



# Bridge Road School

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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.

It is an expectation that our students are  
Safe, Respectful and Responsible Learners.



## **Bridge Road School Staff**

**Principal** – David Lomas

**Assistant Principal** – Renny Finch

**Assistant Principal** – Lorraine Packett

**Senior Administration Manager** – Lydia Smirniotis

**Senior Administration Officer** – Lani Sinclair

**School Counsellor** – Jessica Cashman

**Class Teacher** – Melissa Ainslie

**Class Teacher** – Natalia Feiner

**Class Teacher** – Brenda Kowalczewski

**Class Teacher** – Elizabeth McGarrigle

**Class Teacher** – Stephanie Yuen

**Class Teacher** – Alan Skipper

**Class Teacher** – Tully Bromwich

**Class Teacher** – Teresa Zalloua

**Class Teacher** – Chris Chisholm

**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)** – Danielle Rusk

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

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

**School Learning and Support Officer (SLSO)** – Adam Fearnley

**School Learning and Support Officer (SLSO)** – Ben Brook

**School Learning and Support Officer (SLSO)** – Juan Chacan

**School Learning and Support Officer (SLSO)** – Hannah Sinclair

## **Bridge Road School Vision**

At Bridge Road School we ensure that students have a strong foundation in wellbeing, literacy and numeracy and their confidence in their ability to learn, through a common school wide approach that sees every student, teacher and leader improve every year. Through a stable, structured environment with individualised learning goals for all students we foster a learning culture that meets the holistic needs of all students who 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 with an average nine years of service. 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 originally 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 18 months. Students demonstrate readiness for reintegration into their home schools as per their Green Day count. Bridge Road currently has one class which provides a more intensive program, five days a week.

## **Enrolment and Induction Procedures**

All students' seeking placement within Bridge Road School must first have an access request submitted to Student Services by their Home Schools for consideration by the Behavioural Panel. The Behavioural Panel 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 Student Services within three days, by the student's Home School. Once the Bridge Road

School Principal receives confirmation of acceptance from regional Student Services they will make initial contact with parents/caregivers and the student's Home School to organise an information and induction session.

The induction process involves, completing enrolment forms, visiting Bridge Road School and a case conference with home school personnel, Bridge Road School personnel and the student's family. It is important for parents to notify Bridge Road School personnel if they require special transport for their child as soon as possible.

### Duration of Program

The Bridge Road School program is on average 18 months. 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 green days. The student's communication book is the basis on which the reintegration program is determined.

### Reintegration

- All students attend Bridge Road School 4 days a week (Monday, Tuesday, Wednesday and Friday) for their first and second term
- In week 1 of their **third term** at Bridge Road School students begin to demonstrate readiness for reintegration by working towards **5 green days** at their Home School. Once a student has demonstrated readiness by having **5 green days** at their Home School they will get a **second day** within two weeks of demonstrating readiness.
- Once the student begins their second day at their Home School students begin to demonstrate readiness for reintegration by working towards an additional **10 green days** at their Home School. Once a student has demonstrated readiness and has an additional **10 green days** at their home school they will get a **third day** within two weeks of demonstrating readiness.
- Once the student begins their third day at their Home School students begin to demonstrate readiness for reintegration by working towards an additional **15 green days** at their Home School. Once a student has demonstrated readiness and has an additional **15 green days** at their home school they will get a **fourth day** within two weeks of demonstrating readiness.
- Once the student begins their fourth day at their Home School they begin to demonstrate readiness for **fulltime reintegration** by working towards an additional **12 green days** at their Home School. Once a student has demonstrated readiness and has an additional **12 green days** at their Home School they will **graduate from Bridge Road School** within two weeks of demonstrating this readiness.

### Determining Green Days



#### BRIDGE ROAD SCHOOL COMMUNICATION BOOK

Bridge Road students are safe, respectful and responsible learners who build resilience.

Monday, Tuesday, Wednesday, Thursday, Friday, Date: \_\_\_\_\_ Bridge Road School or Home School

Behaviour	
	<b>Instant Red:</b> <input type="checkbox"/> damaged school property with intent <input type="checkbox"/> was violent <input type="checkbox"/> left school grounds <input type="checkbox"/> other....
	<input type="checkbox"/> back chatted <input type="checkbox"/> refused to follow instructions <input type="checkbox"/> raised voice with an angry tone <input type="checkbox"/> disturbed/disrupted class group <input type="checkbox"/> used abusive language <input type="checkbox"/> provoked others <input type="checkbox"/> was out of bounds <input type="checkbox"/> other....
	<input type="checkbox"/> followed instructions <input type="checkbox"/> talked in turn <input type="checkbox"/> listened to others <input type="checkbox"/> kept it small <input type="checkbox"/> completed set tasks <input type="checkbox"/> played fairly <input type="checkbox"/> shared and waited in turn <input type="checkbox"/> was in the right place at the right time <input type="checkbox"/> ignored others' problems <input type="checkbox"/> was friendly and polite <input type="checkbox"/> cooperated with the group

