



# Bridge Road School Information Package

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*We believe that through consultation, collaboration and positive communication our students can 'cross the bridge'.*

*At Bridge Road School, staff will help students develop the skills to think clearly, speak confidently and make informed choices.*

*Our goal is to help students become safe, respectful and responsible learners.*



## **Bridge Road School Staff**

**Principal** – David Lomas

**Assistant Principal** – Renny Finch

**Assistant Principal** – Lorraine Packett

**Assistant Principal CI** - Natalia Feiner

**Senior Administration Manager** – Lydia Smiriotis

**Senior Administration Officer** – Lani Sinclair

**School Counsellor** – Jessica Chapman

**Class Teacher** – Melissa Ainslie

**Class Teacher** – Natalia Feiner

**Class Teacher** – Jase Ireland

**Class Teacher** – Tully Bromwich

**Class Teacher** – Stephanie Yuen

**Class Teacher** – Elizabeth McGarrigle

**Class Teacher** – Alan Skipper

**Class Teacher** – Emily Holley

**School Learning and Support Officer (SLSO)** – Annalese Burke

**School Learning and Support Officer (SLSO)** – Clare Graham

**School Learning and Support Officer (SLSO)** – Marie Mangion

**School Learning and Support Officer (SLSO)** – Karen Ortega

**School Learning and Support Officer (SLSO)** – Jordan Loy

## **Bridge Road School Vision**

At Bridge Road School we ensure that students have a strong foundation in wellbeing, literacy and numeracy and confidence in their ability to learn. Through a stable, structured environment with personalised learning goals for all students we foster a learning culture that meets the holistic needs of all students, and ensure they are known, valued and cared for. Bridge Road School students successfully reintegrate into home school settings with the strategies they require to make informed choices.

## **Bridge Road School Context**

Bridge Road School is a specialist setting with expert staff providing intensive intervention for complex learners. Bridge Road School is located in the inner city of Sydney, in the Iron Cove Network. Currently the school supports students within a 40km radius. Bridge Road School was established to support students K-6 with emotional disturbance via an intensive, specialised intervention program. The school caters for up to 42 students enrolled within six classes. There is an equal mix of teaching and non-teaching staff. All students who attend Bridge Road have a Disability Confirmation (Dis Con) stating Mental Health (MH) as the

primary diagnosis. Students may internalise (MH1), externalise (MH2) or demonstrate a combination of both (MH3). Students initially attend Bridge Road four days a week and on Thursday they reintegrate into their home schools. Students attend Bridge Road School for an average of 2 years. Students demonstrate readiness for reintegration into their home schools on behaviour tracking graphs recorded at Bridge Road School, and through evaluations of their behaviour on integration days.

**Enrolment and Induction Procedures**

All students' seeking placement within Bridge Road School must first have an access request submitted to School Services by their home schools for consideration by the EDBD placement panel which meets once a term.

If students have been successful in their application, families will receive an offer of placement. The signed acceptance offer of placement should be forwarded to School Services within three days, by the student's home school. Once the Bridge Road School principal receives confirmation of acceptance from regional School Services, they will make initial contact with parents/caregivers and the student's home school to organise an enrolment meeting and orientation.

At the enrolment meeting, home school personnel are invited, along with the student and family/carers.

**Duration of Program**

The Bridge Road School program is on average 2 years. The reintegration program into home schools varies in accordance with each student's behavioural and emotional needs. The reintegration timetable is based on the student's demonstration of their readiness to return to their home school via improvement in the Bridge Road School program, as recorded by behaviour tracking data (**shown below**), communication with home school personnel regarding behaviour during integration days, and negotiation at review of placement meetings. **The tracking chart below is only used at Bridge Road school, and mainstream schools are expected to use their own school behaviour management strategies and discipline system.**

