School – Appendix 6

Procedures for volunteers

Budawang School - A vibrant, caring learning community

Philosophy

(Insert school name) School is a caring, vibrant learning community. Our primary role is to **educate** students who have severe and moderate intellectual impairment. Some of our students also have a physical disability. We strive to **engage** our students in activities that are relevant and beneficial to them. Our staff is dedicated to providing a happy, safe, stimulating learning environment which is supplemented by enriching community participation and involvement. We value the harmony and balance that exists between teachers, learning support officers and volunteers who work at our school.

Staff 2013

(List relevant staff)

Summary of students and their special needs.

|  |  |
| --- | --- |
| Name of student– Year 12 | 17. Turns 18 in September. Can walk but spends a lot of time in her wheelchair because her hips cause her some pain. Will respond to simple instructions such as “come here” or “go to your chair.” Wails a lot for a variety of reasons including self- stimulation, to indicate she is hungry, bored or afraid. If she is very noisy or agitated take her out for a walk, bike ride or engage her 1:1. |
| Name of student- Year 12 | (Name of student) has Down Syndrome and is often happiest in her own world. She communicates via body language and facial expression. She will follow some instructions when they are coupled with physical prompts – for example hold your hands out to her and say – stand up( Student name). (Student name)can deliver very painful pinches and scratches, so protect yourself and others from her grasp. |

**The daily routine is as scheduled:**

8.30 – 9.00 Organise yourself and join any students who arrive early in the playground

9.00 Students start to arrive. Playground

9.30 Music for the first session indicates it is time to go into class. Some students will need assistance

10.40 Students wash their hands and have morning tea in their rooms.

 Check your roster to see where you need to be.

 11.00 Where possible students are encouraged to clean up their own desks and go out for playtime. If you have been on morning tea you need to go to playground supervision. If you have been helping the students, go and have your morning tea.

11.20 Music for the second session indicates it is time to go into class.

12.20 Students wash their hands and go to their classrooms for lunch. Check your roster to see where you need to be.

12.50 Students can be released to go into the playground. Where possible students are encouraged to clean up their own desks.

1.20 Music for the third session indicates that it is time to pack up the play equipment and go to afternoon sessions.

2.10 Session 4 begins OR if you are on an out of school activity continue with that outing.

2.55 Teachers move students to the front of the school with their bags. A teacher will be rostered on to foyer duty.

3.00 Students go home. Staff tidy classrooms and debrief

3.30 Staff are free to go home.

Procedures for Volunteers

This document has been developed to help our volunteer feel comfortable and productive when they are working at (Insert name of school). The most important thing for you to know is how valuable you are to us. We will fit in with you in any way we can.

On arrival please collect a name badge from the front office counter and sign in. Always feel free to join us in the common room and have a” cuppa ”if you have time. Depending on your job, you may have to go directly to the classroom, pool or playground, where you will ask the teacher what they would like you to do for the session, or you may work directly from the literacy or numeracy box or use the cards at the front counter.

Let the classroom teacher get the lesson started and they will guide you as to how you can best help out. If at any time you feel uncomfortable, please just remove yourself from the room and spend some time in the playground or staffroom. You can also always speak to (name of staff member )or(name of staff member).

We do ask that you not lift any of the students and that you are careful to follow the Occupational Health and Safety Guidelines as stated at the end of this booklet. It is also best not to use any electric wheelchairs as these can be extremely dangerous if you are not skilled in their use.

In the playground

We do not eat or drink on playground duty.

The main aim is to engage as many students as possible in playground activities You may like to walk with them, play with them in the sandpit, trampoline or equipment. You can use the pictures on the wall to give them a choice. Please be aware of how vulnerable some of our students are and ensure that they are safe at all times.

It is best to be focused on the child rather than chatting to staff members, as staff members will be trying to engage as many students as possible while maintaining a safe level of independence.

Meal times

Are an important time for students to develop and practice social skills and skills of personal independence and inter-dependence. We try to make sure that meal times are not institutionalised but not too rowdy either. Try not to talk to other staff across the room unless it is directly to do with the students. Do not let students out to play until 11.00am or 1.00pm.There are pencils and paper in classrooms to help keep students settled. Don’t let students out until a teacher is on duty. If you have a question please ask.

Follow the time table precisely. Stay with the students you are allocated. Sit with them and assist them with their food, but encourage them to do as much for themselves as possible. For example, if a student has a picture board with a range of foods displayed, ask the student to make a selection before you give them their food. (Name of students) can all use a spoon with support.