Time	Tracker	Consequence
	<b>Instant Red Day</b>	<b>Red Day</b>
	<b>Red Day</b>	<b>Red Day</b>
	8 <sup>th</sup> Warning (orange behaviour)	<b>Orange Day</b>
	7 <sup>th</sup> Warning (orange behaviour)	<b>Orange Day</b>
	6 <sup>th</sup> Warning (orange behaviour)	<b>Orange Day</b>
	5 <sup>th</sup> Warning (orange behaviour)	<b>Orange Day</b>
	<b>Orange Day</b>	<b>Orange Day</b>
	4 <sup>th</sup> Warning (orange behaviour)	<b>Green Day</b>
	3 <sup>rd</sup> Warning (orange behaviour)	<b>Green Day</b>
	2 <sup>nd</sup> Warning (orange behaviour)	<b>Green Day</b>
	1 <sup>st</sup> Warning (orange behaviour)	<b>Green Day</b>
	<b>Green Day</b>	<b>Green Day</b>

Verbal / nonverbal cues and prompts are given prior to Warning (orange behaviour).

Comments

Signature:

## Determining Graduations

All students who successfully demonstrate readiness for fulltime reintegration into their Home School will have a Graduation ceremony.

Once the student begins their fourth day at their Home School they begin to demonstrate readiness for **fulltime reintegration** by working towards an additional **12 green days** at their Home School. Once a student has demonstrated readiness and has an additional **12 green days** at their Home School they will **graduate from Bridge Road School** within two weeks of demonstrating this readiness.

Parents, 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. The Graduation ceremony will be followed by a party which all invited guests can attend. Students will be required to wear their full school uniform.

## School Plan

Strategic Direction 1 - Student growth	Strategic Direction 2 - Building capacity
To ensure students have a strong foundation in wellbeing, literacy and numeracy and confidence in their ability to learn via consistent teacher judgement in data driven teaching and learning programs.	To ensure that every student, every teacher and every leader improves every year through a consistent approach to learning and wellbeing within and across the school community.

## Academic Program

Bridge Road School operates on a cognitive behavioural model. Thus the 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, Educational Reform. Teaching children how to learn is a priority. English, Mathematics, PH Health & PE and CAPA programs remain the targeted Key Learning Areas. HSIE and Science & Technology are taught as a joined Project Based Learning unit.

## 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 support unconditional positive regard and the use of calmly implemented boundaries are integral to students 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.

## Personalised Learning Plans

Personalised Learning Plans (PLP) are written by Bridge Road School personnel based upon information gained by the Home School, the family and the students themselves. Behaviour Management, Social Skills, Mathematics and English are the focus of these plans. Plans are reviewed each term. Home Schools will receive a copy of the student's PLPs.

## Review 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. Students are also given a voice at the review meetings via an individual feedback sheet. 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 terms 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 KLA's

### **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 Plan behaviour plan and risk assessment
- Provide behaviour observations via a communication book on a **daily 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

### **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 Plan for the student in the areas of literacy, numeracy, social skills and behaviour management
- Willingness to provide relevant feedback via a communication book on a **daily 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 Personalised Learning Plan, behaviour plan and risk assessment
- Provide behaviour observations via a communication book on a **daily basis**
- 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 (16 per term) 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 Home School Principal or Stage Supervisor or LaST
- 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
- In a crisis follow the direction of Home School Personnel
- Sign Bridge Road School communication book to confirm attendance

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
- Sign Bridge Road School communication book to confirm attendance



## Communication

It is of the utmost importance that the Bridge Road School communication book is both read and written in daily. It is vital for the success of our students that there is daily communication between all settings. The communication book forms the basis for many programs at Bridge Road School.

