OCCUPATIONAL HEALTH AND SAFETY

As a special school for students with mental health and behavioural difficulties, issues of staff and student safety are a priority and require an approach involving whole school organisation.

PRINCIPLES

- We comply with our obligations under the OH&S Act and accept our duty to provide and maintain, as far as practicable, a working and learning environment and conditions that are safe and without risk to health.

- We regularly identify all current and foreseeable workplace hazards (including the potential for workplace violence or aggression), assess the risks associated with them and develop strategies to eliminate or control the risks.

- We maintain an appropriate workplace incident and injury reporting system that will provide us with information to help prevent incidents and work related injury or illness in the future. These include:
  - Learning Support Plans, including Behavioural Management Plans and Individual Risk Management Plans
  - Safe Mode and Crisis Management Strategies
  - Fowler Road incident report
  - Incident Investigation forms
  - Hazard Identification and Risk Management planning forms
  - Serious Incident Report form
  - Injury management including Register of Injuries, Workplace Injury Notification, Accidents/Injuries to school students/visitors.

- We report through the principal any suspected workplace hazard, work related injury or illness affecting ourselves or others, at the earliest opportunity.

- We conduct investigations into all accidents and incidents that may expose any person to the risk of injury or illness, or result in injury or illness.

- We provide for the prompt management of injured staff and for their safe and timely return to work.

- We co-operate in any return to work plan developed for injured staff.

- We take reasonable care to ensure the health and safety of ourselves and students.

- We use all provided personal protective clothing or equipment (PPE) in accordance with directions, and report when any PPE requires repair, replacement or where risk assessment indicates the need for PPE to be provided by the employer.

- We co-operate with DET as far as necessary to enable compliance with any requirement under the OHS Act, including complying with any reasonable OHS instruction or direction given by a principal or workplace manager.

- Our school policies and practices assist DET in its OHS obligations by reporting and recording all incidents (including incidents of violence or bullying) and hazards that may cause injury or illness (including damage to facilities or plant requiring maintenance).

- We participate in any professional learning activities arranged to support the implementation of this policy.

- We approach OH&S issues in a consultative way involving our whole staff and those with whom we interact including staff of Merrylands PS, neighbours, visitors to the school and contractors.
## Fowler Road School

### THE SCHOOL ENVIRONMENT

<table>
<thead>
<tr>
<th>IDENTIFIED HAZARDS</th>
<th>CONTROLS/ STRATEGIES</th>
</tr>
</thead>
</table>
| • Fowler Road                               | • Students only cross road with an adult  
• Students who run from school observed from a distance to minimize running into traffic |
| • Traffic accident on Fowler Road           | • If minor, change bell times to minimise time students out of class  
• If major, as many students as possible taken out on brief outing, for example, chasings |
| • Climbing on toilet roof                   | • Students observed from a distance to minimize risk of falling  
• Consequence of loss of privileges  
• Spray all down pipes and roof access areas  
• Possible consequence of suspension |
| • Climbing on other roofs                   |                                                                                                                                                     |
| • Breaking windows                          | • All possible windows fitted with lexcen  
• Any breakages boarded/contacted and glass cleaned up immediately |
| • Slamming doors                            | • Shaving doors to ensure that fingers cannot be caught |
| • Tree climbing                             | • Access to trees limited through strategic lopping |
| • Water                                     | • Taps handles not accessible to students  
• Students observed while using hot water taps and not to use hot water appliance in staff room |
| • Electricity                               | • Keep electricity boxes locked  
• Ensure that all cords have safety tags and kept clear from walkways |
| • Gas                                       | • Gas is turned off at the main |
| • Fire                                      | • Tap handle in office and staff area – hoses in laundry and in storeroom  
• Extinguishers in staff room, demountable, & stored away from students – checked each semester  
• All staff aware of places extinguishers kept and specific use of extinguisher |
| • Bins                                      | • Bins are placed in classrooms and staff areas only |
| • Climbing stands                           | • Checked for safety each week |
| • Sports equipment                          | • Plastic equipment and tennis balls; soccer balls and basket balls used only |
| • Merrylands PS                             | • Students suspended if they enter/stay in grounds of Merrylands PS |
| • Sticks/bitumen                            | • Immediate disposal and weekly search and disposal |
| • Glass                                     | • Only plastic bottles used at school  
• Disposal if glass found around school |
| • Knives                                    | • All cutting knives are to be kept locked away in staff room or cooking cupboard |
| • Syringes                                  | • Daily search and disposal in appropriate container |
| • Access under buildings                    | • Access gates kept locked, wire repaired immediately if access possible  
• If student/s gain access, limit other students’ access & give chance to exit. Use consequences.  
• Hose on stand-by if students under building using lighter/matches |
| • Wasp/bees                                 | • Professionally removed immediately |
| • Ladders                                   | • Ladders only used where feet are less than 2m from the ground. Another staff watches/holds. |
| • Chemical safety                           | • All paint or glue used is non-toxic.  
• Any glue for special use (such as models) is to be kept locked away from students.  
• Any cleaners or fly sprays are kept in locked cupboard under the staff room sink.  
• Any dangerous chemicals such as petrol are kept locked under the building.  
• Chemical Safety policy is incorporated into school practices and is reviewed each year. |
| • Access to rooms                           | • All staff have keys which access all rooms and executive staff have a full set of all keys  
• Copies of all keys kept in key box in office – labelled for easy access |
| • Communication between rooms               | • Two staff in rooms with students  
• Phone contact available from portable  
• Proximity of staff available in bottom block and to office and staff room available in top block |
| • First-Aid                                 | • One staff member responsible for first-aid and keeping contents of kits updated  
• All first aid administered recorded in injury/first aid folder |
| • Maintenance and repairs                   | • Repairs after 12.45pm where possible.  
• Contractors informed of issues at the school and asked to come after 12.45 |
| • Furniture                                 | • Ensure furniture for staff and students in good repair and appropriate for tasks undertaken |
| • Security                                  | • Ensure alarms on when leaving  
• Ensure lights on verandahs and back area are working  
• Keep sensors clear and in working order |
| • School practices misread                   | • Staff explain approaches  
• Printed material explaining approaches  
• Encourage visitors to spend time at the school  
• Positive promotion of programs |
### PLAYGROUND
- Two staff on duty before school and three at recess
- Principal and/or AP monitor front area
- Plastic sports equipment, tennis balls and small basketballs used
- Nominated staff member to place and/or remove basket ball rings
- Students reminded regularly of emphasis on playground safety rules

