclusion</i>	4
WELLBEING COORDINATOR	5
JULIE TELFER.....	5
NONVIOLENT COMMUNICATION	6
TWO PARTS OF NVC	6
<i>Receiving Empathy</i>	6
<i>Providing Empathy</i>	6
HOW TO PRACTICE IT: 4 STEPS	6
FEELINGS INVENTORY	7
NEEDS INVENTORY.....	9
TRANSITIONS	10
TRANSITION TO SCHOOL.....	10
ORIENTATION.....	10
SEPARATION ANXIETY.....	10
PROGRESSION THROUGH CLASSES	11
MULTI-AGE CLASSES.....	11
TRANSITION TO HIGH SCHOOL	11
ZONES OF REGULATION	12
SENSORY PROCESSING	12
EXECUTIVE FUNCTIONING	12
EMOTIONAL REGULATION.....	12
THE ZONES	13
KEEPING SAFE.....	14
WHY WE TEACH CHILDREN ABOUT KEEPING SAFE.....	14
WHAT IS INCLUDED?.....	14
SUPPORTING WELLBEING	15
SCHOOL SUPPORTS	15
SENSORY ROOM	15
SENSORY SUPPORTS	16
INDIVIDUAL DOCUMENTED PLANS.....	16
CLASSROOM ENVIRONMENT	17
FAMILY SUPPORTS	18
CONCLUSION	18
BIBLIOGRAPHY.....	19

Introduction

School plays a vital role in supporting the health and wellbeing of children and young people.

The United Nations Convention on the Rights of the Child clearly outlines the right of all children and young people to receive an education, and that this education should support “the development of the child’s personality, talents and mental and physical abilities to their fullest potential” (United Nations, 1989).

Schooling has a significant influence on a child’s experience of learning, their relationships with peers and adults, their confidence and development of new skills and whether their needs are being identified and supported.

At Kerry Street Community School, we praise ourselves on our efforts to support and respond to the wellbeing of our students, by considering all aspects of the whole child including personal, physical, psychological, social and cognitive.

What is student wellbeing?

“Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.” (World Health Organization, 2014)

At Kerry Street Community School, we recognise the significant mutual and unified connection between wellbeing and learning. Wellbeing is a multi-faceted concept involving much more than just physical health. It is a combination of a person’s emotional, mental and social health and it also reflects on how they feel about themselves and their life in general.

Helping our students to feel connected and engaged in their learning, developing social and emotional skills and strategies to support wellbeing, and collaborating effectively with

parents, enables students to grow into happy, respectful, well-balanced and successful members of our school and wider community.

As educators, we want to ensure our students are safe and happy throughout their time at Kerry Street and well beyond. Some of the ways that we nurture student wellbeing includes:

- Modelling and cultivating strong, healthy and trusting relationships
- Teaching social and emotional skills and vocabulary to build resilience, independence and wellbeing.
- Embedding inclusive teaching practices to build a connected, cohesive and culturally safe school culture.
- Developing consistent use of language school-wide and facilitating parent workshops to encourage consistency of language at home.
- Providing opportunities for students to participate actively in their learning.
- Making time for open communication with parents about their child.
- Building positive relationships within our community to share an understanding of safety and wellbeing.

Who is responsible for student wellbeing?

The wellbeing of children and young people is enhanced, and their learning outcomes optimised, when they are connected to others and experience safe and trusting relationships (Education Services Australia, 2020). Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Five elements of: leadership, inclusion, student agency, partnership and support provide the foundation for the whole school community to promote student wellbeing, safety and learning outcomes.



Leadership

At Kerry Street, our Principal, Deputy and staff play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. We inspire and encourage leadership from students and provide a range of opportunities for students to develop and grow leadership skills.

Student Agency

At Kerry Street, we promote children's agency and recognise that our students have a right to make choices and decisions. All students contribute to creating classroom and whole school agreements. Students are actively involved in making decisions, solving problems, working in teams and taking shared responsibility in a variety of settings.

Support

Sharing and cultivating an understanding of wellbeing and creating opportunities for compassion and empathy between staff, students, families and the wider community is pivotal to guiding behaviour at Kerry Street.

Partnerships

Families, allied health providers and other communities collaborate as partners with the school to support student learning, safety and wellbeing.