## Wellbeing Procedures

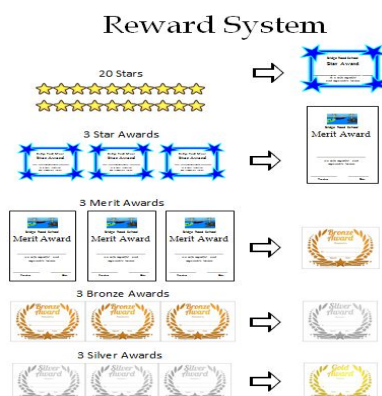
Bridge Road School seeks to provide quality education for all students, taking account of their age, background, ability and interests. Bridge Road School helps students to become self-directed, life-long learners who can create a positive future for themselves and for the wider community. For this to occur, Bridge Road School must be a place where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student Wellbeing. Bridge Road School needs to be safe and happy place for students and their teachers. Student Wellbeing is enhanced when all members of the school community participate in learning programs and the life of the school.

## Behaviour expectations

It is an expectation that our students are Safe, Respectful and Responsible Learners.

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 doing the right thing</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>• Walk everywhere</li> <li>• Use all equipment in the correct location</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>• Use eye contact</li> <li>• Listen to others</li> <li>• Follow all 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>• Demonstrate tolerance</li> <li>• Say excuse me then wait</li> <li>• Be punctual</li> <li>• No chewing gum</li> <li>• Work cooperatively</li> <li>• Ask to join a game before playing</li> <li>• Display the 5Ls</li> <li>• Stand still during the Australian National Anthem and Acknowledgement of country</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>

## Reward System



## **Crisis Response**

There may be occasions when a student's behaviour will require the implementation of the school's Crisis Response Plan which incorporates the principles of Management of Actual or Potential Aggression (MAPA), Department of Education's Legal Bulletin Number 9 and the Department of Education's Code of Conduct 2014. 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.

### 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,
- Students climbing trees,
- Self-harm,
- Vandalising rooms,
- Throwing chairs,
- Throwing tables,
- Throwing rocks at windows,
- Interfering with power points,
- Climbing out of windows,
- Climbing on furniture,
- Property damage,
- 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.

#### Establish leadership

The first person on scene will be leader of crisis. 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 to all concerned. The leader should be the only person communicating with the student in crisis.

#### Remove students

Additional staff members will remove peers into safe space as required and call lock down if required.

#### Begin crisis communication

Staff 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.

#### Breakout space

Leader to encourage student to move themselves to a breakout space

#### Deflect as required

The team must consider the safety of those in their care. Do not physically block exits, secure equipment that may be used as projectiles, and continue with Crisis Communication.

#### Capture

If deemed necessary the leader may call capture which indicates that a capture is necessary. Capture is the first level of a proactive response approach to prevention and management of aggressive behaviour.

#### Escort

If deemed necessary the leader will call exit which indicates that a student will escorted to a breakout space

### Restraint

If deemed necessary the leader will call Restraint. This indicates that a one person standing restraint is required.

### Chair Restraint

If the student is still in crisis and non-crisis intervention has failed the leader will call chair, which indicates that a two person chair restraint is required. A third staff member is to be present at chair restraint.

### Floor Restraint

If deemed necessary the leader may call floor, which indicates that a two person floor restraint is required. A third staff must be present at floor restraint. A floor restraint will only be implemented under the following conditions.

- Student has remained in crisis
- Risk of possible harm is deemed as extreme

### Debrief

Staff to re-establish positive rapport with student after crisis.

### Documentation

All staff involved in crisis are required to complete an incident report and contact Epac if floor restraint was necessary.

### *A Note on Restraints (Refer to Appendix, Department of Education Legal Bulletin No 9)*

Where physical restraint is required staff will ensure;

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

### **Anti-Bullying Statement**

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Bullying devalues, isolates and frightens affects an individual's ability to achieve has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

A whole school approach, involving students, parents and staff is paramount in establishing support systems to address bullying. A committed social response is necessary to break the cycle by implementing strategies for both prevention and intervention.

### Statement of Purpose

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that interferes with teaching and learning at the school and interferes with the wellbeing of students cannot be accepted. Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying. Students, teachers, parents, caregivers and members of the wider school community can expect:

- That students will be safe at school, free from fear of bullying, harassment and intimidation
- To be involved in the collaborative development of the school Anti-bullying Plan
- To know what is expected of them and others in relation to the Anti-bullying Plan
- That all students will be provided with appropriate support when bullying occurs

### Bullying Definition

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be:

- Verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- Social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures



- Psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

### Beliefs

- All children have the right to feel safe and secure in their learning environment and schools contribute enormously to building student well-being and happiness. Bullying will not be tolerated.
- It is necessary to build resilience in students to prevent disturbing long-term effects for both the target and the bully.
- Strategies for the prevention of bullying are more powerful than those used during a time of crisis.
- Strategies for prevention and intervention should be inclusive of curriculum, playground supervision, school structure considerations and the manner in which bullying incidents are dealt with.
- Laying blame and punishing bullies is usually a short term and ineffective approach and therefore responses to bullying require collective responsibility.

