

Woodbury

Student Safety and Welfare

Security Policies

Pick-up and Drop-off Policies

The school will be staffed one hour before the designated commencement of each school day. Each pupil will be met at the gate by a staff member on arrival and escorted into the playground (dry weather) or the building (wet weather), where they will follow an arrival procedure designed to teach management of bags, lunches etc.

The pupils will then receive the level of supervision required to follow the arrival procedure. The degree of supervision required will differ depending on individual student abilities but will provide structure at the beginning of the school day. This daily 'before school' routine is designed to help the children deal with transition to school, as transitioning is extremely difficult for ASD children. The arrival procedure will be observed until school bell rings to indicate the start of the school day.

Parking and drop-off procedures are provided at the beginning of each school year to parents and transport drivers. Guidelines for the safe and effective management of the children between the parking area and the school gate are also detailed in the same document. Amendments to the procedures are written into the policy, and the updated policy is distributed to parents, transport, and staff members.

A minimum of one member of staff will remain for one hour after school finishing hours in case of children not being collected at the designated time. Contact and emergency contact details for all parents of students are available on a bulletin board in the school main office.

Student Supervision

On-Site

Policies to promote the safety of our students are various and relate to different sections of this document. In addition to those policies all buildings and the playground will be arranged to minimise the risk to students.

Students will be supervised at all times at Woodbury. There will, at all times, be one staff member to each child in the school. Staff members include all therapy, teaching, and administrative staff. Additionally, the high staff to student ratio is at times be supplemented by volunteers. The level of supervision in the classroom varies between 1:1 and 2:5 staff to student ratio, depending on the level of support required by individual students and classroom as a unit. This is determined based on the initial and ongoing assessment of each student

The staff to student ratio during morning tea and recess is adjusted based on the level of supervision required for these activities. During these times, students are assigned to the small or large playground, based on the individual level of supervision required. The level of supervision

for the small playground is a minimum of 1:3, for students requiring increased supervision as determined in their individual behaviour intervention plans. The level of supervision on the large playground is a minimum of 1:7.

Each building is also equipped with a minimum of one mobile phone. The main reception office and the administrative office are also equipped with a mobile phone. The complete list of phone numbers for each class is posted in each classroom, the main reception office, and the administrative office and is revised as necessary. Staff members are required to have these phones powered on at all times throughout the day. Mobile phones must be carried at all times when staff members are off-site with students.

Off-Site

When students are to move off the school site, areas to be visited will be assessed prior to the excursion. A teacher or clinical supervisor will be assigned to conduct a full assessment of the location to be visited. The role of that staff member will be to identify potential risks and ascertain accessibility of the site, including parking, safe entrance, access to toilets, etc. The off-site assessment checklist, found in the Woodbury Risk Management Policy, Appendix A, is used to conduct these assessments.

Areas likely to be accessed or that have been accessed in the past are: library, shopping centres, public transportation stations, work experience venues, and excursion venues (e.g. the zoo). A minimum staff to student ratio of 1:1 will be observed at all times during off-site excursions. During off-site excursions, the accompanying staff member/s carries any emergency and first aid equipment as well as any regular medication which may need to be administered to student/s.

Buildings

The Executive Director bears the responsibility of opening and closing the school at the beginning and end of each school day. In the event the Executive Director is absent, an alternative person designated by the Executive Director will carry out opening and closing procedures. As part of the closing procedure, the Executive Director or assignee checks the Student Attendance Roll to ensure all students have left school.

Evacuation Procedures

Fire drills are carried out each semester. These procedures are posted in each classroom and on school bulletin boards in each building. Site maps and instructions are prominently displayed in every room of each building. All staff members are aware of the location of these items. Routine fire drills help desensitise our students to the panic and fear that such noisy and sudden, unscheduled events create for ASD children.

Lockdown drills are carried out each semester as practice in the event a school lockdown is necessary. Lockdown procedures are also posted in each classroom on school bulletin boards in each building.

In the event of actual or practiced fire and lockdown drills, the clerical assistant is responsible for gathering the attendance rolls and recording presence of all students and staff once in the designated safe areas. In the event the clerical assistant is not available, the Executive Director will be responsible for this duty.

The school ensures that all staff attend one lockdown and on fire drill per year as a minimum.

General student safety during evacuation procedures is enhanced by the very high staff to student ratio in times of crisis that would require evacuation procedures to be used.

Codes of Conduct

Rights and Responsibilities:

See Woodbury Responsibilities, Principles, and Ethos; Woodbury Code of Conduct; Confidential Information

Management of Student Behaviour

The science of Applied Behaviour Analysis (ABA) contains a variety of techniques for reducing undesirable behaviour. These techniques are applied only after a thorough examination of the data collected in relation to the behaviour. Often a functional analysis is carried to determine the function of the behaviour. This enables the Behaviour Analyst to create an individualised plan teach the child to use a more acceptable behaviour to achieve the same ends.

