



The Ponds School
Believe Learn Achieve

A COLLABORATIVE Approach to Implementing INCLUSIVE, ENGAGING, RESPECTFUL Schools

@ The Ponds School

Niamh Holmes (AP Learning &
Wellbeing)

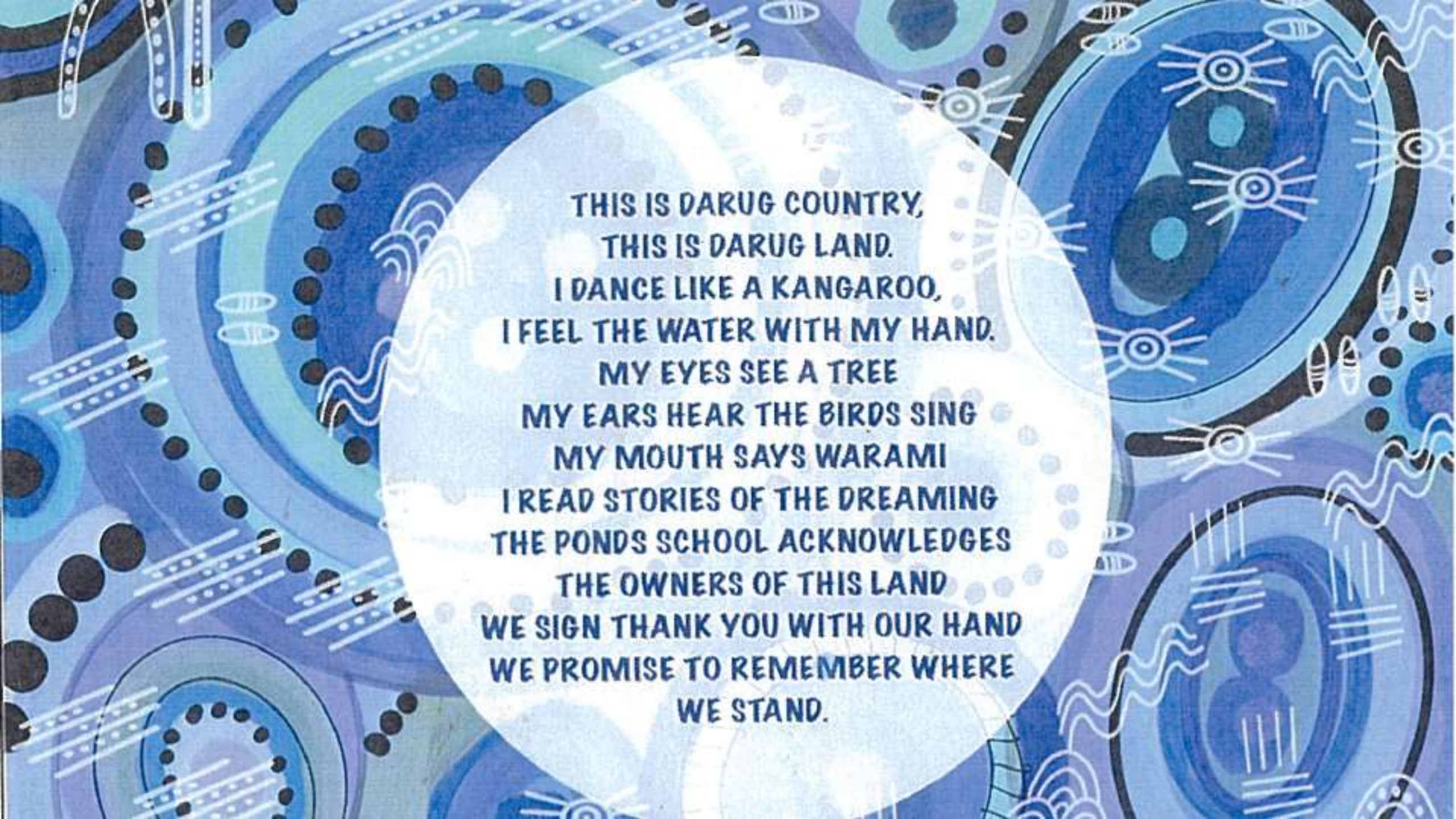
Donna Nicoll (SLSO Learning &
Wellbeing)

Jenny Tran (OT, Specialist Behaviour
Practitioner)

Betty Campbell (SP)

Anne Bennett(DP)

The Ponds School provides quality individualised and meaningful education in a safe and caring environment. The Ponds School supports families, encourages independence and assists students to become valued members of the community now and in the future.



THIS IS DARUG COUNTRY,
THIS IS DARUG LAND.
I DANCE LIKE A KANGAROO,
I FEEL THE WATER WITH MY HAND.
MY EYES SEE A TREE
MY EARS HEAR THE BIRDS SING
MY MOUTH SAYS WARAMI
I READ STORIES OF THE DREAMING
THE PONDS SCHOOL ACKNOWLEDGES
THE OWNERS OF THIS LAND
WE SIGN THANK YOU WITH OUR HAND
WE PROMISE TO REMEMBER WHERE
WE STAND.



Overview

Today we are going to discuss.....

- **An overview of the Tiered Approach to Learning and Wellbeing at The Ponds School.**
- **Learning and Wellbeing Team Roles and Responsibilities**
- **Tier 1- Universals**
 - PBL
 - Zones of Regulation
 - So Safe
 - Family Planning
 - Stepping Stones Triple P
 - Personalised Learning and Support Plans
- **Tier 2- Learning and Wellbeing Team**
 - Referral
 - Meetings
 - Use of data to inform practice and plans
 - Behaviour Support Plans & Crisis Plans
- **Tier 3- School Clinic and Mental Health Intellectual Disability Hub**

Introducing the Learning & Wellbeing Team....

Niamh Holmes (AP Learning & Wellbeing)

Donna Nicoll (SLSO Learning & Wellbeing)

Jenny Tran (OT, Specialist Behaviour Practitioner)

Betty Campbell (SP)

Anne Bennett(DP)

Sargon Odisho (School Psychologist)

Class Teacher

Class SLSO

Parent / carer

Student

Overview of Tiered Approach



Tiered approach to Learning and Wellbeing at

The Ponds School



Tier 1 PBL

CARING

LEARNING

BEING SAFE

Leaping Forward by



Being Safe

I am safe during transition.

I stay with the group.



Leaping Forward by



Caring

I care in the library.

I am careful with the toys and books.



Leaping Forward by



Learning

I learn in the pool.

I listen to my teacher.