### Responsibilities

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Follow the school Anti-bullying Plan
- Respond to incidents of bullying according to their school Anti-bullying Plan.

Teachers have a responsibility to:

- Respect and support students in all aspects of their learning
- Model appropriate behaviour
- Respond in an appropriate and timely manner to incidents of bullying according to the school

Parents and caregivers have a responsibility to:

- Support their children in all aspects of their learning
- Be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- Support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

### Outcomes

- Students will engage in responsible reporting and will take safe and sensible action as a bystander.
- Students will demonstrate a repertoire of self-management strategies and build resilience so as to free oneself of thinking like a victim.
- Teachers will acknowledge that reducing bullying is a shared responsibility within and across the school.
- Teachers will empower students to deal with conflict in constructive ways and to develop a social conscience.
- Teachers will implement prevention and intervention strategies that involve the whole school.
- Parents, students and teachers have a shared responsibility in dealing with bullying.

### Curriculum

The relationships theme of the Interpersonal Relationships strand of the PD/H/PE syllabus addresses issues associated with bullying. A bullying focus should be part of each stage's PD/H program and address the outcomes and indicators for this strand. Skills may include conflict resolution, empathy training, assertiveness training, negotiation and mediation skills and problem solving. Bullying can be integrated wherever possible across all Key Learning Areas.

### Student opportunities to voice concerns

Opportunities are provided for students to voice their concerns and formulate solutions. These may include class meetings, individual approaches to a teacher by students, Quality circles, through the SRC or through survey.

### Community Awareness

Early in each school year the School Discipline Policy and Anti-Bullying Plan will be sent home for parents or caregivers to discuss with their children. This information will also be addressed at the Meet the Teacher meetings, held at the beginning of the year and through the school newsletter when appropriate. Parents and caregivers are encouraged to report to the class teacher any incidents of bullying concerning their child(ren) so that it can be dealt with in an appropriate and effective manner. Parents and caregivers will be notified by the school if their child(ren) are involved in bullying behaviours, consistent with the School Discipline Policy

### Staff Awareness

Refresher session and/or review at the beginning of each school year on the School Discipline Policy and Anti bullying Plan. Share at staff meetings, the names of students who are being targeted so they can be monitored on the playground.

### Playground Supervision

The role of staff in playground supervision is very important in recognising and responding to incidents of bullying. Monitoring playground hot spots, encouraging isolated students to join a group, reminding children about strategies to manage playground conflict, giving appropriate strategies other than "ignoring it and walking away" and following through on reported incidents can all help to reduce bullying. Bullying reports need to be taken seriously and dealt with promptly.

### Dealing with a bullying incident

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred, the following strategies will be employed.

- Restorative Practices questioning process employed
- Logical consequences applied
- Consequences as outlined in school Student Discipline Policy
- Individual student management plan developed

### Role of teachers receiving a report of bullying

- Determine whether report is of bullying, poor social skills or rule breaking- this may be a one off situation or an ongoing one. The teacher deals with the incident using the above strategies.
- Record details through our PBIS recording system, noting details of incident, victim and others involved.
- Provide information to classroom teacher for possible further follow up.
- If bullying is determined to be occurring, the role of the teacher is to notify the Stage Supervisor.

### Role of Stage Supervisor in receiving a report of bullying

- The Stage Supervisor in conjunction with the class teacher will employ a problem solving approach which apportions responsibility.
- Interview the target of the bullying and determine the targets feelings and who is involved including bullies, bystanders and colluders.
- Hold a meeting with the bullies etc and share with the group the targets feeling in order to raise feelings of empathy.
- Student(s) develop and implement plan with the assistance of the teacher and/or Stage Supervisor
- Meet with target to find out how they are feeling. Hold a follow-up meeting to review the solutions.
- If incidences of bullying continue, further consequences in line with the school Student Discipline Policy may need to be applied.
- Inform parents in line with Student Discipline Policy

### **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 led to frustration in students which could results in aggressive behaviour. Furthermore it could attract a traffic fine.

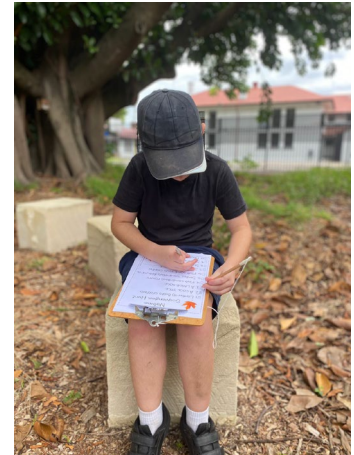
School gates will not open until 8.30am each day. Students can be dropped off each morning between 8.30am and 9am. There are staff members at gates to assist with drop off and to ensure safety of all students.