There are a wide range of techniques in the Behaviour Analyst's repertoire. The selection of the specific techniques applied to a given situation is always data driven. The approach to all undesirable behaviour is twofold: (1) teaching of a functionally equivalent alternative and appropriate behaviour; and (2) reduction or elimination of the contingency formerly maintaining the behaviour. The latter often requires the use of reductive management techniques because this undesirable behaviour has been effective for the child in the past. It can take time and repeated exposure to teach the child the new behaviour and teach the child the undesirable behaviour no longer achieves the same end. Techniques commonly used are differential reinforcement of a lower rate of behaviour, differential reinforcement of an alternative behaviour, differential reinforcement of an incompatible behaviour, and extinction.

The use of corporal punishment will not be used at any time at Woodbury and not advocated at home. Please refer to Woodbury Discipline Policy for further information.

For challenging behaviours, refer to attached policy 'Positive Approach to Challenging Behaviour'.

Health and Medication

See also Illness Policy; Woodbury Medication Policy; Administering Medication Procedure

As a larger number of students with ASD are likely to be on medication or special diets than typical students, clear policies related to these matters are vital. It is a condition of offer of a place at Woodbury that full disclosure about health matters is made by families about the student at initial enrolment and during the time the child is attending the school. Parents are obliged to continue to provide upgraded information about the health, medication and dietary status of their child on a weekly basis.

Medication

An individualised medication plan is used with each relevant family in relation to health issues such as diet and medication. All medications will be given as per the guidelines of the Administering Medication Procedure. A Woodbury Medication Consent Form signed by parents or guardians will be kept on file for each medication at all times. It will specify what and how much medication are to be administered, by whom and when. All administered medications will be documented on the Woodbury Administered Medication Form. Parents of children for whom this is relevant can elect for a copy of the Woodbury Administered Medication Form to be sent home daily, weekly or to be retained by the school.

For children with episodic but potentially life threatening problems, action plans for the relevant students is developed (i.e., anaphylaxis, epilepsy, asthma). Each action plan identifies the child by name and photograph, clearly states emergency procedures to be followed, and names the person/s to contact. The action plans are displayed in the relevant students' classrooms and on the school bulletin board in the students' assigned building.

Special Diets

Due to the large number of ASD students on non-medically prescribed diets it is the policy of Woodbury that children will only be offered food brought from their home whilst at school and children will not be allowed to share food.

If there are children with severe allergies (e.g. peanuts), the relevant foods are immediately banned from the school at all times for the duration of the enrolment of the relevant student/s.

Identification and Support of Students with Special Needs

All of the children at Woodbury have special needs. However, the high level of staff training, highly individualized programming, ongoing behaviour management and data collection and analysis, regular program reviews for each child, and consistent and routine contact with families ensures rapid identification of needs above those already identified. Once identified, parents are offered whatever support is required and feasible from the school to address the changed needs of the child. The presence of the collective expertise of the school staff, including teachers, behaviour analysts, and clinicians (speech pathologists/occupational therapists), is conducive to early identification and treatment of 'special needs'.

Student Leadership

There is no student leadership at Woodbury. The students' awareness of others is not at a level to allow them to conceptualise 'leadership'.

Homework

Children attending Woodbury will be 'on task' for longer periods during the school day than their peers in other settings, therefore there will be a policy of no homework for most students. The exception is that students who are being prepared for integration to a mainstream setting will be given homework as part of the integration process.

Management and Reporting of Serious Incidents

See Critical Incidents Policy and Critical Incidents Report Form

Response to Serious Incidents

See Critical Incidents Policy

Complaints or Grievances

See Grievance Procedure for Students of Woodbury; Grievance Monitoring Form; Staff Grievances & Disputes Policy/Procedure

Pastoral Care

A registered Psychologist external to the school has been retained on a needs basis to provide counselling and support to students, staff and families of the school.

Policies and Procedures to Ensure Safety and Welfare of Students with Approved External Tutors /Providers

At any external venue where an outside provider may have contact with Woodbury students, Woodbury staff will be present at all times to ensure the child's safety and wellbeing. Any providers who work in and/or are contracted by the school are subject to Woodbury policies on child protection.

The only other setting Woodbury students are likely to attend is a receiving school during transition/integration. In such an event, it will be the Executive Director's role to check that all child safety procedures at the receiving school are adequate for the protection of Woodbury students. During the transition/integration process, a Woodbury staff member will be with the student at all times.