Special Activities

Swimming, Sensory Room, Shopping, Community Access, Liberty Swing, Bike Riding and Cooking are some of the special activities conducted at (insert name of school). If you are assisting with these activities you will need to discuss your role with the teacher, as you will have specific routines to guide you in your interactions with the students. It is especially important that you follow sound OH&S practices and that you are comfortable working with our students in a public or practical setting.

Understanding the needs of children with a disability.

**Moderate and severe intellectual disability**

All of the students who attend our school have a severe or moderate intellectual disability. This means that in some cases their brain is formed differently from most people, that part of it has not fully developed or that there is some pressure or other external influence at play. It may take them longer to process information, so you have to give them longer to react or respond. They may act impulsively because they are not able to think about consequences. Their IQ is lower than 55.

**Autistic Spectrum**

The **autism spectrum** also called **autism spectrum disorders (ASD)** or **autism spectrum conditions (ASC)** with the word **autistic** sometimes replacing **autism,** is a spectrum of psychological conditions characterised by widespread abnormalities of social interactions and communication, as well as severely restricted interests and highly repetitive behaviour.

Students with autism must have a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student’s disorder. Documented evidence must indicate a developmental disability affecting verbal and nonverbal communication and social interaction that significantly affects the child’s ability to learn. There must be information of a functional assessment consistent with the student’s disorder.

**Cerebral palsy**

Some of our students have a condition that affects their ability to control their movements. Some students display “spacticity” of the limbs, meaning that they will have involuntary movement- usually jerky-unpredictable movement. Some students have tremors and some have very tense or tight tendons and muscles. Without proper intervention, such a standing, correct footwear or other remedial action, the students hands, feet legs, arms and even torso can become misshapen and immobile. Some of our students have botox injections to help this condition.

Behaviours associated with types of disabilities

Some students at our school exhibit challenging behaviours that will require specific management strategies. You can locate their behaviour management plans in their Profile Folders in the Principal’s Office.

“Challenging behaviour” is a term used to describe behaviour that interferes with an individual’s or carer’s daily life. Common examples of challenging behaviour are aggression, self -injurious behaviour, property destruction, oppositional behaviour, socially inappropriate behaviours and withdrawal behaviour.

The term “challenging behaviour” is used to label the behaviours as challenging, rather than the label the person as the problem. Challenging behaviour affects many people in the community, and is not an inevitable result of developmental disability. The development of challenging behaviour is less likely when people with a developmental disability are taught pro-social behaviour from an early age and are provided with environments that eliminate the necessity to behave in problematic ways. While a clinician’s attention may be focused on the behaviour, it is also important to maintain an appreciation of the positive aspects of the individual with the disability.

Challenging behaviour may seriously affect a person’s health and quality of life. Some examples are listed here….

Self -injurious behaviour, (including ingestion or inhalation of foreign bodies) can result in blindness, bowel perforation, infection, haemorrhaging, brain damage and even death.

Oppositional behaviour may result in dietary deficiencies, weight loss, ross obesity and heart failure. It may also put students at risk in traffic and other community settings.

Accidental injury is a common medical problem in people with aggressive behaviour. Lack of social skills can lead to loneliness and depression.

Intentional versus accidental or spontaneous behaviours

This is relevant in 2 distinct groups of students in our school.

1. **Those students who are non -verbal and who do not display consistent movement of their limbs.**

If we ask the student to hit a switch and they do – how can we be sure that that behaviour was deliberate-therefore showing control and understanding? We give them the benefit of the doubt and try to repeat the behaviour again.

1. **Those students who often use default modes of behaviour. These students are often impulsive and have difficulty stopping to think**

**before they act.**

A student may swear or hit out. While we can-not ignore that behaviour

And we must actively work to educate the student that that behaviour is not acceptable, we must also remember that the student may not have planned it. It may be a long in-grained defensive behaviour that was triggered by similar situations, smells, sounds or feelings to those experienced before.

Unpredictability and predictability

Sometimes our students’ behaviour can change dramatically with- in a few minutes. Please be aware of this and try to prepare them ahead of time for changes in routines or even transition times at school. The smallest things can cause a change in behaviour. It may be that they want a certain chair, that they want the attention of a staff member or they decide that they don’t want to do a certain activity. Sometimes they might have a pain that they can’t tell you about or they may be tired or unwell. Ask for help if you are uncertain as to how to proceed. It is best not to touch or try to physically move students if they are slow to respond to your instructions.