Time	Points	Rule Reminders	Comments
Breakfast/Morning meeting	0 1 2 3 4 5		
Fitness	0 1 2 3 4 5		
1 <sup>st</sup> Session	0 1 2 3 4 5		
AM Recess	0 1 2 3 4 5		
2 <sup>nd</sup> Session	0 1 2 3 4 5		
1 <sup>st</sup> Half Lunch	0 1 2 3 4 5		
2 <sup>nd</sup> Half Lunch	0 1 2 3 4 5		
3 <sup>rd</sup> Session	0 1 2 3 4 5		
PM Recess	0 1 2 3 4 5		
4th Session	0 1 2 3 4 5		
<b>TOTAL</b>	<b>/50</b>		

**Graduations**

All students who successfully demonstrate readiness for fulltime reintegration into their home school will have a graduation ceremony. Parents and carers, the home school principal and class teacher will all be invited to attend. Students will be presented with a graduation certificate and medal. In addition, speeches will be made in their honour.

## Awards

At the end of the week the points are added up and **Gold**, **Silver** and **Bronze** awards are given out accordingly for the total number of points. Students will receive a **Gold** for **90%** or above for the week, **Silver** for **80%**, and **Bronze** for **70%**. The following number of awards achieves a choice of a **\$10 gift card/voucher**.

3 weeks of Gold

5 weeks of Silver

(or higher – i.e. 4 silver and 1 gold).

8 weeks of Bronze (or higher)



The following vouchers are on offer this year:



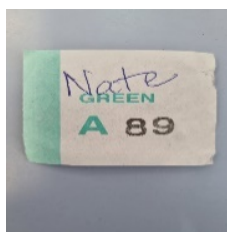
## **Star Awards**

Star Awards are awarded to students when they earn 20 stars during class time. Stars are put up on to the Star Chart in the classroom. Students earn stars for behaviour such as coming to the mat quickly, putting up their hand to speak, and good class work. Students can also earn a Star Award for a 'one-off' excellent piece of work, or improvement in their engagement.



## **Build Up Tickets**

A 'build-up' is the opposite of a 'put-down'. When a student gives another student a compliment, such as making a positive comment about their new shoes or saying "good shot" to another student at basketball, they receive a build-up ticket. It could be checking on another student when they are upset, retrieving a ball for the group or a teacher, or any other prosocial behaviour. The build-up ticket is simply a raffle ticket that is put in a jar. The more nice things a student does during the week, the more chance they have that their name will get pulled out of the jar. The build-up winner each week gets an ice block, or warm drink during colder months.



## **iPads**

At second half of lunch each day, students can go to a quiet space and play games on iPads. We have a collection of approx. 10 to 15. This year, due to the popularity of the activity, we have had to split juniors and seniors. Seniors can go on Monday and Wednesday, and juniors can go on Tuesday and Friday. If students have been out of class all day, or have engaged in serious misbehaviour, such as lashing out physically at staff and peers, they are not allowed to go to iPads that day.

## Academic Program

Students will be exposed to daily social skills and behavioural modification programs with clear links to Positive Behaviour for Learning (PBL) a Department of Education endorsed program. Teaching children how to learn is the priority. English, Mathematics, PH Health & PE and CAPA programs remain the targeted Key Learning Areas. HSIE and Science & Technology are taught as part of an outdoor education program.

### **Personalised Learning and Support Plans and Personalised Learning Pathways**

Personalised Learning and Support Plans (PLaSPs) are written by Bridge Road School personnel based upon information gained from the home school, the family and the students themselves. Behaviour management, social skills, numeracy and literacy are the focus of these plans. Plans are reviewed each term. Home schools will receive a copy of the student's PLaSP. Personalised Learning Pathways are written for Aboriginal students with community and family consultation. It is an expectation at Bridge Road School that all students make learning progress in our program, that is personalised and challenging for their individual academic level.