Inclusion

All members of our school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

Kerry Street Community School has implemented a range of strategies to support student wellbeing. This has included a behaviour guidance policy and procedures to outline expectations and boundaries for staff, parents and students. The school's approach is also informed by a variety of evidence-based programs and practices which are detailed within this document.

Wellbeing Coordinator

The care, safety and wellbeing of children and young people is a central and fundamental responsibility at Kerry Street Community School.

We believe that being proactive about supporting and promoting mental health and wellbeing in our students is vital in today's world and the world of the future. Life has its ups and downs. Students who are socially and emotionally competent are better able to navigate through these times with a positive attitude and optimism. Furthermore, development of these skills support students well beyond their Kerry Street journey.

All staff at Kerry Steet work together to support wellbeing in our community. Our Wellbeing Coordinator is employed two days a week under the National School Chaplaincy Program and works cooperatively with staff to support wellbeing.

Our Wellbeing Coordinator works out of our Sensory Room which is a place for children to relax, self-regulate, develop a sense of calm, and ready themselves for learning. Our Wellbeing Coordinator also uses this space to run small group and individual sessions, host meetings with student leaders, and conduct confidential meetings with members of our school community, directing people to additional support services where required.

A few roles of the Wellbeing Coordinator include:

- Facilitating action plans that enhance the emotional wellbeing of students
- Liaising with outside resource groups to provide support and programs as required
- Organising whole school programs that are relevant to wellbeing
- Mentoring and supporting staff in supporting students' needs
- Providing assistance to parents and students in encouraging positive relationships within the classroom, among their peers and at home.

Julie Telfer

Kerry Street's resident Wellbeing Coordinator, Julie Telfer is onsite two days per week, providing students with additional social and emotional education.



Julie is an experienced school pastoral worker with a Bachelor of Psychology with a minor in Child and Family Services, and a Diploma in Youth Work. Julie is currently enrolled to complete her Psychology Honours. Julie's work in pastoral care ranges from early childhood through to adulthood in both school and community-based roles.

Julie brings a range of skills and attributes that a culmination of her early career as a pastoral worker, and her personal roles as a mother, which complement her role as Wellbeing Coordinator.

Julie strives to support the whole school community in ensuring that we provide a safe, supportive, and welcoming environment for all – a school filled with warmth, adventure, growth, and the joy of learning.

To schedule an appointment, or speak with Julie, please email wellbeing@kerrystreet.wa.edu.au or call 08 9335 1471.

Nonviolent Communication

“Nonviolent Communication (NVC) is a process of communication created by psychologist Marshall Rosenberg. It is a compilation of ideas about compassionate human behaviour, packaged to meet the needs of modern times” (Schultz, 2010). “NVC is based on the assumption that compassionate communication yields different results than uncompassionate communication and that these differences have a significant impact on both individual and societal levels” (Rosenberg & Chopra, 2015).

At Kerry Street, NVC is utilised to resolve conflict where we focus on recognising individual needs, feelings and circumstances and respond to underlying needs and motivations rather than reacting to behaviours.

Two Parts of NVC

Receiving Empathy

Honestly EXPRESS your clear, non-judgemental observations, your own feelings and needs; being aware of what’s alive in you.

- Ongoing awareness of observations, feelings and needs: “When I hear/see/notice... I feel... because I need... Would you be willing to...?”
- Willingness and courage to express those feelings and needs (vulnerability)
- Willingness to make clear, detailed requests

Providing Empathy

Empathetically LISTEN to other’s observations, feelings and needs.

- Presence, focus, space, verbal reflection of feelings and needs: “Are you feeling...?”, “Are you needing...?”
- NOT advising, fixing, consoling, storytelling, sympathising, analysing, explaining, defending.
- No matter what is said, hear only feelings, needs, observation and requests.
- Make a request only after being given a ‘sign’ or asked to do so.

