



Welfare and discipline Policy

2015

Over view

In 2015 Budawang School will have an enrolment of 28 students ranging from 4 to 20 years of age. All of our students have a severe or moderate intellectual disability and some also have a physical disability or autism.

Our Welfare and Discipline Policy provides us with certain codes of behaviour that guide our decisions so that all members of our school community can enjoy a happy, healthy, safe educational experience. We endorse the disability Discrimination Act (1992) and the Disability Standards for Education (2005). As such we note that it is unlawful for an education authority to discriminate against a person on the ground of that person's disability by refusing or failing to accept that persons application for admission as a student (DDA, 1997.2:22.1a). We also note that the staff at our school are explicitly informed of the Disability Standards for Education and refer to these standards when making decisions about issues relating to student Welfare and Discipline.

Why are we so successful at promoting a happy learning environment?

Budawang School has a long, strong reputation as a happy learning environment because we all like our jobs, and the students all like being here. When you walk into our grounds you see happy, smiling staff members engaging students in a variety of activities. We provide training and development to specifically target and build on this resilient, positive outlook. Our school is still small enough for many of our school community members to know each other outside of work and we enjoy a really pleasant, sociable school life.

Our priority is to provide an educational environment that supports the health, safety and wellbeing of students and staff. We talk regularly with parents and carers and we welcome feedback so that the communication cycle is complete. We believe that any problem can be solved as long as we have a positive relationship with parents and carers.

We believe that when children are happy, they learn better, they play better, they sleep better and they behave better. This means that they can focus on tasks and they are more likely to take the responsible risks necessary for continuous learning. We make sure that there are lots of fun activities every day, every week and every term.

We:

1. Engage students in activities that are meaningful and enjoyable.
2. Begin each day with a fresh start. Mistakes from yesterday are used as learning experiences and we build and repair as quickly as possible.
3. Provide strategies that reduce frustration and maximise success.
4. Have a happy, healthy staff and they weave an aspect of fun into every activity.
5. Place an emphasis on sharing successful strategies used at home.
6. Celebrating good behaviour and giving lots of attention for doing the right thing.
7. Provide activities that generate success.

Why are we so good at promoting the health of our students?

1. We develop Individual Health Care, Seizure Management and Emergency Care plans in consultation with parents and carers. Our staff are all trained annually in Asthma, Anaphylaxis, Child Protection and CPR .
2. All students swim and bike ride at least once each week. Students in wheelchairs spend time out of their chairs every day.
3. We encourage students to use sun protection when outside.
4. Laundry is done daily. Soiled clothing is sent home. Laundry is hung in the sun.
5. Parents are requested to keep infectious children home as cross contamination can be life threatening for our immune compromised students.

Why are we so successful at promoting a safe learning environment?

1. We have a fully enclosed school. We are able to let students roam in a reasonably free manner, however staff can always see them and get to them quickly if need be. The playground is compact with a variety of "rooms" all within clear sight of each other, so that students can engage in a variety of activities.
2. All permanent staff members have been trained in Nonviolent Crisis Intervention, have completed training in Disability Standards for Education (2005) and Disability Discrimination Act (2007).
3. We have the use of 2 school buses, so we can teach children to swim, bike ride, shop and travel safely in the community.
4. Children who are still learning how to socialise appropriately can be quickly moved to safe havens.
5. We engage students in fun activities, so that they are not bored and tempted to annoy other students.
6. Individual Behaviour Management Plans will be developed for some of our students. This means that all staff know how to manage challenging behaviours in a planned, consistent manner. This will include self- injurious behaviour.

7. If a student is threatening the safety of other students, the other students will be removed from the room, or playground area. The threatening student will be left to calm down in a secure, safe manner and then, once they have settled, the issue will be discussed at their level of understanding.
8. Students are all supervised during meal times.
9. Emergency evacuation and lockdown drills are conducted 2 times each year. Our staff also have specialist training in working with children with epilepsy, seizure management, cystic fibrosis and autism.
10. We remove students who are interrupting the learning of others. These students are provided with a quiet place to think and settle down for 1- 5 minutes, before we allow them to come back into the classroom or take other students out to learn with them in an attempt to bring harmony back to the group.
11. Our Learning and Support Team promotes an environment of shared knowledge, skills and collegial support.