Each term students are given two academic goals, for example in reading, writing, or numeracy, and one social, emotional or behavioural goal. These goals are specific, measurable and achievable, and data is collected on student success. See example below:



## **PLaSP Goal Tracker**

**Term 4, 2023**

<b>Student</b>	<b>Personalised Learning and Support Goals</b>		<b>Y/N</b>
[Redacted]	Numeracy	To consistently participate in the class activity Number of The Day.	Y
	Literacy	Can identify and create some features of a narrative text.	Y
	Social / Behavioural	Increase frequency to return to class after first recess.	Y
[Redacted]	Numeracy	Work with an SLSO or teacher to complete one task per day.	Y
	Literacy	Engage daily in written literacy work, with writing in full sentences.	Y
	Social / Behavioural	Ask politely for wants without prompting from adult.	Y
[Redacted]	Numeracy	Solves multi-step problems involving multiplicative situations using appropriate mental strategies.	Y
	Literacy	To consistently write full sentences that are grammatically correct unassisted on the computer.	N
	Social / Behavioural	To increase use of self-regulation strategies, either independently or when prompted by a staff member, when stressed or upset.	Y
[Redacted]	Numeracy	Increase participation in daily numeracy activities.	N
	Literacy	building skills surrounding complex sentences, using conjunctions to connect multiple ideas	N
	Social / Behavioural	Increase in redirection and use of strategies from her toolbox	Y
[Redacted]	Numeracy	Can demonstrate multiple strategies for addition and subtraction	Y
	Literacy	Will consistently read with slower pace and using the same volume throughout the passage of text	N
	Social / Behavioural	Will consistently maintain expected behaviours when class dynamics is unsettled	Y
	Literacy	writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when).	N
	Social / Behavioural	Increase in seated quiet behaviour during class learning time (decrease time spent wandering around room or out of class).	N
	Social / Behavioural	Will increase the use of toolbox strategies when feeling stressed	Y

### Trauma Informed Practice

Bridge Road School integrates Trauma Informed Practice as a school-wide initiative. This incorporates child-centred relationship strategies which are implemented by all staff. These strategies allow staff to understand how students with a history of trauma are communicating, allowing them to respond empathetically. This develops empathy for themselves and others.

Bridge Road facilitates relationships with children who have experienced trauma by focusing on building strong relationships through multiple, consistent daily interactions. Educators at Bridge Road build emotional intelligence to provide an understanding of self and others. By allowing a shift in emotional states students become prepared for learning.

Consistent and predictable routines, unconditional positive regard and the use of calmly implemented boundaries are integral to student sense of wellbeing allowing them to experience a sense of order.

At Bridge Road staff use Trauma Informed Practice to engage students. Empathetic listening and reflective responding are used by the team to enhance students' sense of safety and connection. Students feel validated and understood thus reducing the need to communicate using established negative behaviour patterns.

Bridge Road utilises play for the development of crucial neurological pathways which are an essential prerequisite to classroom learning. This play allows students to develop internal self-regulation. Play based activities allow students to communicate their experiences, thoughts and feelings.

### Review of Placement Meetings

Bridge Road School hold review meetings once a term. Families, home schools and outside agencies are invited to attend. Review meetings allow for all stakeholders to come together to discuss student progress and plan for the future. Minutes are taken and all stakeholders receive a copy.

### School Reports

Bridge Road School teaching staff will prepare a school report once a semester, in Term 2 and 4. Both the home school and parents will receive a copy of this report. The reports provide a summary of the student's achievements within the aforementioned KLAs.

### Attendance

At Bridge Road School we encourage and reward full attendance. If students are sick, but families do not make contact with the school, this affects a student's average points for the week, meaning they could miss out on awards and vouchers. Please ensure you call, email or text the school to explain absences, and encourage your child to attend every day.



### **Requirements of Home School Personnel**

- Support the concept of collaborative consultation with parents/carers and Bridge Road School personnel in setting goals for the student
- Assist Bridge Road School personnel in gathering information to evaluate student's behaviour and academic progress
- Assist in the development, implementation and evaluation of the student's personalised learning and support plan or personalised learning pathway, behaviour plan and risk assessment
- Provide behaviour observations and communicate these with the student's Bridge Road School teacher on a **weekly basis**
- Share relevant information regarding the student
- Attend review meetings as required
- Welcome Bridge Road class teachers and or SLSOs into their schools for regular observations of the student
- Appreciate that Bridge Road School is a short-term intensive intervention. Bridge Road School is a non-census school. Students remain enrolled in their home school, and have a right to attend if they are in the local catchment.