How to Practice It: 4 Steps

There are four steps and two parts to Nonviolent Communication

The first 3 components – observations, feelings and needs – make up the first part of the empathy process. This is a process of objectivity identifying what’s really happening for you or another person. It’s an exploration of what ‘is’ without blame, judgement or analysis. It involves:

1. **Observation** (free of judgment, labels, diagnosis, opinions, etc.)
“When I see/hear/notice...”
2. **Feeling** (free of thoughts, not “I feel like...” or “I feel that...” We are also careful not to use words that imply blame such as bullied, ignored, cheated, betrayed, abandoned...)
“...I feel...” (use feelings inventory)
3. **Need** (universal; without reference to any specific person, time, activity)
“... because I am needing...” (use needs inventory)

The fourth component – the request – is the part that allows us to move forward. The request is the ebb and flow of giving and receiving, back and forth, that provides the opportunity for everyone’s needs to be met.

4. **Request** (clear, positive, present, detailed, active request)
“Would you be willing to...?”



Feelings Inventory

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The following are words we use when we want to express a combination of emotional states and physical sensations. The list is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

There are two parts to this list: feelings we may have when our needs are being met and feeling we may have when our needs are not being met.

Feelings when your needs are satisfied

AFFECTIONATE

compassionate
friendly
loving
open hearted
sympathetic
tender
warm

ENGAGED

absorbed
alert
curious
engrossed
enchanted
entranced
fascinated
interested
intrigued
involved
spellbound
stimulated

HOPEFUL

expectant
encouraged
optimistic

CONFIDENT

empowered
open
proud
safe
secure

EXCITED

amazed
animated
ardent
aroused
astonished
dazzled
eager
energetic
enthusiastic
giddy
invigorated
lively
passionate
surprised
vibrant

GRATEFUL

appreciative
moved
thankful
touched

INSPIRED

amazed
awed
wonder

JOYFUL

amused
delighted
glad
happy
jubilant
pleased
tickled

EXHILARATED

blissful
ecstatic
elated
enthralled
exuberant
radiant
rapturous
thrilled

PEACEFUL

calm
clear headed
comfortable
centred
content
equanimous
fulfilled
mellow
quiet
relaxed
relieved
satisfied
serene
still
tranquil
trusting

REFRESHED

enlivened
rejuvenated
renewed
rested
restored
revived

Feelings when your needs are not satisfied

AFRAID

apprehensive
dread
foreboding
frightened
mistrustful
panicked
petrified
scared
suspicious
terrified
wary
worried

ANNOYED

aggravated
dismayed
disgruntled
displeased
exasperated
frustrated
impatient
irritated
irked

ANGRY

enraged
furious
incensed
indignant
irate
livid
outraged
resentful

AVERSION

animosity
appalled
contempt
disgusted
dislike
hate
horrified
hostile
repulsed

CONFUSED

ambivalent
baffled
bewildered
dazed
hesitant
lost
mystified
perplexed
puzzled
torn

DISCONNECTED

alienated
aloof
apathetic
bored
cold
detached
distant
distracted
indifferent
numb
removed
uninterested
withdrawn

DISQUIET

agitated
alarmed
discombobulated
disconcerted
disturbed
perturbed
rattled
restless
shocked
startled
surprised
troubled
turbulent
turmoil
uncomfortable
uneasy
unnerved
unsettled
upset

EMBARRASSED

ashamed
chagrined
flustered
guilty
mortified
self-conscious

FATIGUE

beat
burnt out
depleted
exhausted
lethargic
listless
sleepy
tired
weary
worn out

PAIN

agony
anguished
bereaved
devastated
grief
heartbroken
hurt
lonely
miserable
regretful
remorseful

SAD

depressed
dejected
despair
despondent
disappointed
discouraged
disheartened
forlorn
gloomy
heavy hearted
hopeless
melancholy
unhappy
wretched

TENSE

anxious
cranky
distressed
distraught
edgy
fidgety
frazzled
irritable
jittery
nervous
overwhelmed
restless
stressed out

VULNERABLE

fragile
guarded
helpless
insecure
leery
reserved
sensitive
shaky

YEARNING

envious
jealous
longing
nostalgic
pining
wistful

Needs Inventory

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The following list of needs is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of self-discovery and to facilitate greater understanding and connection between people.