Tier 1 PBL

	INSIDE AREAS	OUTSIDE AREAS	TRANSITIONS	KITCHEN GARDEN	POOL	HALL	BIKE TRACK	KITCHEN
BE SAFE	<p>I keep my feet on the floor.</p> <p>I give my friends space.</p> <p>I have safe hands.</p> <p>I walk inside.</p> <p>I am careful with equipment.</p>	<p>I give my friends space.</p> <p>I have safe hands.</p> <p>I wear my hat and shoes.</p> <p>I stay in the right place.</p> <p>I only put food and drink in my mouth.</p>	<p>I stay with the group.</p> <p>I look where I am going.</p> <p>My teachers push the wheelchairs.</p> <p>My teachers open and close doors and gates.</p>	<p>I only put food and drink in my mouth.</p> <p>I am careful with equipment.</p>	<p>I walk in the pool area.</p> <p>I use the stairs.</p> <p>I am careful with equipment.</p>	<p>I sit on my chair.</p> <p>I stay with the group.</p>	<p>I wear my helmet and shoes.</p> <p>I look where I am going.</p>	<p>I wash my hands.</p> <p>I sit on my chair to eat.</p> <p>I am careful with equipment.</p>
LEARN	<p>I listen to my teachers.</p> <p>I use my words.</p> <p>I make choices.</p>	<p>I listen to my teachers.</p> <p>I use my words.</p> <p>I go to class when the bell rings.</p>	<p>I listen to my teachers.</p>	<p>I water the plants.</p>	<p>I listen to my teachers.</p>	<p>I look and listen.</p> <p>I use my words to ask for a break.</p>	<p>I follow the arrows.</p> <p>I ride on the path.</p>	<p>I listen to my teachers.</p>
CARE	<p>I use my quiet voice.</p> <p>I take turns.</p> <p>I wear my uniform at school.</p> <p>I help pack away.</p>	<p>I share with my friends.</p> <p>I only dig in the sandpit.</p> <p>I let the trees and plants grow.</p> <p>I help pack away.</p>	<p>I carry my own bag.</p>	<p>I take turns.</p> <p>I let the plants grow.</p> <p>I help pack away.</p>	<p>I look after my belongings.</p> <p>I shower before using the pool.</p>	<p>I use my quiet voice.</p>	<p>I take turns.</p> <p>I help pack away.</p>	<p>I take turns.</p> <p>I help pack away.</p> <p>I put rubbish in the bin.</p>

1 2 3 4 5 6 7 8 9 10
 insert text here
PUNCH CARD
 insert text here
 11 12 13 14 15 16 17 18 19 20

PBL Points									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

I am a Safe, Caring, Learner.

PBL AWARD FLOWCHART



Tier 1 PBL

Tier 1 PBL

Leaping Forward by Learning

Student: _____

Class: _____

I saw you _____

Staff Member _____ Date _____

Leaping Forward by Caring

Student: _____

Class: _____

I saw you _____

Staff Member _____ Date _____

Leaping Forward by Being Safe

Student: _____

Class: _____

I saw you _____

Staff Member _____ Date _____

Bunji Awards

Monday Tuesday Wednesday

Thursday Friday

Class

The Ponds School

BUNJI AWARDS

LEARNING LEARNING BEING SAFE

PBL STUDENTS OF THE WEEK
LEAPING FORWARD BY

CARING

LEARNING

BEING SAFE

Tier 1 PBL



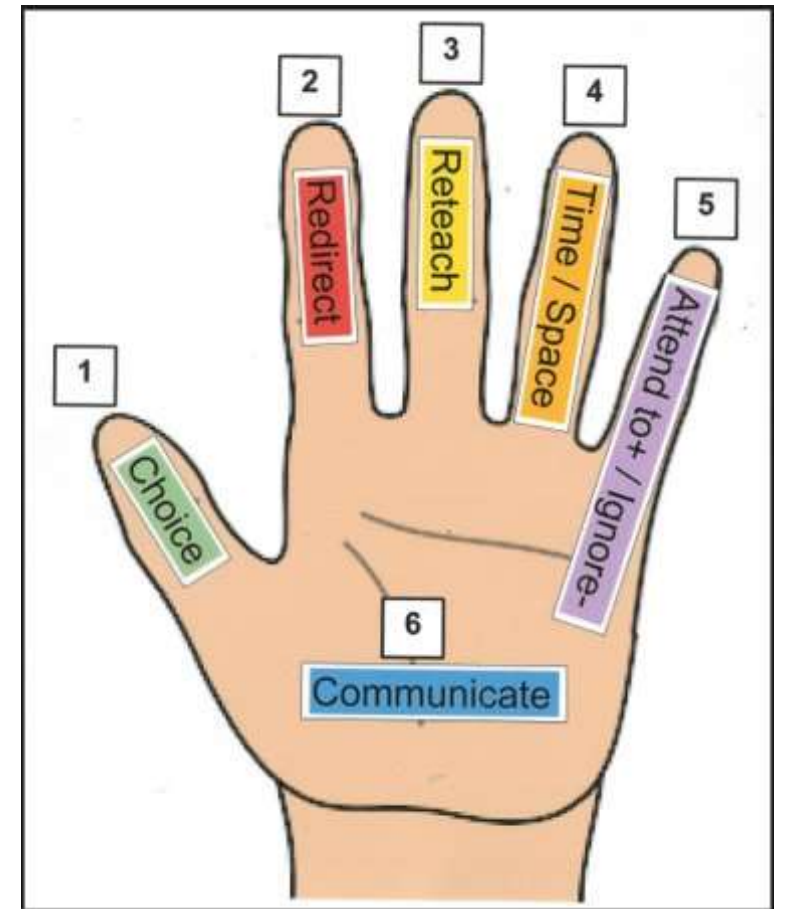
Tier 1 PBL

Key Behaviour Support Strategies

1. Give choice
2. Redirect
3. Reteach
4. Time and space
5. Attend - positive / ignore - negative
6. Communicate

Key Behaviour Support Strategies

- 1. Give choice**
Give the student a choice. This gives the child some control in a situation and teaches them to make decisions.
E.g. Would you like the blue cup or the pink one? You can put your shoes and hat on or you can stay inside?
- 2. Redirect**
Redirect the student away from an inappropriate activity. Distract the child by redirecting them to a more appropriate activity.
E.g. Oh let's see what I have in this big box! Come over here and help me give the plants some water.
- 3. Reteach**
Reteach a skill or expectation. Take the time to model the desired, positive behaviour to the child. Show them exactly what you want to see.
E.g. I sit on my chair. I shake hands with my friend. I dry my hands on the towel.
- 4. Time and space**
Give the student time and space to calm down. There is no point in trying to reason with a child who is significantly upset or in a state of 'meltdown'.
- 5. Attend to positive / Ignore negative**
Attend to positive behaviour and ignore negative behaviour where possible. Give loads of positive feedback when the child is doing the right thing.
E.g. hi-fives, smiles, clapping, verbal praise.
Try not to give any extra attention to the child who is doing the wrong thing.
E.g. Stay calm, keep a neutral expression and don't make eye-contact while directing them to clean up a mess or pick up something they have thrown on the floor – just keep repeating the instruction.
- 6. Communicate**
Support all verbal communication with a combination of picture symbols, key word signs and physical prompts as needed. Describe the behaviour you wish to see and do not use too many words. Keep it simple and to the point.
E.g. lunch box in tub, feet on the floor, wash hands