Reactions to changes

As a new staff member or volunteer, you are the change. This can cause strong, almost overwhelming feelings of anxiety for some of our students. They will be uncertain as to what you want them to do and this can be quite threatening.

The other major changes that can unsettle our students are changes to the daily routine. Try to let them know ahead of time of any changes that may arise, but choose your time and words care3fully. Speak calmly and positively .

Separation of the child from the behaviour

Speaks for itself – we never tell the student they are naughty, but we do tell them their behaviour is not safe, or that they are not making good choices. Some useful phrases include:

“We don’t hurt people at school”, “We don’t swear at school”, “that behaviour makes me sad”.

On the positive side you could say “look, listen and OK’, ‘ “We like it when… you sit in your seat”, It makes me happy when you share” “ It’s great to see you letting others go first”, “people who behave badly get nothing” “good things happen to people who behave well”.

Preferred responses to behaviours

Expect appropriate behaviours from our students. There are times when you may ignore minor behaviours and that is fine, but use the same behaviour modification strategies you would use in any classroom, for example , change the environment, remove distractions, change your proximity to the student, use gestures, redirect, distract, rephrased speech etc.

There are some behaviours that can - not be ignored.

|  |  |  |
| --- | --- | --- |
| Setting | Behaviour | Response |
| In class | If a student hurts other students, either physically or emotionally, they need to be removed from class.They won’t do what asked, even after all strategies have been used and they are disturbing other students | A)Remove them from class. Choose to put them in the time out room or the trampoline area. The decision is yours. They are told that they are going there to think about making better decisions, to have arrest or to use up some energy. They are told that they can come back to class when they are ready to learn; ready to let other learn; ready to speak nicely and follow instructions.B) if they will not leave – you will have to remove the other students. Do not endanger yourself or the students by pursuing the option of trying to persuade the recalcitrant student to leave.* In either case the principal or SAM needs to be informed. Have the LSO check on the student every 5 minutes to see if the situation can be rectified.
* If the student can assure you that they are ready to return to class then enable a positive return.
* If the situation fails again remove them or remove the class for 10 minutes and try again.
* If the 3rd time of joining the class fails they need to be removed for at least 1 hour as the situation has reached a new plateau and the principal needs to be involved.
 |
| In the community | If they hurt other students either physically or emotionallyIf they don’t do what they are asked, even after all strategies have been exhausted, they need to be: | Removed from the group. Either by moving the other students away or by moving the student themselves.It may mean removing from the pool and dressing early etc. They should be taken to the bus with an LSO and they should wait there until the group is finished. If needed phone the school and someone will come and get the student. **Be sure to reward other students but not the student who is uncooperative**. Always “play” rather than “force” in a public setting and maintain the dignity of students if you can. Let Sheryl know on return to school. |
| Meal times | If they hurt other students either physically or emotionallyIf they don’t do what they are asked, even after all strategies have been exhausted, they need to be: | Remove them from the group.They should be placed in the trampoline area where they are free to jump, play in the sandpit or garden. If they call out to go to the toilet, one of the meal attendants should go to help them. They should stay outside until they agree to do what is asked. Check every 5 minutes. If they through or destroy property remove everything and tell them they will pay for what they damage. Leave them and watch them from a distance. |
| Play times | If they don’t do what they are asked, even after all strategies have been exhausted, they need to be: | Remove them from wherever they are and take them to the time out room. Put them inside and tell them what they have done wrong. Do not speak with them or interact at all apart from that. Tell Sheryl or the School Admin Manager so that they can be monitored. |

Behaviour management plan for students who swear, hit kick or abuse

Unless you are doing something really important that can’t be stopped, immediately remove them form where ever they are and take them to the time out room. Put them inside and tell them what they have done wrong. Do not speak to them or interact with them at all apart from that. Tell (insert name of staff member) or (insert name of staff member), so that they can monitor their time in the room.

Behaviour management plan for students who hit themselves

Hold their hands to stop them and say calmly but firmly “stop” They are almost always doing this to communicate that a)they are unwell or b) they don’t like the activity/noise/people. If the behaviour persists, put a helmet on to protect them. Eric will hit himself with his left hand, so either hold his hand lightly or put something in his hand.

Behaviour management plan for masturbation

Remove the students hands and try to divert them. Make them get up and walk or reposition them. I all else fails take them to the bathroom under the supervision of a permanent staff member. We do not use the terms “yukky” or “nasty”. We say “ that is bedroom behaviour” or “we don’t do that when other people are around”

Knowledge of attainable outcomes

This is very much an individual student position, however it is essential that all staff treat the students as if they can hear and understand what is said. Some of our students can learn to read and write at primary school level, they can do simple maths and they can socialise in meaningful ways. You will need to get to know every student so that you can see what they can do.