CONNECTION

acceptance
affection
appreciation
belonging
cooperation
communication
closeness
community
companionship
compassion
consideration
consistency
empathy
inclusion
intimacy
love
mutuality
nurturing
respect/self-respect

CONNECTION continued

safety
security
stability
support
to know and be known
to see and be seen
to understand and
be understood
trust
warmth

PHYSICAL WELLBEING

air
food
movement/exercise
rest/sleep
sexual expression
safety
shelter
touch
water

HONESTY

authenticity
integrity
presence

PLAY

joy
humour

PEACE

beauty
communion
ease
equality
harmony
inspiration
order

AUTONOMY

choice
freedom
independence
space
spontaneity

MEANING

awareness
celebration of life
challenge
clarity
competence
consciousness
contribution
creativity
discovery
efficacy
effectiveness
growth
hope
learning
mourning
participation
purpose
self-expression
stimulation
to matter
understanding

Transitions

Transition to school

Starting school is an exciting milestone for your child and family. All of you will be experiencing changes as your child settles into a new learning environment, develops new friendships and spends time with new teachers.

We recognise the transition to school, or to a new school, is a big step for everyone involved and we have a range of supports in place to aide this transition.

Some things you can do to help prepare your child for this transition are:

- Talk positively and confidently about starting and attending school
- Meet the teachers your child will be working with to discuss any concerns or supports prior to school commencement
- Arrange with your child's teacher times you will stay or visit the classroom

You can find a more exhaustive list and information regarding the transition to school in the article [Getting little ones ready for big school, with Maggie Dent \(theparentswebsite.com.au\)](https://www.theparentswebsite.com.au/getting-little-ones-ready-for-big-school-with-maggie-dent).

Orientation

We know that the start to each year can be both exciting and challenging. To support this transition, we incorporate orientation opportunities.

For Kindergarten and Pre-Primary students, we initially offer an orientation in December. New students are invited to attend an afternoon alongside current students. This is a chance to build relationships between students and staff. Additionally, parents and carers can connect prior to the Christmas holidays. We encourage families to arrange playdates over the break to further develop friendships before the new year commences.

A whole school orientation is always held in the week prior to school commencing in February,

usually on the Friday. This provides the opportunity for students to see their classroom spaces set up ready for the new year, meet and connect with teachers and spend time with peers. We find that this makes the first day of school easier for everyone involved.

Separation Anxiety

A healthy level of separation anxiety is part of normal childhood development and indicates the development of a close bond and attachment to the primary caregiver.

For most children, separation anxiety decreases and ceases as they gain confidence and adjust to attending school. If you are finding separation difficult, please make a time to meet with your child's teacher. Together you can develop a plan to suit you and your family over this period.

Some tips include:

- Decide how you plan to transition your child to school. We are open to supporting what you want/need and have a wealth of experience and strategies for different models of separation. Once you have considered how you would like to manage separation, make a time to discuss this with your child's teacher and get their feedback.
- Work with the teacher to select a time to leave and stick to it. We know it can be distressing leaving an upset child! In our experience, most children calm down quickly and reconnect with the class and peers. Stretching out goodbyes often leads to increased anxiety for all involved and it is much harder for children to regulate after an extended goodbye.
- Trust that we will contact you if your child remains distressed. If your child is not able to regulate, we will call and ask you to return. We also try to let you know if your child has settled to put your mind at ease.
- Develop a system with the teacher to indicate if you want us to step in and help

with separation. We are often unsure if and when you want our support. Establishing a code word or signal ahead of time helps us to help you when you need it.

- Make time to build connections with other children outside of school. This often helps to build confidence and creates a feeling of safety for children when parents aren't present.

Progression through Classes

A benefit of being a small school is that transitions between classes, in each new year, are made that little bit easier. Due to the nature of our pedagogy, multi-age learning and play takes place frequently, and this gives both students and staff an opportunity to get to know each other and familiarise themselves with different spaces within the school, so that when students move classes there is often ease.

We also incorporate a range of activities where students can form and grow relationships across the classes. 'Buddy group' activities may include team building exercises, whole school challenges, Wellbeing activities and shared reading. These cross-class activities support transitions in the physical environment as students become comfortable visiting and spending time in various spaces both indoors and outdoors. Furthermore, the relationships that are developed across the school support students as they progress through classes.

We, as staff, are also extremely flexible and support staggered transitions and schedules to support students who do find transitions more difficult. If your child is experiencing stress about moving

classes at the end of the year, please speak to the teachers to devise a plan to support this transition.