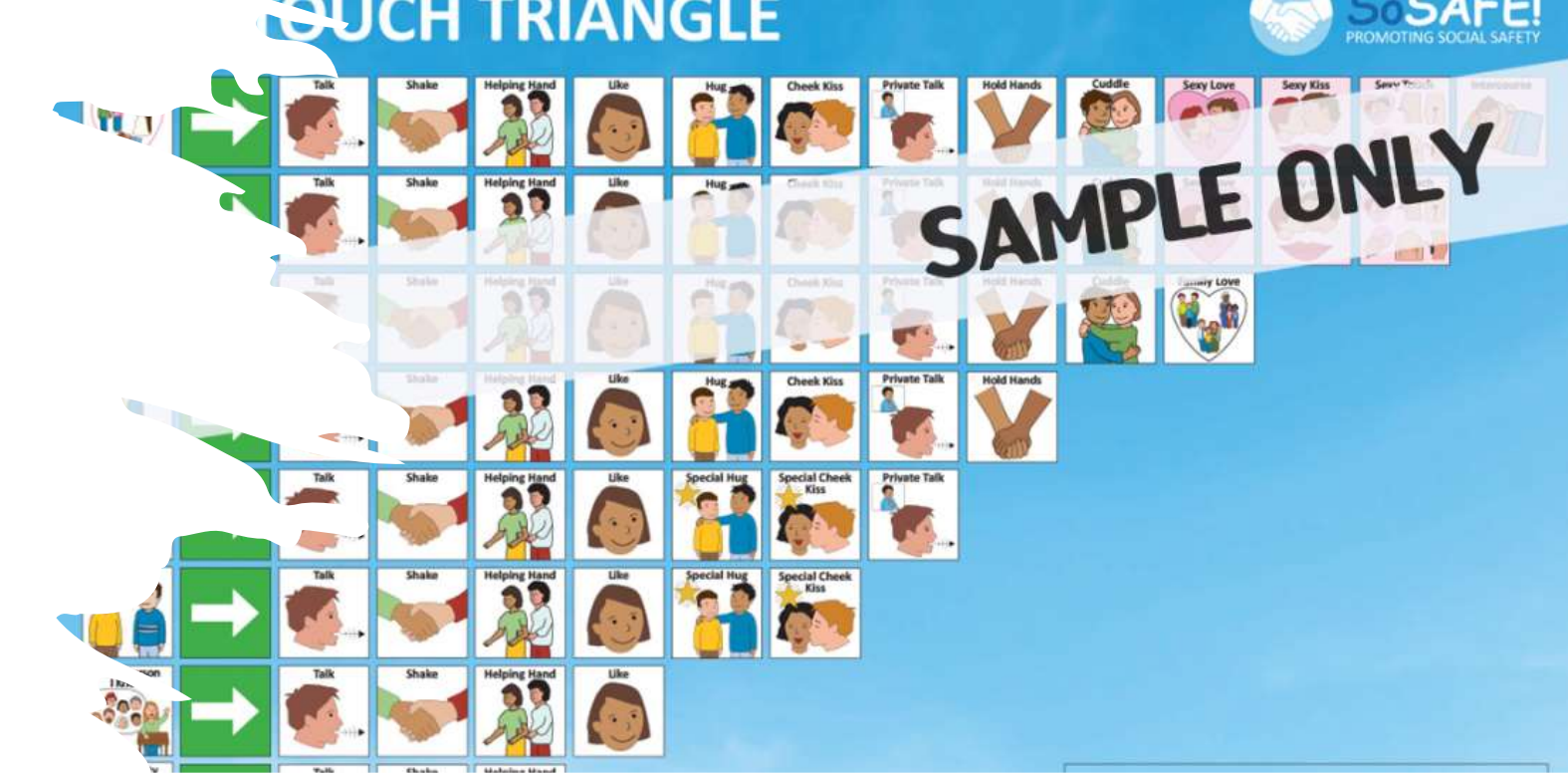


So Safe

A resource to help us teach our students about:

- the people in their lives and how they should interact with them,
- public and private spaces and behaviours, and
- Consent.

Provides staff with consistent language for teaching.



Tier 1- Zones of Regulation



- The Ponds School use The Zones of Regulation framework to assist students with self-regulation and emotional control.
- The Zones of Regulation framework was created by Occupational Therapist, Leah Kuypers and is an evidence-based program that helps students of all ages to recognise how their feelings and state of alertness they are in and use tools and strategies to regulate them.



Tier 1- Zones of Regulation Signage & Language

The Zones of Regulation

Use These Guidelines

The Zones of Regulation Signage

The Zones of Regulation framework is a social skills and self-regulation tool designed to help students with self-regulation and social skills. The Zones of Regulation framework was created by occupational therapist, Leta Stoppelberg and was designed to help students with self-regulation and social skills. The Zones of Regulation framework is a social skills and self-regulation tool designed to help students with self-regulation and social skills. The Zones of Regulation framework is a social skills and self-regulation tool designed to help students with self-regulation and social skills.

Why Use Zones?

Use Zones to help students identify and regulate their emotions and behaviors. Use Zones to help students identify and regulate their emotions and behaviors. Use Zones to help students identify and regulate their emotions and behaviors. Use Zones to help students identify and regulate their emotions and behaviors.

How to Use Zones?

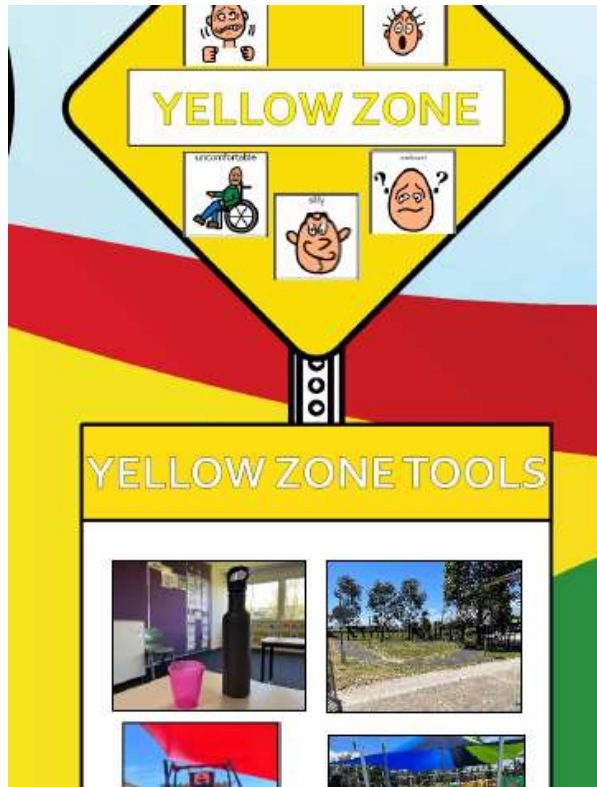
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Thank You!

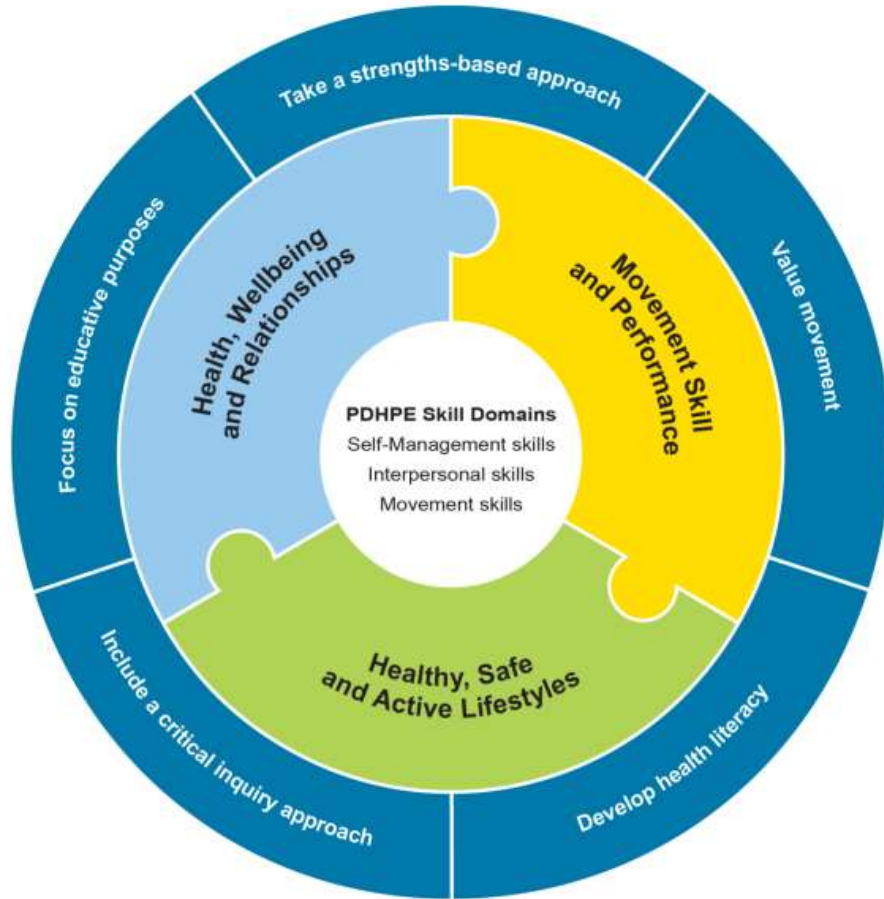
Thank You!