### **Requirements of Parents/Carers**

- Willingness to support the concept of collaborative consultation with home school and Bridge Road School personnel in setting goals for the student
- Willingness to assist Bridge Road School personnel in gathering information to evaluate the student's behaviour
- Willingness to assist in the development of a personalised learning and support plan or personalised learning pathway for the student in the areas of literacy, numeracy, social skills and behaviour management
- Willingness to provide relevant feedback via an email on a **weekly basis**
- Willingness to meet with Bridge Road School personnel on a regular basis to ensure student success

### **Commitment by Bridge Road School Personnel**

- Support the process of collaborative consultation with the home school and parents/carers in setting goals for the student
- Gather information to evaluate student's behaviour and academic progress
- Assist in the development and evaluation of the student's PLaSP, behaviour plan and risk assessment
- Provide behaviour observations and progress to parents **via a weekly email**
- Meet with home school personnel on a fortnightly basis to ensure program success
- Provide appropriate strategies, ideas and/or resources to assist class teachers with the management of the student in the classroom or playground as required

### **School visits**

We believe that through consultation, collaboration and positive communication our students can 'cross the bridge'. It is therefore of the utmost importance that home schools welcome Bridge Road School staff into their schools on a regular basis. All students will be visited on a Thursday at their home school by their Bridge Road School class teacher on a rostered fortnightly basis (Bridge Road School will contact home schools via email during Week 1 of each term to book in visit days). Some students may also be visited by an SLSO from Bridge Road School on the alternate fortnight on a rostered basis based on student need (Bridge Road School will contact home schools via email during Week 1 of each term to book in visit days).

During school visits class teachers from Bridge Road School will:

- Make contact with stage supervisor or LaST as appropriate
- Briefly talk to home school class teacher regarding progress of student
- Briefly talk to home dschool SLSO regarding progress of student
- Observe student
- Provide behaviour management strategies as required
- In a crisis follow the direction of home school personnel

During school visits SLSOs from Bridge Road School will:

- Briefly talk to home school class teacher regarding progress of student
- Briefly talk to home school SLSO regarding progress of student
- Observe student
- Provide behaviour management strategies as required
- Discuss their role and responsibilities during visits with class teacher
- Either work 1:1 with Bridge Road student or be a floater within the class as per home school class teacher requirements
- In a crisis follow the direction of home school personnel
- Monitor student in the playground
- Call school office to confirm if student is at school before arrival
- Visit school for 2 hours from either 9.30am-11.30am or 12.30pm-2.30pm on a fortnightly basis

## Communication

It is of the utmost importance that communication and feedback is provided, at least on a weekly basis, by email. It is vital for the success of our students that there is communication between all settings, **and this will form the basis for increased integration time.**

## Behaviour expectations

The goal of Bridge Road School is that students become safe, respectful and responsible. At Bridge Road School we have four rules, which cover all of the expected behaviour.



Safe behaviour expectations	Respectful behaviour expectations	Responsible behaviour expectations
<ul style="list-style-type: none"> <li>• Keep hands, feet, mouth and bodily fluids to yourself</li> <li>• Be in the right place at the right time</li> <li>• Use all equipment appropriately</li> <li>• Sit and eat</li> <li>• Tuck in chairs when you stand up</li> <li>• Place all school bags in the correct location</li> <li>• Use toilet as intended</li> <li>• Wash hands after toilet use and then leave</li> <li>• Cover mouth when coughing</li> <li>• Use a tissue</li> <li>• Keep it small / tell a teacher</li> <li>• Do not share food</li> <li>• Play appropriate games</li> <li>• No hat no play</li> </ul>	<ul style="list-style-type: none"> <li>• Consider others</li> <li>• Accept differences of others</li> <li>• Remember personal space</li> <li>• Talk in turns</li> <li>• Wear school uniform</li> <li>• Hats off inside</li> <li>• Use manners</li> <li>• Greet people</li> <li>• Listen to others</li> <li>• Follow instructions</li> <li>• Speak in an appropriate tone and volume</li> <li>• Be patient</li> <li>• Use appropriate language</li> <li>• Establish game rules before starting game</li> <li>• Demonstrate good sportsmanship</li> <li>• Say excuse me then wait</li> <li>• Be punctual</li> <li>• Work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate self-control</li> <li>• Care for others property</li> <li>• Own your behaviour</li> <li>• Accept your consequences</li> <li>• Keep it small</li> <li>• Value your school</li> <li>• Care for the environment</li> <li>• Put rubbish in the bins</li> <li>• Strive to achieve</li> <li>• Tell the truth</li> <li>• Ask for help</li> <li>• Actively participate in learning</li> <li>• Care for your belongings</li> <li>• Pack away after use</li> <li>• Complete all set tasks within set time frames</li> <li>• Participate and contribute</li> <li>• Strive to produce quality work</li> </ul>