Multi-Age Classes

At Kerry Street Community School, each class is comprised of two-year groups. Current class arrangements are:

- Kindergarten and Pre-Primary
- Year 1/2
- Year 3/4
- Year 5/6

We see many benefits of multi-age classes, particularly in supporting transitions.

Each child remains in the same classroom for two years rather than one. This supports building strong relationships and trust between teachers and students. Students have additional time to contribute to their classes and develop classroom agreements. They become very familiar with classroom organisation and routines which often eases anxiety and sees children develop confidence and supports risk taking. Additionally, students get the opportunity to be supported in the first year in each class and then to be a leader and guide a new cohort in their second year. We find this format to be greatly beneficial in supporting classroom progression and transitions.

Transition to High School

We have developed a Transition to High School document which outlines our processes and supports in place for the transition to high school. If you would like to know more, please request a copy or check out our website.

Zones of Regulation

The Zones of Regulation framework (“the Zones”) is not just for students; parents and teachers often find they benefit from insight into their own states and emotions, as well as discovering tools they find most helpful for self-regulation (Kuypers, 2011). Everyone experiences difficulties in self-regulation from time to time but knowing yourself and what you need allows you to advocate for yourself and join in your community in a more fulfilling way.

To successfully self-regulate, three critical neurological components need to be integrated: sensory processing, executive functioning, and emotional regulation. All three of these neurological components depend on one another. If one of these components is not functioning, then a person’s ability to self-regulate will be diminished. Students need guidance to explore and learn about the impacts of actions and choices and be given opportunities to practice skills for self-regulation in a safe and supportive environment.

Sensory Processing

Sensory processing describes how you make sense of information perceived by your brain and body, as well as how you organise and integrate this information in order to act on it. For example, if you hear an alarm, that information is first picked up by your ears, then sent to your brain for interpretation; you then decide if this is an alarm meant for you (a school fire alarm) or not for you (a car alarm in the distance). This decision leads to the next one: do you act on the alarm or ignore it?

Sensory processing also includes regulating out the amount of input you receive. For example, you might turn down the radio if you’re driving in an unfamiliar neighbourhood. By reducing the input from one area (hearing), you are better able to concentrate on another area (visual information).

“Difficulties in regulation can result from people not being able to filter out extra stimuli or being overly sensitive to small amounts of sensation that most others don’t notice” (Low, 2021). For example, a student who is sensitive to background noise might have all the instructions they need to complete a task, but they can’t turn down the background noise in order to concentrate. Often, they will opt out of the task instead of asking for the extra assistance they need such as a quiet space, white noise or earphones. In contrast, some people seek out intense input in order to feel ‘just right’. This can often occur in inappropriate ways such as bumping into others, running around during class time, or

sitting upside down on the couch. Giving students meaningful opportunities for movement breaks can help their systems get the input they crave and leave them ready to learn.

Executive Functioning

Executive functioning is a general term that describes the processes involved in our conscious thoughts and actions, including shifting attention from one thing to another, adding information to working memory, self-talk, planning and impulse control.

Students can use the Zones to figure out where in a process they are feeling frustrated, this can lead them to supports in that area. For example, if it’s shifting attention from one activity to another then timers and increased warnings can be used. In this way, the Zones can be used to gain insight and skills.

Emotional Regulation

While emotions are triggered automatically in relation to events, cognitive elements, such as objectivity (the size of the problem), motivation (“Do I really want to solve this?”) and understanding others’ perspectives are used in regulating an emotional response. Students who struggle with these skills can use the Zones to gain more insight into their responses and practice skills to assist with self-regulation.

The Zones

Green Zone

Used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for school work and being social. Being in the Green Zone shows control.

Yellow Zone

Used to describe a heightened state of alertness, however, a person still has some control in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, or any other slightly elevated emotions and states (such as wiggly, squirmy, or sensory seeking). The Yellow Zone indicates a person is starting to lose some control.

Blue Zone

Used to describe low states of alertness, such as when one feels sad, tired, sick or bored. This is when one's body and/or brain is moving slowly or sluggishly.

Red Zone

Used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be described by not being in control of one's body.