Tier 1- Zones of Regulation- *Individualised Toolkits*

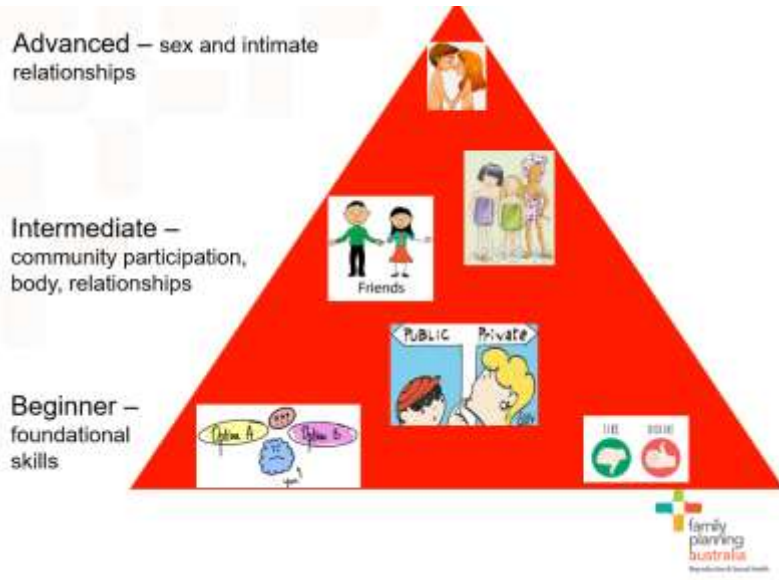


Family Planning



- Sexual Health Education for Life: the PDHPE curriculum for students with disability is a 6-hour course which builds on teachers' knowledge and skills to provide sexual health and relationships education (SHRE) to students with intellectual disability. The course encourages a 'sex positive' approach to the delivery of SHRE and is linked to the K-10 Personal Development, Health and Physical Education (PDHPE) syllabus and Life Skills module of the K-10 PDHPE syllabus.

Family Planning- Supporting our Families



Family Planning NSW & The Ponds School invite you to our

Parent Information Session:
Talking about puberty, sexuality and relationships with people with intellectual disability and/or Autism Spectrum Disorder

Date & Time: Thursday 9th March 2023
9.15am- 11.15am

Location: The Ponds School Library

Places are limited & booking is essential. Please RSVP by Friday 3rd March 2023 via email or leave your name at the front office

theponds-s.school@det.nsw.edu.au

The Ponds School
Believe Learn Achieve

family planning nsw
Reproductive & Sexual Health
For every body. In every family.



15 July 2021

Dear Parents and Carers,

Stepping Stones Triple P- Positive Parenting Program

The Pond's School is implementing the Stepping Stones Triple P positive parenting program to support parents and carers in developing parenting skills, which strengthens the learning links between school and home. The program will be implemented by our Learning and Support Teacher, Niamh Glancy, and school based Occupational Therapist/Behaviour Specialist, Jenny Tran.

This Stepping Stones Triple P program has been specially tailored for parents of children with disabilities. The program is evidence-based and is supported by School Link and the Children's Hospital Westmead.

The program supports parents/carers to ensure happy, confident children and a harmonious family/home life through:

- setting rules and routines;
- managing inappropriate behaviour;
- being a part of your community events;
- developing plans and supports to manage difficult situations; and
- looking after your own wellbeing.

"It doesn't tell parents how to be a parent. It's more like a toolbox of ideas. Parents choose strategies and the way they want to use them. It's all about making it work for parents".

The Selected (level 2) Stepping Stones Triple P program is delivered as a group program and is comprised of three 90-minute workshops. These workshops will take place via ZOOM on Thursday 12th August, Thursday 10th August and Thursday 20th August 2021 from 9am to 11am.

Places will be limited to 8 and it is important that you are able to attend all three workshops to be accepted into the program. We will be running this program again in Term 4. If you are unable to secure a position in this terms program, then we will ensure that you are included in next terms program.

To secure your place in this program, you will need to return the form below no later than Thursday 20th July 2021. If you have any questions please do not hesitate to contact Niamh or Jenny during school hours on 95202470.

Thank you,

Niamh Glancy
Learning and Support Teacher



Jenny Tran
Jenny Tran
OT/Behaviour Specialist



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- setting rules and routines;
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- being a part of your community events;
- developing plans and supports to manage difficult situations; and
- looking after your own wellbeing.

"It doesn't tell parents how to be a parent. It's more like a toolbox of ideas. Parents choose strategies and the way they want to use them. It's all about making it work for parents".

Stepping Stones Triple P

Learning & Wellbeing Team- Referral Process

Referral Form on Sentral

Referral to the Learning and Wellbeing Team

The Learning and Wellbeing Team aim to support students and their families to create safe learning and supportive environments that enable all students to be regulated, engaged, successful and happy. The Learning and Wellbeing Team aims to collaborate with families, classroom staff and therapists, to establish meaningful goals to move the student forward.

When completing the referral form please be mindful of how you write the form and used parent friendly language as parents/carers will be receiving a copy. Parents/carers will be invited to attend their child's Learning and Wellbeing meeting which take place on Tuesdays.

