

# Supporting Students Impacted by Trauma



## Universal support for inclusive practice and student wellbeing

Delivery of in-school and statewide professional learning in inclusive practice, specifically trauma-informed practice

Systemic support for all schools to improve inclusive practice through implementation of the *Inclusive Practice Guidelines*

Updated *Respectful Schools Respectful Behaviour* resource for school leaders to use as a companion document to the Inclusive Practice Guidelines

Guidance on quality programs – eg *Good Teaching Guide: Trauma Informed Practice*

Online Learning and Teaching course in Trauma and Mental Health

Use of Student Wellbeing Survey school reports to measure student wellbeing at a school and system level and inform planning

The Model builds on and complements existing resources and funding for student support such as:

- » Student Support Leaders
- » Student Engagement
- » Inclusive Learning
- » Professional Support Staff
- » Interagency Student Support Team
- » School Health Nurse Program

## Targeted support for schools with identified need

### FUNCTIONS OF SCHOOLS THAT RECEIVE TARGETED FUNDING

#### 1. Build capacity

- » Identify the Support and Wellbeing Team lead within the school to participate in and lead Statewide professional learning
- » Develop and implement a whole-school Action Plan to build capacity to support an inclusive school community
- » Build long-term, sustainable, whole-school practices, including reporting mechanisms to measure and evaluate effectiveness

#### 2. Targeted intervention

- » Determine trauma-informed practice focus for school (e.g. mindfulness, positive behaviour support, restorative practice, transitions)
- » Consider the particular needs of the school when developing professional learning (e.g. high numbers of FV, EAL, OOHC)
- » Monitor teaching practices to ensure consistency of approaches across the school

#### 3. Work collaboratively

- » Work in collaboration with other schools (e.g. in the geographical area, feeder schools)
- » Meet as a collective to discuss approaches, share strategies, organise inter-school PL days, and provide support to each other
- » Work in collaboration with existing student support structures (eg RSST; professional support staff; IASST) to explore PL delivery options
- » Establish and/or enhance school collaboration with outside agencies/ organisations

## Individual support for students

Funding to schools for individual students who have multiple complex needs requiring intensive and specialised support.

Students identified by schools and Student Support Leaders using the [Tasmanian Child and Family Wellbeing Assessment Tool](#).

A panel consisting of Student Support Leaders and principal representatives review identified students and their level of need to determine allocation of resources.

### Considerations

- » How the school is currently supporting this student
- » What is reasonable for the school to contribute to supporting this student through usual budget allocation (eg SRP)
- » What supports are needed to enable the student to learn safely in a school setting, while also ensuring the safety of other students and staff
- » What whole-school approaches are in place or being developed to support students impacted by trauma and students with emotional and behavioural challenges
- » Responsibility and accountability across agencies (particularly in the context of students in OOHC)

## Guiding Principles

- » *Inclusive* – Funding should be used to develop and support whole-school inclusive education practice through the *Inclusive Practice Guidelines*, in line with individual school context
- » *Transparent* – Funding is distributed in an equitable way, based on data, and responsive to changing needs
- » *Sustainable* – Funding should support the building of a long-term whole school approach to enable the ongoing application of trauma-informed practices

- » *Integrated* – System level funding should align with current DoE activity and, ultimately, with cross-agency, whole-of-government initiatives to support children and young people impacted by trauma
- » *Accountable* – Appropriate accountability mechanisms should be in place to support intended use of resources
- » *Promote and Ensure Safety* – Resourcing should be used to ensure a safe school environment, including wellbeing of students and staff