## Therapeutic supports

The **school counsellor** is onsite 2 days per week for individual support and also conducts small groups, such as girls' group on a Friday. The school also employs a **music therapist** every Tuesday who works with the students on focus and attention, reciprocal listening skills, and emotional regulation. Students have access to guitars, a drum kit, keyboards and a microphone. The music therapist often makes videos for the students and uploads them to a private YouTube channel. The school has a visit weekly on a Friday from our **therapy dog** Mindy, through the charity Delta Dogs. Each class has an **outdoor education** program weekly with imbedded Aboriginal content with a therapeutic, calming focus. Students also have access to a **calm down space** with weighted blankets and cushions. In class students create their own **emotional toolbox** of strategies to assist them when they are feeling themselves becoming anxious or agitated. Younger students use The Bridge Road Buddies to remind themselves of strategies to calm down.





## What works at Bridge Road School

An example of supporting self-regulation at Bridge Road School (or when students do not appear 'ready to learn').

- Make a general statement about the desired behaviour e.g. "It is great to see so many of you sitting at your desk with pencils ready"
- Identify students demonstrating the desired behaviour and reward or praise e.g. "I love the way (student's name) has his/her pencil ready and is looking at me, 2 star moves for you"
- "(Student's name), you are not following instructions to sit at your desk." Repeat instruction clearly e.g. "Please sit at your desk."

### **Allow take-up time**

- Student complies – give positive feedback
- Student refuses – remind student of the expectation and rule they are breaking e.g. "(Student's name) the instruction is to sit at your desk. Be in the right place at the right time. If you don't follow instructions you will have a reminder in your book."

### **Allow take-up time**

Allow the student time to demonstrate the desired behaviour. **Change proximity to the student but still keep watch. Give attention to students following the instruction.**

- Student complies – give positive feedback
- Student refuses - make a statement e.g. "You have been asked to sit at your desk, and you are not following instructions. If this behaviour continues you will be given a reminder (in your book). I won't be able to give you full points for this session"
- Student complies – give positive feedback
- Student refuses – make statement e.g. "(Student's name), you are still not following instructions to sit at your desk, you have now been given a reminder"

### **Strategies:**

- If you have the feeling the student is not going to comply, provide a choice e.g. "You can either sit at your desk, or on the carpet. It's up to you. Make the choice."
- Perhaps there is something else going on, and it isn't a simple power struggle. Perhaps they are over-tired, just had a fight with Mum etc., and the teacher can try and establish this first? Perhaps they need some time to go to the sensory room, or to talk to an exec.?

- Use a tone of voice with the expectation of compliance. Don't ask them i.e. "Can you come out of the library? Do you want to do some maths?" Say, "Right let's go" or "We need to go to the basketball court."
- Avoid quick fire reminders. If a student does not want to leave the class, and you have given them a reminder for being in the wrong place. If they then say swear at you, don't say, "Well that's another reminder." This use of inappropriate and offensive language is a reaction to the first consequence and is attached to that behaviour. If after take-up time, you go through the same sequence described earlier, "Are you ready to sit at your desk now, and they then swear, it is a reminder for not communicating appropriately.