* Required

1. Student's Name & Class *

Enter your answer

2. Referred by: *

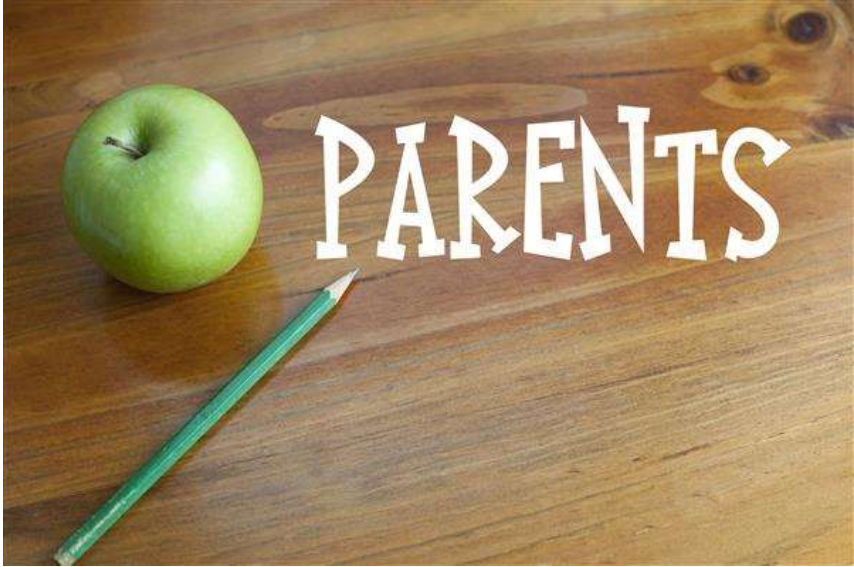
Data on Sentral

Summary for 2023

Overall Summary Print Show Summary for: 2023

	2023	Term 1	Term 2	Term 3	Term 4
Incidents	59 Incidents	17	42	-	-
Data Records	0 Incidents	-	-	-	-
Positive Incidents	0 Incidents	-	-	-	-
Negative - Suspensions	0 Incidents	-	-	-	-
Victim Incidents	0 Incidents	-	-	-	-
Witness Incidents	0 Incidents	-	-	-	-
Level Placements	0 Level Placements	-	-	-	-
Detentions	0 Detentions	-	-	-	-
Suspensions	0 Suspensions	-	-	-	-
Awards	0 Awards	-	-	-	-

Parent Involvement



Learning & Wellbeing Team- Coordination of Meetings

Learning and Wellbeing Team examine the referrals and determine if the student will receive support from the Learning and Wellbeing or if it can be managed at the classroom level with support from their Collegiate Support Team Leader.

Week	Date/Time	Student	Class	Staff
2	3 May 9.15am	Review Meeting <small>(By Phone)</small>	15	Michelle & Bek
2	3 May 10am	Review Meeting <small>John Ebdon</small>	18	Alex, Sally & Jerry
2	3 May 11.45am	<small>Alex Bek</small>	15	Michelle & Bek
3	10 May 10am	<small>Geoffy Ebdon</small>	16	Pragati, Yvette, Natalee
3	10 May 9.15am	<small>Kayvan Khan</small>	18	Alex, Sally & Jerry
4	17 May 9.15am	Review Meeting <small>Lee Mackie</small>	1	Belinda, Mariam & Agul
4	17 May 11.45	<small>Alex Bek</small>	15	Michelle & Bek
5	25th May 1.00pm	<small>James Pugh</small>	12	Radka, Alex, Penny
5	24 th May 9.15am	Review Meeting <small>James Pugh</small>	11	Niamh & Danielle
Week 5-ATTENDANCE Meetings				
6	31 May 9.15am	Review Meeting <small>Zach Dicks</small>	4	Pauline, Jenni, Elaine
6	31 May 10am	Review Meeting <small>Paul Mackie</small>	11	Niamh & Danielle
7	7 June 12pm	Review Meeting <small>Geoffy Ebdon</small>	16	Pragati, Yvette, Natalee
7	7 June 9.30am	Review Meeting <small>(By Phone)</small>	17	Alex, Jerry, Sally

2023 Term 3 Learning and Wellbeing Meetings

Meetings will take place every **WEDNESDAY** in the interview room. Parents/carer must attend the meeting either face to face or by telephone.

External therapists are invited to attend.

Parents/carer to approve therapists attending. Time of the meeting will be confirmed closer to the day.

45 minutes will be allocated for new referrals. 30 minutes will be allocated for review meetings.

Learning & Wellbeing Team Meetings



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LEARNING and WELLBEING TEAM Meeting Records- DATE

Student's Name:	Class:
Year:	Age:

TEAM:

Teacher:	School Counsellor:
SLSO:	Speech Therapist:
Additional SLSO:	Occupational Therapist:
Deputy Principal:	Support Coordinator:
Learning & Support Teacher:	Parent / Carer:
Learning & Support SLSO:	Behaviour Support Practitioner:
School Speech Pathologist:	School Support Practitioner:

How is everything going at home?

--

What are the top challenges at home?

Challenges

How is everything going at school?

--

What are the top challenges at school?

Challenges

What is the goal from this meeting?

--

What supports are needed to move the student forward?

Support	Who

What skills do we need to build to move the student forward?

Skill/Goal	Who

Review the intervention and monitor plans

5 minutes

At the close of the meeting:

- The recorder reviews the main points of the intervention
- The team selects a date and time for the follow-up LST meeting:
 - o The next LST meeting:

Learning & Wellbeing Team- Collection of Data

ABC data form for Isaac

Please complete one of these forms for each time that Isaac causes harm (or almost causes harm) to himself or others for the period 02/06/23 - 30/06/23

When it happened (date)	Where was the location (be specific)	How long did it last: time start and end	Who was involved (include your name)

Important factors on the day Tick which ones apply:	What happened BEFORE the incident? Tick which ones apply:	What happened DURING the incident? Please describe, be specific. What behaviours did Isaac display? What did you see, what did you hear.	What occurred AFTER the behaviour? Please describe, be specific. What did you and/or supporting staff do in response to Isaac's behaviour?
<input type="checkbox"/> Isaac was hungry. <input type="checkbox"/> Sick / out of sorts. <input type="checkbox"/> Tired/over-tired. <input type="checkbox"/> Cranky on arrival to school. <input type="checkbox"/> Changes to routine. <input type="checkbox"/> Concoction. <input type="checkbox"/> Blue Zone. <input type="checkbox"/> Green Zone. <input type="checkbox"/> Yellow Zone. <input type="checkbox"/> Red Zone. <input type="checkbox"/> Other? Please describe:	<input type="checkbox"/> Asked to do an activity. <input type="checkbox"/> Engaged in his chosen activity. <input type="checkbox"/> Task interrupted by chosen activity. <input type="checkbox"/> His asked for what he couldn't have. <input type="checkbox"/> He had to wait for something. <input type="checkbox"/> Transitioning between activities. <input type="checkbox"/> Left alone while staff were busy. <input type="checkbox"/> He was not doing anything. <input type="checkbox"/> Having personal hygiene support. <input type="checkbox"/> In a group setting. <input type="checkbox"/> Sudden noise. <input type="checkbox"/> With unfamiliar staff. <input type="checkbox"/> Contact with a peer he didn't like. <input type="checkbox"/> Other: Please describe:	4 points maximum for how many times did each behaviour occur?	How did Isaac respond to what you did? Tick which ones apply: <input type="checkbox"/> Behaviour stopped. <input type="checkbox"/> Behaviour continued. <input type="checkbox"/> Behaviour stopped and started again. <input type="checkbox"/> Other: Please describe:

Did the behaviour cause harm (or almost cause harm) to Isaac or others? Please describe

Please email completed forms to Chloe.mulliney@napier.ac.uk



Please input date (M/d/yyyy)

2. Smearing intensity 1: not at all 2: low 3: moderate 4: high

1	2	3	4
---	---	---	---

3. Grabbing staff glasses intensity 1: not at all 2: low 3: moderate 4: high

1	2	3	4
---	---	---	---

4. Finding any class items and smashing them on the ground intensity 1: not at all 2: low 3: moderate 4: high

1	2	3	4
---	---	---	---

fal Abdullah - Tracking behaviour of concern and coping/stress

Time	What was Naufal doing before the behaviour?	What behaviour of concern or signs of stress did you observe?	What happened next? What supports were offered?
1:30 1:35	Transitioning to inner playground.	Screaming Scratching face.	redirected to sand requested calm
2:40 2:45	Getting ready to transition to busco. water bottle spilled	screaming. scratching. running	cleaned the spilled water, helped with bag -
9:00 9:15 -10-	unpacking bag	frantic running screaming taut facial exp. scratching.	outside time + Ssing.