### GENERAL CLASS ENVIRONMENT

<table>
<thead>
<tr>
<th>IDENTIFIED HAZARDS</th>
<th>CONTROLS/ STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture</td>
<td>• Cupboards positioned so that they cannot be tipped over</td>
</tr>
<tr>
<td></td>
<td>• Doorways kept clear of furniture so there is a safe exit</td>
</tr>
<tr>
<td></td>
<td>• Each class has at least one cupboard that can be locked</td>
</tr>
<tr>
<td>Bins</td>
<td>• Only plastic bins in classrooms</td>
</tr>
<tr>
<td>Sharp implements:</td>
<td>• Unbreakable plates/cups/cutlery used in classroom</td>
</tr>
<tr>
<td>- scissors</td>
<td>• All textas/paint/glue non-toxic</td>
</tr>
<tr>
<td>- pencils</td>
<td>• White-out kept locked away</td>
</tr>
<tr>
<td>- knives</td>
<td>• Small plastic scissors used in class</td>
</tr>
<tr>
<td></td>
<td>• Sharp scissors used only under close supervision</td>
</tr>
<tr>
<td></td>
<td>• Sharps (eg large scissors/compasses/knives) not accessible to students</td>
</tr>
<tr>
<td></td>
<td>• Students never left alone with dangerous equipment</td>
</tr>
<tr>
<td>Chairs</td>
<td>• While the chairs have metal ends these have proved less dangerous than the plastic ones which split and can cut students/staff. Use staff and student safety to guide decision whether to evacuate class or remove chair from student</td>
</tr>
<tr>
<td>Cooking</td>
<td>• Sandwich-makers, frying pans are most commonly used – always under adult supervision</td>
</tr>
<tr>
<td>Jumping out windows</td>
<td>• Windows in classroom screwed shut except for one with lock for exit in case of emergencies</td>
</tr>
<tr>
<td>Windows painted</td>
<td>• Windows of classrooms are painted to prevent harassment by others of students in class</td>
</tr>
</tbody>
</table>