## **LEAST INTRUSIVE TO MOST INTRUSIVE STRATEGY**

- **Remind and direct** (preferably without an audience)

Directing students aside

Non-Verbal Messages

Simple Choices (No more than two)

Distractions and diversions

Cut a deal

Modify the expectation

***Provide student with sufficient take up time  
"I'll give you a couple of minutes"***

- **Redirect**

Repeat

Refocus and redirect

Don't get involved in arguing

Provide student with sufficient take up time

"I'll give you a couple of minutes"

- **Clarify consequence**

Immediate

Deferred

Provide student with sufficient take up time

"I'll give you a couple of minutes"

- **Establish the consequence**

Allow student with cool off time

"I'll give you a couple of minutes"

Teachers should not follow and/or chase students



## **Crisis Management**

There may be occasions when a student's behaviour will require the implementation of the school's crisis management plan which incorporates the principles of Management of Actual or Potential Aggression (MAPA), Legal Bulletin Number 9, the Department of Education's Code of Conduct and Individual student behaviour and risk plans.

### **What Constitutes a Crisis?**

A crisis exists when staff make the professional judgement that student behaviour poses a real or perceived risk of serious injury to students or staff, to self or others, or **serious damage** to property.

These include but are not limited to

- Physical contact
- Use of objects as weapons
- Students attempting to leave school grounds
- Students climbing fences
- Self-harm
- Vandalising rooms
- Serious property damage
- Throwing chairs
- Throwing tables
- Throwing rocks at windows
- Interfering with power points
- Climbing out of windows
- Climbing on furniture
- Climbing on roof

### **Managing The Crisis**

Staff will move through the following crisis management plan as determined by the level of risk with which they are presented.

- Stand by – be ready to respond, be close by
- Assistance – move quickly to the location
- Alert – move immediately to location

**(Sometimes the best way to avoid escalation, is to keep the student 'in line of sight', or in some cases 'line of sound'. This means they cannot see you, but you are reasonably confident that they pose no serious risk to themselves).**

Once the emergency call is made Bridge Road Staff are to respond as above. Do not run. Additional support will be requested as required.

### **Establish Leadership**

The first person on scene will be leader of the crisis **until hand over to the principal or executive**. The role of the leader is to stay with the student in crisis and to deescalate their behaviours. The leader is responsible for ensuring the safety of all concerned. The leader should be the only person communicating with the student in crisis. The other team members will follow the directions of the leader until handover to the principal or executive.

### **Remove Students**

If required and safe, students are to be removed from the developing crisis (REMOVE THE AUDIENCE). **The teacher and SLSO MUST stay with their class**. Classes can go to the library, the hall, another class to engage in peer learning, or outside to play a spontaneous game. **While exiting, the teacher and SLSO should scan the room to look to remove valuables (laptops etc), and any dangerous items such as scissors and if possible, lock cupboards.**

### **Begin Supportive Yet Directive Communication**

Teams are to remain calm, composed and in control. This may prevent the crisis from escalating. Physical proximity, eye contact, and tone all have a significant impact on the student's crisis. The aim is to decelerate an escalating behaviour. **Encourage students to leave the classroom if escalating (i.e., the calming room, the forest). Calmly state the choice/consequence if they choose to stay – missing break time, free time in afternoon etc).**

### **Supportive Stance**

Staff are to ensure they are in the supportive stance which communicates respect and use non-threatening body language which maintains safety.

### **Deflect as Required**

The team must consider the safety of those in their care. Do not physically block exits unless unsafe for students to exit and continue with supportive yet directive communication and supportive stance.

### **Disengagement**

Should a student hold a staff member, the principles of disengagement will be implemented to enable the staff member to release the students hold.

### **Physical Intervention – Holding**

A safe, non-harmful and **last resort response** to an individual in crisis, displaying risk behaviour posing a threat to self or others. **Holding MUST be reasonable and proportionate to the level of risk presented.** Should risk be such that an escort is unsafe or behaviours present high risk, physical intervention via holding may be required. At all times staff must ensure safety, professionalism, respect and maintain dignity of the student in crisis. Holding may include:

- Escort
- Standing position hold
- Seated position hold

### **Physical Intervention – Escort**

If deemed necessary, the leader will call 'exit' which indicates that a student will be escorted to a safe space as identified by the leader at time of exit call. For example, if the leader calls 'exit courtyard', staff walk student to the courtyard. Two staff members will escort the student to the set location with a third staff member (if possible) following for support. **In almost all situations** this should involve the **principal and executive** unless there is the **immediate** risk of physical danger or injury to students or to the first person on scene.