Positive Behaviour Support – Escalation Cycle



Signs of Escalation	Strategies
Early Warning Signs & Further Escalation	Goal: Respond early; help calm & reduce stress; problem solve; plan for safety
Crisis	Goal: Safety for everyone
De-escalation/Recovery	Goal: Support return to calm state

How to support Kaidyn when he is headbanging into a window or door at school:

Staff support	<ul style="list-style-type: none"> • Make sure there are two staff to support Kaidyn if he is escalating. • If you are by yourself, call for help (radio). • One staff will stay near Kaidyn to help him regulate and to supervise for safety. It is best if one staff is a familiar person to Kaidyn (i.e., one of the class team). • One staff will help problem solve. If you do not have a LAMP device with you go to Kaidyn's class and get the classroom LAMP device or Kaidyn's device as well as his visual schedule for the day. • Make sure you do not crowd Kaidyn. One staff takes the lead to calmly talk with Kaidyn and one staff is back up support (stands further away).
Help Kaidyn stay calm	<ul style="list-style-type: none"> • Tell Kaidyn "I am here to help" • Reassure him. Say "You are ok Kaidyn" or "You need to stay calm" (pair with Key Word Sign for "calm") • If you are waiting for the LAMP device, gesture "wait" to Kaidyn and say "Wait, I am getting help so you can tell me what you need". Keep talking to Kaidyn using meaningful conversation to help him cope if he needs to wait. • Keep your voice and body language calm. A calm tone is calming. • If Kaidyn looks frustrated or sad, model this on his LAMP device and tell him "You look sad/frustrated Kaidyn. I know it's hard. You're ok."
Problem-solve together with Kaidyn and his team	<ul style="list-style-type: none"> • Offer Kaidyn the LAMP device and ask him "Tell me what you need" • Verbally acknowledge every communication Kaidyn says using the LAMP device. • Help him understand when the request can happen. If it can happen straight away say "Thanks for telling me, let's go get it/do that". • Ask his familiar staff to help you problem-solve as they know Kaidyn well and may know what he is asking for. • If Kaidyn has asked for something he wants that he cannot have (like an item in the library), tell him "Sorry Kaidyn, I know you want something in the library but it's not library time. Library time is (XYZ)" and show him on the class visual schedule. Tell him when he next could go into the library (e.g., "later today" or "tomorrow"). • Show him what he needs to do now. Refer to visual schedule or use LAMP device (e.g., "Now it's time for packing your bag and going home on the bus. It's not time for library"). • If Kaidyn persists, ask your back up person to go into the library to pick two preferred items that Kaidyn is interested in. Offer him a choice between these two items. • Do not allow Kaidyn to enter the library outside of his regular library time. Hold firm with this boundary.



Help Kaidyn stay safe	<ul style="list-style-type: none"> • Give Kaidyn clear instructions of what you need him to do to stay safe. For example: <ul style="list-style-type: none"> - Point to a space 1-2 metres away from the window/door and say "Kaidyn, you need to move away" - "Stop Kaidyn, you need to be safe" - "Kaidyn come stand next to me" (as you move away from the window/door).
Stay safe while supporting Kaidyn	<ul style="list-style-type: none"> • Make sure you do not place your hand or fingers in between Kaidyn's head and the door or window that he is banging against. This will result in injury to you. • If there is a padded mat in reach (or ask your back up staff to get one) use it calmly to block Kaidyn's head from making contact with a hard surface when he goes to bang it. • Do not engage in a physical struggle with Kaidyn. • Do not use physical force with Kaidyn to move him (unless there is a life-threatening risk = where an emergency response is needed). • Make sure that you give Kaidyn space and can move away easily and quickly if needed. Keep an eye on his body language and face for increased tension. When he is calmer and looking at you, you can move next to him to support (e.g., use the LAMP device with him or offer him choices).

Skill Building – an integral part of positive behaviour support

Tier 2 – Behaviour Support Plans

- Restrictive practices need careful consideration, monitoring and fade-out plans
- Parents and family involvement is key
- Collaboration with key therapists/clinicians involved, with consent from parent/s

RESTRICTIVE PRACTICE

A restrictive practice is any action that can stop or limit what someone is able to do. It may also stop or limit where they go or how they move or use their body. The main purpose is to protect the person or other people from harm.

It is important that restrictive practices are checked every six months when they are recommended for a student. This is how we make sure that the student is safe, everyone is safe and the strategies are being used safely.

Our goal is to help the student to learn other skills to cope or meet their needs, especially when things are tricky at school. We only use restrictive practice when we have to. We aim to reduce restrictive practice as soon as the student can be safer.

Please note:

- Chemical restraints must be prescribed by an external medical practitioner.
- Mechanical restraints are to be recommended or prescribed by an external medical practitioner or allied health professional.
- Physical restraints are to be recommended or prescribed by an external medical practitioner, allied health professional or external behaviour support practitioner.
- Environmental restraints must be recommended or prescribed by an external medical practitioner, allied health professional or external behaviour support practitioner and/or as agreed in consultation with Delivery Support and Asset Management, in consultation with parents/carers.

Type of restrictive practice:	<input type="checkbox"/> Medication (Chemical) Restraint <input type="checkbox"/> Mechanical Restraint <input type="checkbox"/> Physical Restraint <input checked="" type="checkbox"/> Environmental Restraint
The restrictive practice has been recommended/prescribed by:	(add role and contact details) e.g. External medical practitioner Allied health professional External behaviour support practitioner
Reason why restrictive practice is needed:	(e.g. Mechanical: Seatbelt buckle lock required as the student is removing their seatbelt on the Special Transport bus posing a risk to themselves and others)
When will the restrictive practice be used:	Specific time or situation when will the restrictive practice be used at school, including specific times during the school day and/or for specific activities, with who supporting.
How will this restrictive practice be used:	How will the restrictive practice be used at school Identify safety concerns and hazards to avoid when using restrictive practice
Staff who will be trained in implementing these restrictive practices safely include:	
What proactive strategies and support will be used first to help support the student around coping and behaviour of concern:	
Plan for fading out of restrictive practice	What are the signs we are looking for to reduce or eliminate the use of this restrictive practice for the student? How and when will we start to reduce the restrictive practice?

Signatures			
Author:	[name] / [signature] / [date]	Author:	[name] / [signature] / [date]
Parent:	[name] / [signature] / [date]	Principal:	[name] / [signature] / [date]

This practice will be reviewed to assess whether it can be used less frequently or is no longer needed within the next 6 months: Date of review: _____

Parent/Carer Consent:

I support the above restrictive practices to be used for my child to help keep them safe during the school day, when required for the purposes stated above. I understand that staff will be trained in using these restrictive practices safely and they will only be used when needed.

Parent/Carer name	Signature	Date
Principal/Deputy Principal name	Signature	Date

PEOPLE WHO HAVE READ AND UNDERSTOOD THIS PLAN

Take the time to read the plan and acknowledge that you understand it by signing below. If you have any questions, please speak to my teacher and school team.