Zones are not described as 'good' or 'bad', just expected and unexpected zones or behaviour. Students will learn what behaviours are expected in a given circumstance or which are best suited to support different tasks and determine if they need to change their behaviour to meet the demands of the situation. This can be accomplished by teaching tools that help them regulate and move between zones.

Keeping Safe

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum providing age and developmentally appropriate activities for children and young people from age 3 to Year 12. It teaches children to:

- Recognise abuse and tell a trusted adult about it
- Understand what appropriate and inappropriate touching is
- Understand ways of keeping themselves safe.

The KS:CPC is mandated in all schools and is taught every year by qualified teachers. It is a world-class, evidence-based child safety program that is used by a range of Australian and international schools.

Why we teach children about keeping safe

Schools have a legal responsibility to protect children and young people from abuse in its own settings and in the wider community. All children and young people have a right to:

- Be treated with respect and to be protected from harm
- Be asked for their opinions about things that affect their lives and to be listened to
- Feel and be safe in their interactions with adults and other children and young people
- Understand as early as possible what is meant by ‘feeling and being safe’

What is included?

The KS:CPC is divided into four Focus Areas each covering a number of topics.

Kindy to Year 2

The right to be safe	Relationships
<ul style="list-style-type: none"> • Feelings • Being Safe • Warning Signs • Risk-taking and emergencies 	<ul style="list-style-type: none"> • Right and responsibilities • Identity and relationships • Power in relationships • Trust and networks
Recognising and reporting abuse	Protective strategies
<ul style="list-style-type: none"> • Privacy and the body • Recognising abuse • Secrets 	<ul style="list-style-type: none"> • Strategies for keeping safe • Persistence

Year 3 to Year 6

The right to be safe	Relationships
<ul style="list-style-type: none"> • Being safe • Warning signs • Risk-taking and emergencies 	<ul style="list-style-type: none"> • Right and responsibilities • Identity and relationships • Power in relationships • Trust and networks
Recognising and reporting abuse	Protective strategies
<ul style="list-style-type: none"> • Privacy and the body • Recognising abuse • Cyber safety 	<ul style="list-style-type: none"> • Strategies for keeping safe • Network review and community support

Supporting Wellbeing

School supports

We have touched on a range of ways that Kerry Street Community School supports and grows student wellbeing. Some of the key, whole school, supports we utilise include:

- Always using respectful language when referring to sensory and neurological needs
- Homely and welcoming classroom environments with flexible seating arrangements
- Small class sizes with high teacher to student ratios
- Whole school approach to behaviour guidance and use of Non-Violent Communication
- Educating students to know that social expectations include respect and empathy
- Development of and encouragement to use individualised self-regulation strategies
- Staff implement Staff modelling of respectful behaviour strategies
- Staff modelling the Zones and identifying when students are in the different zones.

Sensory Room

The Sensory Room is a space for students, families and staff to access to support wellbeing and self-regulation. The space is separated from the open plan classrooms and is filled with a range of sensory supports. Some of these include:

- Tools for heavy work – provides proprioceptor input through muscles and joints aimed at calming and regulating the sensory system.
- Weighted blankets and toys – designed to provide pressure to help regulate mood.
- Fidget tools – supports that aim to rebalance and increase focus for students who struggle with sensory integration, anxiety and ADHD
- Timers
- Student texts focused on a range of aspects of Wellbeing: bullying, friendships, personal space, emotions, Neurodiversity
- Adult support texts

Our Wellbeing Coordinator utilises this space to facilitate a range of sessions. These may include:

- Individual sessions – to support an individual to regulate or recover, to discuss individual concerns or unpack an issue or to focus on development of specific skills or strategies
- Small group sessions – to work collaboratively to solve an emergent issue, or to work with a group to develop connection and relationships
- Kids Council meetings – representatives from each class meeting to share concerns and solutions regarding a specific issue
- Meetings with staff members – to discuss how to best support students in the classroom, to provide pastoral care for staff
- Conversations with parents – to support parents in seeking referrals to external providers, to discuss and suggest strategies to support individual children, and to provide an empathic ear



The sensory room is often accessed by students needing a space to reset. This could be following a disagreement or injury or a space with reduced stimulus to complete work tasks. Agreements regarding accessing the space vary from child to child. Some children have agreements in place where they can access the room and tools independently others access the space with adult support. We recognise that each child is unique and develop support strategies that are individualised.