Awareness of variability over time

Our students all learn, but the rate of learning may be slow. Our students may make rapid gains in 1 month and then make little progress again for 6 months. Sometimes their learning regresses. They may have learned something on one day only to have to relearn it the next. Some students find this need to relearn frustrating, embarrassing or just too hard. If you are looking for constant, regular gains your rewards as a volunteer, casual LSO or casual teacher may be limited, unless you work with our students over several months.

It is sometimes difficult to know the difference between a student who is anxious or frustrated and a student who is lazy and looking for an easy option. As a casual staff member or volunteer, it is best to err on the side of caution.

Common sense personal safety tips –proximity, lifting, equipment etc

Do not attempt to lift or hoist any student. Do not pick up or carry students, even if they want you to. Do not secure students who are in wheelchairs into the bus, not operate wheelchairs unless you have done the driving test. Do not put any student in the stander, nor remove them from the stander. Always seek help when assisting students on their bikes or in the pool.

Briefing before starting duty and debriefing after – where required re: state of play

Please come to see the principal or school admin manager before your start for the day and after your day has finished.

Boundaries of confidentiality

This is vitally important. Our families place a great deal of trust in us and we do not want them to hear things about their children discussed around town. Do not speak openly about school issues at home or in social settings.

Emergency procedures

Please take a minute to look at the emergency procedures posted in each room. Also note the posters for choking, seizure management and asthma management.

Potential for training

If you are interested in further training please see Sheryl Bruffey

Website

Budawang-s.school.det.nsw.edu.au or google Budawang School

Knowledge of programs

Programs can be found in the staff room above the computers in the folder holder marked “Programs” or they can be found in the Principal’s office. See Sheryl.

Child Protection

Our students are some of the most vulnerable in the community. If you have a concern about a student’s health, welfare or safety please speak to the principal.

Communication books

These books are a vital part of the communication system. The Home room teacher is responsible for writing in them and returning them in the students’ bag every day. You will need to consult with staff to make sure that all important information is passed on. Teachers will often fill these books out at lunch time and then up-date them if needed.

Contact with parents, carers, agencies

One teacher is on duty each day to farewell students and help to put them in the taxi. If a parent has a question specifically relating to you and your work with the student, it is appropriate to have a chat about that, however, try not to get involved in general conversation. For example “how was Fred today? It would be unwise to comment as you will not know how Fred was in all aspects of the day. It would be best to say “I worked with him in the morning and he was very engaged then” or let a permanent staff member do the chit chat. Do not block the foyer or doorways when talking with parents/carers or taxi drivers.

Appropriate clothing and Jewellery

Clothing should be neat but practical. Be aware that you are going into the community and representing our school. It is unwise to wear necklaces, dangly earrings or bangles as students may grasp these.. Footwear should allow you to move quickly and brace yourself for weight bearing.

Excursions

We take groups and individuals out of the school every day. These activities are referred to as Community Access rather than excursions. Excursions tend to be whole school activities or activities that are special and last more than one session.

Casual teachers would not normally organise excursions, however, if you would like to please speak with the principal.

If you are a casual staff member attending an excursion please be aware that it is vitally important to follow your daily organisation sheet. It is very easy to forget to do tasks when people are busy on excursions. It is especially important to check that toileting needs have been taken care of when excursions are underway.

Take special car to make sure that students are protected from the sun, warm enough and properly hydrated.

Personal Health

If you are sick and there is a likelihood of infection please don’t come to school. Please phone in on 44545853 or 0413296836 to let Sheryl know, AS SOON AS POSSIBLE. Don’t leave it till the morning as it is often impossible to get staff at that short notice.

And Above all – Have fun!!!!!

The following Work Health and Safety Advice is essential reading.

[Non employee incident notification form](file:///C%3A%5CUsers%5Csbruffey%5CDocuments%5CNational%20partnerships%20-%20volunteers%5Cnon_emp_fm.doc)

[Workplace Health and Safety Document 1](file:///C%3A%5CUsers%5Csbruffey%5CDocuments%5CNational%20partnerships%20-%20volunteers%5CgWork%20health%20and%20safety%201.pdf)

[Work Health and Safety 2](file:///C%3A%5CUsers%5Csbruffey%5CDocuments%5CNational%20partnerships%20-%20volunteers%5CWork%20Health%20and%20Safety%20support%20document%201.pdf)