Name	Role / Relationship	Signature	Date

Signatures			
Author:	[name] / [signature] / [date]	Author:	[name] / [signature] / [date]
Parent:	[name] / [signature] / [date]	Principal:	[name] / [signature] / [date]

Tier 2- Crisis Management

- De-escalation, safety and security
- Collaboration – find out more information, work together as a team with the student and around the student
- Support - debriefing & reflection – relationship repair





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Who was involved?
What happened?
Where did it happen?
Why did it happen?
What did we learn?
(Cook et al., 2002; Hardenstine, 2001)



Tier 2 – Crisis Management

Tier 2- Behaviour Support Plans

BEHAVIOUR SUPPORT PLAN

STUDENT:	CLASS / YEAR:	DATE OF PLAN:	REVIEW DATE:
STUDENT PHOTO	<p>YOU NEED TO KNOW...</p> <p><i>[Examples of what is useful to include here:</i> Top 5 things about the person Likes/dislikes (to watch, listen to, hold, do) Sensitivities or fears (e.g. to noise, crowds, medical equipment) Communication or system (if one used) Cultural background and what language is spoken at home Identified risks or safety concerns]</p> <p>FOR THIS SECTION IF YOU START USING "FIRST PERSON" PLEASE STAY CONSISTENT FOR THIS SECTION (ABOUT ME, PROACTIVE STRATEGIES & HELPING HAND)</p>	<p>I AM MORE LIKELY TO HAVE DIFFICULTY WHEN...</p> <p><i>[this is where we can capture information about triggers and setting events:</i></p> <p><i>Example of triggers:</i></p> <ul style="list-style-type: none"> - Change in routine - Difficulty expressing wants, needs, feelings - Crowded/noisy - Being asked to do something he/she did not want - Not being able to meet a need - Being told "no" <p><i>Example of setting events:</i> experiencing interrupted sleep patterns, change of caregiver at home, being sick/unwell, pre-menstrual/menstrual]</p>	<p>I AM LESS LIKELY TO HAVE DIFFICULTY WHEN...</p> <p><i>[this is where we can capture information about what needs to be in place when the student is coping well or better]</i></p>
	<p>MY HELPING HAND SUPPORT STRATEGIES</p> <p>COMMUNICATE with the student in a calm manner.</p> <p>GIVE CHOICE (a small number of choices that you can provide)</p> <p>REDIRECT to an appropriate activity or calming strategies. <i>(consider people, places and activities)</i></p> <p>RETEACH (Show and tell students what they need to do to be safe.)</p> 	<p>OTHER PROACTIVE AND PREVENTATIVE STRATEGIES</p> <p><i>Environmental modifications, and classroom set up, scheduling / routines, interaction guidelines etc.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - First/Then visual - Visuals, visual schedule - social story 	
	<p>Give TIME AND SPACE (wait for students to process what you want and do it. Avoid assisting if touching escalates the student.)</p> <p>PRAISE POSITIVE BEHAVIOUR. IGNORE MINOR NEGATIVE BEHAVIOUR.</p>	<ul style="list-style-type: none"> - consistent and predictable routines or activities - familiar staff supporting - Movement breaks - Offering choices and control for student - Ensuring student can communicate wants and needs (has access to way to communicate) - Positive attention and praise for following instructions and routines etc. 	

THE BEHAVIOURS OF CONCERN that (STUDENT) may engage in at school include:

- Behaviour of concern (describe)
- Behaviour of concern (describe)
- Behaviour of concern (describe)

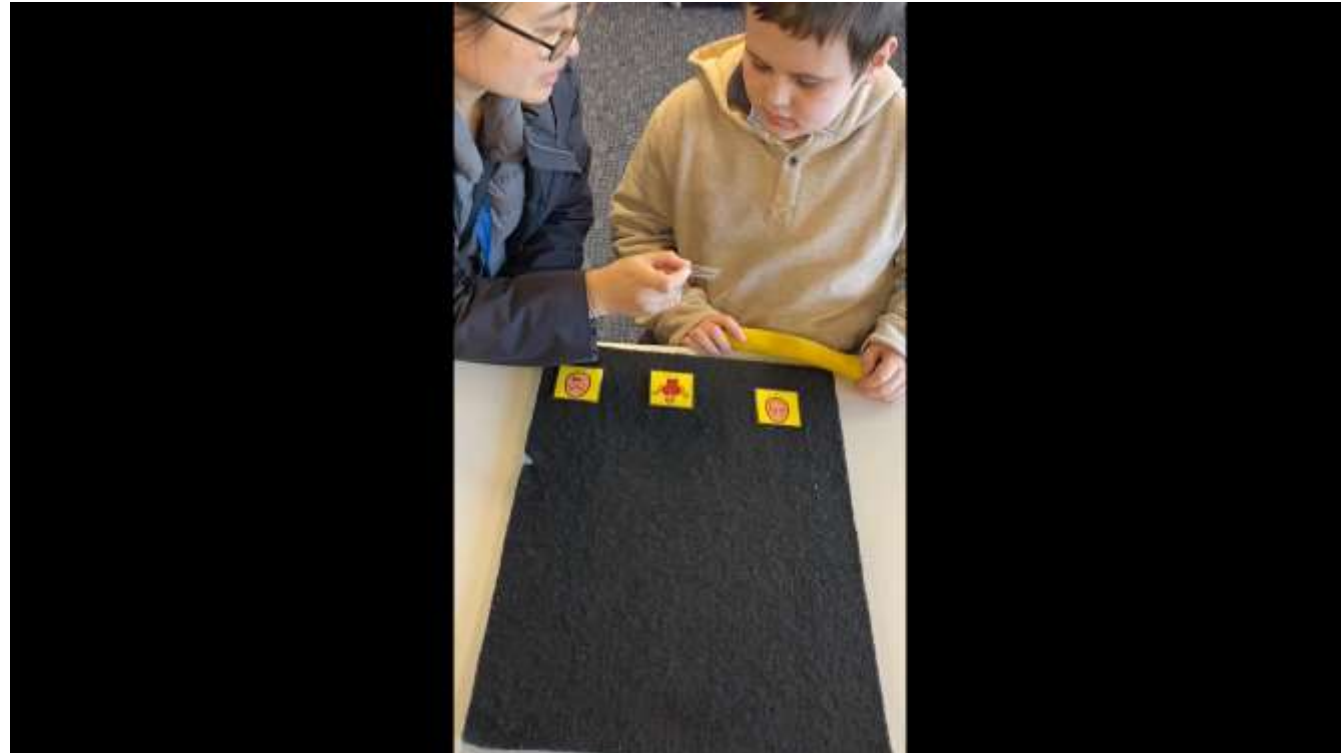
Notice	Do	Avoid
Blue Zone	Goal = Help me engage or rest	
Green Zone	Goal = Support my learning	
Yellow Zone (Early Warning Signs)	Goal = Respond early	
Red Zone	Goal = Safety	
De-escalation and repair	Goal = Recovery and repair	

Tier 2- Communication Supports

- Low tech supports for school and home
 - Donna supports with the making of visuals
- Dedicated device trials
 - Working with external therapists
 - Supporting referrals
- Upskilling families and staff using communication supports



Student Voice





**REGISTERED
PROVIDER**



Family Connect and Support
Monday to Friday 8.30am to 5.30pm
P: 1800 066 757
E: familyconnectandsupport@barnardos.org.au
W: familyconnectandsupport.com.au

Locations

- Northern Sydney
- Nepean Blue Mountains
- Sydney and South Eastern Sydney
- Western Sydney
- Illawarra

Family Connect and Support



About Barnardos Australia

Barnardos Australia is a leading non-government, non-denominational child protection charity in Australia.