In the afternoon school gates will be 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
- 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



## Appendix

### **Department of Education - 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 damaging 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 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.**

#### **Are there specific circumstances where staff may be required to intervene and or physically restrain students?**

The following circumstance may warrant more careful consideration of the need to use physical restraint or otherwise intervene -

**1. Behaviour by a student that threatens the safety of other persons** The Department's duty of care towards its students means that staff have an obligation to take positive action in situations where students' behaviour threatens the safety of other persons. The level of intervention will range from verbally directing the students to stop through to physical restraint of one or more of the students involved. The Department's obligations may not be met if staff wait until the behaviour subsides before taking action. The action that staff may be able to take however will be dependent on the nature of the particular incident. Physical restraint should only be used if other measures have not or will not prove effective in the circumstances. If physical restraint is considered necessary, it must be reasonable in the circumstances and staff must not put themselves at risk of injury.

**2. Behaviour by a student that may lead to self-harm or injury** As in 1, the Department's duty of care towards its students means that staff have an obligation to act in situations where a student's actions may cause the student harm or injury. It may be the case that a student's actions occur as a result of both voluntary and involuntary behaviour. The same obligations and considerations as outlined in 1 apply to situations of student self-harm or injury.

**3. Physical altercations between students** As in 1 and 2, the Department's duty of care towards its students means that staff have an obligation to take positive action in situations where students become involved in physical altercations with each other. The Department's obligations will not be met if staff wait until the altercation concludes before taking action. The same obligations and considerations as outlined in 1 and 2 apply to situations where physical altercations between students occur.

**4. Students leaving Departmental premises without authorisation** Students will sometimes leave or attempt to leave Departmental premises without authorisation and in circumstances where their safety may be at risk. Students may leave premises in a heightened state of anxiety such that their ability to recognise dangers is impaired. In such cases, physical restraint of the student to prevent their leaving the premises may be justified. Any restraint used must be reasonable and staff must not put themselves at risk of injury.

If a student has left the premises without permission in situations where concerns are held for the student's safety, the degree of intervention by staff in attempting to return the student to the premises is a matter for judgment based on the specific circumstances. The action that may be taken can range from verbally requesting the student to return through to pursuit and physical restraint. Should it not be possible to return the student to the premises, parents/carers should be contacted and if necessary, police notified.

#### **Can allegations of assault arise if staff physically restrain students?**

In rare cases yes. While the physical restraint of students may be necessary to ensure the Department's duty of care is exercised, the restraint of students without their consent may constitute an assault. In extremely rare cases criminal or civil action is taken against a member of staff who has restrained a student. So long as the restraint employed has been reasonable, one or more of the following defences will be available to staff depending on the circumstances:

- Self-defence - this arises whenever there is a reasonable apprehension of physical aggression. It is not necessary to be actually struck before being allowed to defend yourself.
- Defence of others - there is a clearly defined legal right to take action to defend others from threatened or actual violence.
- Defence of Property - every person has the right to protect his or her property from damage. This right is founded on possession or control of the property rather than full ownership. The right extends to protecting departmental property from damage.
- Lawful chastisement - this defence is available to parents as well as teachers and other departmental staff into whose care and control students are placed. To be considered lawful chastisement, the action needs to be warranted having regard to the circumstances and be exercised in a reasonable manner.

The Department has clear guidelines on discipline procedures, the use of corporal punishment and physical contact with students. The fact that a member of staff may have exceeded those guidelines does not mean these defences cannot be relied upon. Staff should be careful to use only that level of restraint that is reasonable in the circumstances to prevent the feared injury or damage. Departmental disciplinary action may follow where clearly unreasonable use of restraint has occurred.

**What happens if a staff member is subject to legal proceedings as a result of physically restraining a student?**

Should a member of staff be subject to criminal assault proceedings by the police or by private prosecution, he or she may apply to the Department for Crown representation. It should be noted that such criminal proceedings are extremely rare. Given the defences available to staff, the probability of a staff member who has acted professionally and reasonably being convicted is virtually nil.

In the even more unlikely event that civil proceedings are commenced against a member of staff, he or she may similarly apply to the Department for Crown representation. If granted, staff will be indemnified for any verdict against the staff member and any legal costs incurred as a result of the proceedings. It should be noted that there is no record of any proceedings of this nature ever being taken against staff.

**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.