### **Breakout Spaces – Isolation**

- Courtyard
- Front playground
- Back playground
- Calming room

### **Therapeutic Rapport**

It is an important process to provide reassurance. **Listen, avoid blame in the moment, and demonstrate empathy.**

### **Debrief**

Debrief will occur as soon as possible following the crisis to allow staff and student to discuss how the crisis may have affected them.

### **Student leaving school grounds**

- Follow with mobile – from a distance (do not chase).
- Call parents / Call police as required

### **Documentation**

- All staff involved in crisis are required to complete an incident report
- Reports required for isolation and escort
- **Should a high-level hold in extreme circumstances (chair, floor) be required PES and Director Educational Leadership to be notified**

### **A Note on Physical Interventions**

Where a physical hold or escort is required ensure: -

- That the physical hold is used as an **absolute last resort**
- That all possible care is taken to protect students from any harm or injury while the hold is carried out
- **That students are held for no longer than necessary**
- That a **minimum of two people** are involved in any hold
- Where a physical hold has been required the circumstances are fully documented via an incident report

## **Legal Issues Bulletin Number 9, June 2012**

The Department and its staff owe a duty of care to students to take reasonable care to protect them against risks of not insignificant injury which are reasonably foreseeable. This duty extends to taking reasonable care to prevent a student from injuring him or herself, injuring others, or serious damage to property. In order to meet this duty, school staff may be required to consider the need to physically restrain students.

### **In what circumstances should use of physical restraint be considered?**

Any decision taken by staff to physically restrain a student should be exercised only in those circumstances where there is a real and immediate threat of injury to a person or **serious damage to property and there is no other practical way of preventing the likely injury or damage.**

**Staff must not jeopardise their own safety in such situations. Staff should only physically intervene if they are confident that they can do so without being injured.** In this context it is important that staff seek out and implement any relevant departmental school guidelines, strategy or advice for managing student behaviour.

### **What level of physical restraint should be used?**

Any physical restraint of a student should be only that which is reasonably necessary in the circumstances to prevent the feared injury or serious damage. What is reasonable physical restraint will vary from case to case depending on issues such as the age, size and strength of the student and staff member, what the student **is actually doing** that gives rise to the fear and where the behaviour is occurring. **It is stressed that staff must not use physical restraint if this places them at risk of injury.**

### **It is important to remember:**

1. Physical restraint of students should only be exercised as an absolute last resort.
2. Physical restraint should only occur where there is an immediate risk of injury to persons, including the student, or an immediate risk of serious damage to property.
3. Physical restraint should only be what is reasonably necessary having regard to the specific circumstances.
4. Physical restraint must not be used if there is a risk of injury to staff.

## **Bridge Road School Anti-Bullying Policy**

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### **Bridge Road School's Commitment**

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

### **School culture and inclusion**

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

### **Our school engages in the following practices to promote a positive school culture:**

#### **Student assemblies**

Student bullying and expectations about student behaviour are discussed weekly at assembly, and information presented to promote a positive school culture where bullying is not accepted.

At Bridge Road School assemblies, staff designate a focus behaviour for each fortnight. They include focal areas such as 'friendship', 'owning behaviour', 'respect', 'building resilience', and 'responsibility'.

#### **Build-Up Tickets**

Build-Ups are the opposite of 'put-downs'. When students are observed encouraging one another, checking on someone upset, giving compliments to their peers, or behaving in other prosocial ways towards students and staff, they are given a build-up raffle ticket. This goes into a raffle jar, and the winner is pulled out each week at assembly and given a reward. The more prosocial behaviour observed, and resulting number of tickets given to a student, the higher probability that they will be drawn for a prize. Unlike other reward-based programs the school uses, such as for consistent class work, or staying calm throughout the week, a student can have had a number of very challenging days, but still have been 'caught being good' at least once that school week and win the prize.