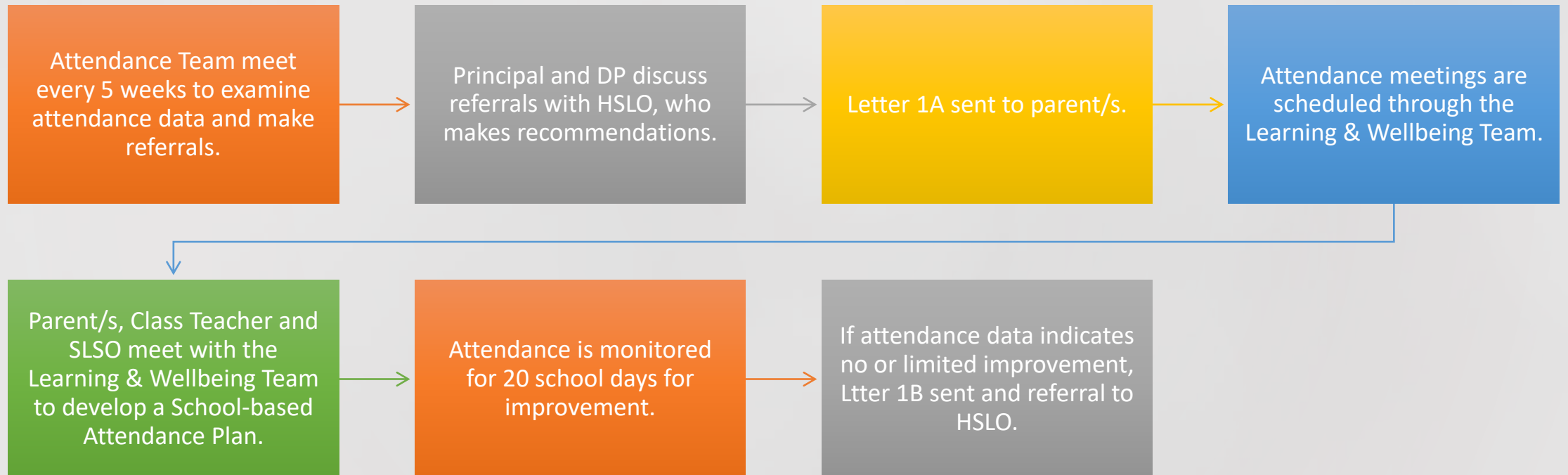
Barnardos Australia believes all children and young people deserve caring families in which they can grow safely and fulfil their potential. We work together with children, young people and families to break the cycle of disadvantage, creating safe, nurturing and stable homes, connected to family and community.

Our intensive family support programs combat family and domestic violence, drug and alcohol abuse, mental health, poverty and homelessness, to strengthen families and keep children safe at home. When this is not possible, we also provide safe homes for children through foster care and kinship care to give children a safe place to grow up and reach their potential.



Tier 2- Connecting to External Services and Supports

Tier 2- Attendance Plans





School Attendance Support Plan Meeting Records- 28th June 2023

Student's Name:	Class: 14
Year: 9	Age: 14

TEAM:

Teacher:	School Counsellor:
SLSO:	Speech Therapist:
Additional SLSO:	Occupational Therapist:
Deputy Principal:	Support Coordinator:
Learning & Support Teacher:	Parent / Carer:
Learning & Support SLSO:	Behaviour Support Practitioner:
School Speech Pathologist:	

What is going well?

- Hydrotherapy
- Being outside
- Sway boat and swings
- Staying with the group when out on movement breaks.
- Listening to stories.

Barriers/Challenges to attendance

- Getting routines in place for all the children.
- Finding a suitable carer to support with morning routine
- Personal hygiene
- Sleep - often goes to bed when he gets home and wakes at 1am. Falls back asleep when bus arrives.

Skills to build

- Personal care – showering, dressing, breakfast.
- Communication

Support to move the student forward

- Support workers to support [redacted] 5 mornings a week with showering, dressing skills, breakfast, making his lunch and transport to school.
- Communication- Speech Pathologist

School Attendance Support Plan Meeting Records- 28th June 2023

Actions to move forward.

Action	Who	When
NDIS Plan- check if funding is there for a Speech Therapist and make referral.	[redacted]	Thursday 29/6/23 1pm
NDIS- check funding for carers to provide support each weekday <u>morning, before school</u> . Make referral to a service for 1 carer, 5 mornings a week to support showering, dressing, breakfast, making lunch, and travel.	[redacted]	Thursday 29/6/23
NDIS – check funding for after-after school program. Refer to McCall Gardens for 3 afternoons per week, 3pm-6pm, Mum will need to collect from school 6pm.	[redacted]	Thursday 29/6/23
[redacted]	[redacted]	Wednesday 28/6/23

Plan date: 28/6/23


Plan review date: 16/8/23

This plan was created by:

Parent/Carer name	Signature	Date
[redacted]		
Principal/Deputy Principal name	Signature	Date
[redacted]		

In consultation with:

Niamh Glancy (Learning and Wellbeing AP), Donna Nicoll (Learning and Wellbeing SLSO), Paloma Roig (Class Teacher), Robyne Mottley (Class SLSO)



**Tier 3 –
Collaborating
for students
with complex
needs.**

- Students are referred on to the School Clinic or MHIDH through the Learning & Support Team.
- When Parent/carer and team identify the need for additional short-term support and expertise.

SCHOOL CLINICS

The PECAT school clinic is a multidisciplinary collaboration that provides outreach paediatric services to meet the needs of children and adolescents with mental health or behaviour problems and an intellectual or developmental disability.

Mental Health of Children
and Adolescents with
Intellectual and
Developmental Disability



CLINICS



Aim

The school clinics are organised to discuss specific issues, such as behaviours, eating, or sleeping issues. They can focus on supporting a family through important periods of change.

Process

We currently host two school clinics at special schools where the school management team refers nominated students in consultation with the child's parents.

The Team

Members of our team visit the school to meet with the family and school staff. Our team includes a Paediatrician, Paediatric Registrar, School-Link Coordinator, NDIS Mental Health Officer, Occupational Therapist and others on a needs basis.

Tier 3- Mental Health Intellectual Disability Hub



The Sydney
children's
Hospitals Network



The Sydney Children's Hospital Network Mental Health and Intellectual Disability (MHID) Hub is a state-wide tertiary service to improve the mental health of children and adolescents with intellectual disability and/or autism under 18 years of age.

The Hub is a short term consultation service funded by the NSW Ministry of Health in response to mental health reform for people with intellectual disabilities.

The Hub has two main aims concerning children with intellectual disability and/or autism:

- To improve state-wide access to specialist mental health services for complex and atypical cases; and
- To enhance the capacity of local services to provide mental health care within mainstream and subspecialty services.

Intake Officer

- Ph: (02) 9845 2005
- Fax: (02) 9845 2009
- Email: SCHN-CHW-Psychmedintake@health.nsw.gov.au

MHID Hub Manager

- Ph: (02) 9845 2005
- Fax: (02) 9845 2009
- Email: SCHN-MHIDhub@health.nsw.gov.au

The Department of Psychological Medicine

The Children's Hospital at Westmead, Cnr Hawkesbury Road & Hainsworth Street, Locked Bag 4001
Westmead NSW 2145