Sensory supports

Sensory supports are designed to assist students to regulate their level of alertness in order engage and focus on learning when required. At Kerry Street, we foster a range of sensory supports including:

- Access to the Sensory Room for regulation
- Movement breaks and wobble stools to increase alertness and focus
- Use of calm spaces and weighted blankets/toys to decrease arousal
- Earmuffs and noise-muffling headphones to decrease auditory overload
- Natural light in classes
- Visual schedules
- Access to fidget tools
- Flexible seating

Individual Documented Plans

For students requiring ongoing support, teachers work collaboratively with parents and allied health professionals to develop individual targeted plans. These document specific goals and supports to be implemented for individual children. These plans are developed for a range of reasons including:

- A student is working two years above or below the expected academic level for their age
- A student has a diagnosed or imputed disability
- A student requires ongoing support with self-regulation or to manage social interactions
- Additional adjustments are required, for an individual student, to ensure the safety of students and staff

At Kerry Street Community School, we implement a number of different planning documents to address the individual needs of students. Document types include:

- Individual Education Plans (IEPs) – intensive and individualised adjustments for students identified at educational risk
- Collaborative Action Plans (CAPs) – details additional supports and adjustments to assist students struggling with self-regulation and/or managing social interactions
- Response to Intervention Plans (RTIs) – small group intervention to support academic achievement
- Behaviour Support Plans (BSPs) – outlines specific goals and strategies to ensure safety
- Risk Management Plans (RMPs) – developed to support students with mental health concerns

We have the benefit of being a small school where all teaching staff meet regularly (at least once per term) to share individual documented plans. As a result, all staff are aware of triggers, behaviours and strategies to support students on individual plans.

Classroom Environment

All classrooms at Kerry Street are lovingly designed and created by staff and students. Staff consider the purpose and beauty of every element included in classrooms. There are no assigned workspaces and instead students are encouraged to choose a space that meets their needs. Options are provided for students to work at different levels and to access sensory supports if needed. Classrooms are welcoming and 'homely' and are true reflections of the staff and students that utilise each space.

Whilst each classroom reflects the current teaching staff and student cohort there are a number of elements that can be found in all classroom spaces. These include:

- Soft, calming space – in each room there is space for children to relax. This may be in the form of a book corner, soft furnishing or even a tent.
- Flexible seating – students of all ages do not have assigned seating; they are guided to selecting a workspace that best supports learning. In some instances, individual student may request a set workspace to support individual needs or preferences, this is accommodated.
- Sensory supports – each class includes access to items to regulate sensory input, e.g., fidget tools, wobble chairs, weighted blankets.
- Visual timetables – both text and picture based, these help students know what their day will look like and reduce anxiety
- Use of natural materials and elements
- Provocations and space for play



Kindergarten / Pre-Primary



Year 1/2



Year 3/4



Year 5/6

“Rather than simply filling spaces, the emerging emphasis is creating meaningful, beautiful, and inspiring environments reflective of those who inhabit the space.” – Sandra Duncan

Family supports

Research tells us that people tend to do well the things that they practice, making the partnership between school and home a key piece of the educational puzzle. You can support your children's wellbeing by:

- Practicing NVC language at home, exploring feelings and needs
- Allow time to empathetically listen, especially during after school downloads
- Naming your own emotions and identifying what zone you're in at any given moment
- Noticing and offering meaningful praise when your child is using expected behaviours
- Offering advice and strategies for moving between zones
- Having conversation about the strategies that work for you when aiming to move between zones
- Openly discussing feelings and unmet needs

Conclusion

At Kerry Street Community School, we are committed to prioritising the safety and wellbeing of our students. We believe in nurturing the whole child, we invest in programmes, resources and professionals to ensure we are meeting all needs.

We recognise that a whole school approach to student wellbeing has far-reaching positive impacts on mental health and resilience, and also enhances social connections and academic engagement. Our pedagogies are always relational, based on knowledge of how people learn, and grounded in the principles of quality relationships, respect for individual differences and active participation, all whilst being informed by research and reflection.

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