#### **Social Skills Lessons**

All students participate in social skills lessons weekly, as part of the combined visual arts and personal development program. Students are explicitly taught about their emotions, about how to treat others with kindness, inclusion, and to reflect on their behaviour towards others. In the hall where assemblies take place, but also where students play and eat breakfast each morning, there is a large poster that reads 'Everyone Belongs'.

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum, and in personal development, health and physical education (PDHPE).

The school's four rules are visible in all classes, and positively phrased. They are:

Follow instructions, Communicate Appropriately, Be in the Right Place at the Right Time, and Behave Safely.

The school's motto is that students attend Bridge Road School to become:

**'Safe, Respectful, and Responsible Learners.'**

#### **Morning Fitness Groups**

Each morning students participate in morning fitness rounds. Groups are changed on a daily basis, so that all students have the opportunity to play together and to build relationships with each other, regardless of age of year group.

#### **Staff communication and professional learning**

Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.

## **Website**

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website:

School Anti-bullying Plan  
NSW Anti-bullying website  
Behaviour Code for Students

## **Communication with parents**

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. For example, the school website, Facebook page, the school information booklet provided on enrolment, and in letters to families regarding suspensions and formal cautions around bullying behaviour.

## **Assisted School Travel Program**

All families are responsible for the transport of their children to and from school. Families who have a child with a disability may be eligible for transport through the Assisted School Travel Program (ASTP).

The program supports those eligible students who need transport assistance in order to attend school where it is necessitated by the nature of the student's disability and the circumstances of the family.

Families and schools need to assess a student's travel support needs and explore the suitability of all forms of travel to and from school including the School Student Transport Scheme and the Private Vehicle Conveyance Subsidy. Both schemes are managed by Transport for NSW. Your child's school will provide information for you on these schemes.

### **Eligibility criteria for ASTP**

- Assessed as having an identified disability according to the Department of Education's Disability Criteria May 2003; and
- A NSW resident and enrolled in the closest appropriate NSW government or non-government school; and
- Enrolled in a special school or support class or an early intervention program or require high level of assistance for mobility purposes if enrolled in mainstream; and
- Assessed as unable to travel independently.
- In addition, a student must have parents who are unable to provide transport to and from school either fully or in part.

For a complete guide to the eligibility criteria for the program go to the ASTP website [www.schools.nsw.edu.au/astp](http://www.schools.nsw.edu.au/astp)

### **Bridge Road School car park entrance, via Victory Lane Camperdown**

Queuing in Victory Lane Camperdown is not acceptable. This practice could lead to frustration in students which could result in aggressive behaviour. Furthermore, it could attract a traffic fine.

School gates will not open until 8.30am each day. Students can be dropped off each morning between 8.30am and 9am. There are staff members at gates to assist with drop off and to ensure safety of all students.

In the afternoon school gates will again be manned by staff members. The school gates will not open until 2.25pm each afternoon. Students can be collected between 2.25pm and 2.35pm. Students must be collected by 2.40pm as all staff are required to attend daily staff debrief.

During drop off and pick up all cars must enter school via Victory Lane and exit via Parramatta Road. This is to ensure the safety of all students. We ask that all adults stay in vehicles at all times to ensure a smooth drop off and pick up process.

### **Additional information**

- The students are required to wear their home school uniform each day
- Parents/Carers are required to pack a healthy lunch.
- Please note due to numerous children having food allergies it is **strongly recommended that nut products do not come to school**
- There are no canteen facilities at Bridge Road School
- Students can access the breakfast program each day at 8.45am / Fresh fruit is provided at lunch time
- Students will access a fitness program every morning for 30 minutes at 9am
- Parents are asked to phone the Assisted School Transport driver and Bridge Road School when their child is away



**Further Information**

The Bridge Road School website provides information for teachers, support staff and parents. It includes our school information book, enrolment procedures and behaviour management strategies that can be useful at our home schools or for parents. We have shared our Bridge Road Buddies that remind our students to use the strategies taught to build resilience and manage their behaviour. We have summarised fact sheets on topics such as ADHD, ODD, anxiety and autism, as well as providing visual strategies for managing behaviour and some ideas for healthy eating and lunch boxes.

<http://www.bridgerd-s.schools.nsw.edu.au>