Our school Rules/Values

Our school rules or values have been developed as part of the Positive Behaviour for Success Program (PBS). They are:

- Be Safe - stay with the group, look after yourself, hands and feet to self, be calm
- Be Active – listen, follow instructions, look, think, give it a go
- Be Caring - wait and take turns, speak nicely, personal space, be a good friend, care for things

This approach is clearly outlined in our PBS booklet. Please ask for a copy.

Strategies and practices to promote positive student behaviour, achievement and a climate of respect

- School rules are discussed in a fun and visual manner during weekly assemblies
- School rules are enforced during class time and playground time
- The language of the school rules is clear and repeated
- Student rewards are issued at the end of each week for each class
- Praise is given for even the smallest of achievements
- Praise is given for sharing, waiting, taking turns, helping, following instructions
- Students who display poor behaviour are removed from the setting for 1 - 5 minutes and then offered the chance to return. If they return and behave appropriately they are welcomed back, if not, they are removed again for 10 minutes etc. This may involve isolation with-in the room, isolation in another room or isolation outside. Students are always supervised during isolation.
- The physical environment is set up to promote positive behaviours

- Students are encouraged to use manners, to greet and farewell each other and to follow typical social customs. Staff members model these behaviours.
- Communication with home lets parents know when appropriate behaviour is occurring or when a student has managed a difficult situation particularly well
- Awards are given at the end of the year for a variety of achievements
- If, after all interventions are still not successfully addressing the issue, the matter can be referred to the Learning and Support Team. The referral process is simple and can be done by a staff or family member, carer or community member. The team meets on a Thursday afternoon between 3 and 5pm.

Why are our Strategies and Practices for managing inappropriate behaviour so successful?

1. Because we use individual behaviour management plans.
2. Because we are flexible. We understand that most behaviour is a need to communicate. We truly try to search for the reasons behind inappropriate behaviour and to listen to what that behaviour is saying. When we understand that, we can meet the needs of the student involved.
3. Because we will not tolerate inappropriate behaviour, but we do recognise and reward small improvements. We have reasonable and realistic expectations.
4. Because we take responsibility for protecting other students from inappropriate behaviours. We know that a student may not always be in control of their behaviour and we make sure that they are not going to do harm if they lose control.
5. We read the warning signs that indicate inappropriate behaviour is imminent and we provide a safe, quiet place for the angry person to go.
6. We provide opportunities for building and repair, following a negative outburst.

Evaluation

1. Does this policy grow from existing policies and practices?

This policy is based on existing practices and offers only a slightly changed perspective from our previous Welfare and Discipline Policy. This change is related to an increase in student numbers and to more children being in the playground at one time.

2. Does this policy incorporate the principles of procedural fairness?

This policy is not a punitive policy. We do not aim to punish as such, but rather to create an environment in which positive behaviours can grow and develop over a period of time. We do acknowledge the need to protect staff members and more vulnerable students, until such time as individual students can control inappropriate behaviours.

The decision to:

- isolate a student would be made based on a need to control physically violent behaviour
- deny a student the opportunity to attend a special function or timetabled community access would be based on repeated inappropriate behaviour in public settings. This

behaviour could include, but is not limited to; swearing, refusing to walk so that the student's dignity is jeopardised, running away from the group or shoplifting.

- deny a student access to a certain part of the playground would be based on inappropriate behaviour in that part of the playground.
- remove a toy, or item from a student would be based on inappropriate use of that toy or item.
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3. Does it define the responsibilities of staff students and parents?

Staff members have a responsibility to know the students they are working with. They need to understand the intellectual limitations of some students and to acknowledge that their behaviour may be impulsive, unpredictable and need driven. Staff members also have a responsibility to protect other more vulnerable students and to ensure that they manage a situation that maximises this protection. They have a responsibility to protect themselves and to keep themselves in a state of physical fitness and alertness to be able to respond to a challenging situation.

Students have a responsibility to work with the school to the best of their ability.

Parents have a responsibility to support the school in its efforts to create a safe and healthy environment for all students. They can do this by keeping children home when they are sick, by communicating regularly with the staff members at school and by encouraging positive behaviours at home.

4. Is this policy developed within a student welfare context?

This policy exists entirely within a student welfare context. We are committed to developing a set of socially responsible behaviours in our students, so that they are able to take their place in the community in a safe, sociable and happy way