### SPECIFIC ACTIVITIES

<table>
<thead>
<tr>
<th>Focus</th>
<th>CONTROLS/ STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>• Each class is to establish and implement safe operating procedures for using items that have the potential to be used as weapons</td>
</tr>
<tr>
<td></td>
<td>• Training on how scissors and equipment are used in visual arts, knives in food technology etc</td>
</tr>
<tr>
<td></td>
<td>• Counting in and out of knives and sharps</td>
</tr>
<tr>
<td></td>
<td>• Implements match skill level</td>
</tr>
<tr>
<td></td>
<td>• Full science lessons presented by an additional teacher.</td>
</tr>
<tr>
<td>Cooking</td>
<td>• All utensils can be locked away if needed</td>
</tr>
<tr>
<td></td>
<td>• Pre-teaching of skills and safe procedures is undertaken</td>
</tr>
<tr>
<td></td>
<td>• Training on how equipment is used, knives, frypans etc</td>
</tr>
<tr>
<td></td>
<td>• Counting in and out of knives and sharps</td>
</tr>
<tr>
<td></td>
<td>• Full cooking lessons presented by an additional teacher</td>
</tr>
<tr>
<td></td>
<td>• Implements match skill level</td>
</tr>
<tr>
<td>Art</td>
<td>• All utensils can be locked away if needed</td>
</tr>
<tr>
<td></td>
<td>• Pre-teaching of skills and safe procedures is undertaken</td>
</tr>
<tr>
<td></td>
<td>• Training on how equipment is used, knives etc</td>
</tr>
<tr>
<td></td>
<td>• Counting in and out of knives and sharps</td>
</tr>
<tr>
<td></td>
<td>• Implements match skill level</td>
</tr>
<tr>
<td>PE and Sport</td>
<td>• Sports lessons to have a staff ratio of 1:3 students</td>
</tr>
<tr>
<td></td>
<td>• If bats or hockey sticks are used they must be plastic</td>
</tr>
<tr>
<td></td>
<td>• Sporting activities and outings are in the context of the school’s Physical Activity and Fitness policy and the school’s Excursions and Outings policy</td>
</tr>
<tr>
<td>Community Activities</td>
<td>• Regular community activities include: money skills and shopping, fitness activities, ball skills development, nature walks, social skills for eating out, movies, technology/games, observations of plant/animal life. Risk management plans are prepared for each of these.</td>
</tr>
<tr>
<td>Excursions</td>
<td>• Excursion guidelines followed including applications, risk management plans &amp; permission notes</td>
</tr>
<tr>
<td>Sporting Outings</td>
<td>• Detailed risk management plan developed for school camp</td>
</tr>
<tr>
<td></td>
<td>• Guidelines for the safe conduct of sporting activities are followed</td>
</tr>
<tr>
<td></td>
<td>• Activities undertaken at this school include: golf (driving range only), ice-skating, indoor rock climbing, swimming, snorkelling, soccer (wearing sports shoes only).</td>
</tr>
</tbody>
</table>
### Fowler Road School

#### MEDICATION

<table>
<thead>
<tr>
<th>Identified Hazards</th>
<th>Controls/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to medication</td>
<td>• One staff member responsible for the keeping and administration of medication&lt;br&gt;• Two staff identified as back-up to administer medication&lt;br&gt;• All medication kept locked away</td>
</tr>
<tr>
<td>Administering medication</td>
<td>• School provides medication on written direction&lt;br&gt;• Parents/carers and/or doctor contacted by staff member responsible for medication if there are any concerns about type and dosage&lt;br&gt;• Staff member responsible for medication keeps record of medication given&lt;br&gt;• Two staff members trained to assist staff member responsible for medication</td>
</tr>
</tbody>
</table>

#### SAFE TRANSPORTATION

<table>
<thead>
<tr>
<th>Identified Hazards</th>
<th>Controls/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence on taxi transport</td>
<td>• All students, staff and drivers to wear seat belts&lt;br&gt;• Drivers and escorts are invited to participate in training session at the school twice a year.&lt;br&gt;• Transport is limited to six students and an escort is available for each taxi&lt;br&gt;• Drivers and escorts advised to:&lt;br&gt;  - Return students home/school if there is unsafe behaviour on transport&lt;br&gt;  - Put students off transport for a day for unsafe behaviour (parents to bring)&lt;br&gt;  - Contact parents/carers and ask them to come to collect students&lt;br&gt;  - Take student to nearest police station if extreme unsafe behaviour&lt;br&gt;  - Students will be suspended from school if unsafe behaviour persists&lt;br&gt;• In some circumstances it may be necessary for staff to take a student home. If there is risk of violence then three staff members are used – one to drive and two to sit in back with student. If this occurs the student is off transport the next day and may be suspended</td>
</tr>
<tr>
<td>Violence in staff cars or student refuses to get back in car or student runs away while on a community outing</td>
<td>• All students, staff and drivers to wear seat belts&lt;br&gt;• In other exceptional circumstances, two or more staff are to go to a venue&lt;br&gt;• All staff take a mobile phone on outings&lt;br&gt;• On journeys longer than 15 minutes sufficient staff sent to enable a 1:1 situation if needed&lt;br&gt;• If student refuses to return to school – may miss out on outings until demonstrating they can be safe on outings&lt;br&gt;• A first aid kit is taken to each venue&lt;br&gt;• If a student damages a staff vehicle the excess is reimbursed from school funds&lt;br&gt;• Any student who damages a staff vehicle is suspended</td>
</tr>
<tr>
<td>Traffic accident while on excursion</td>
<td>• School has copy of staff member’s comprehensive insurance policy&lt;br&gt;• Phone school – executive co-ordinates response&lt;br&gt;• Staff sent to assist to return students to school&lt;br&gt;• If there is an injury this will involve Serious Incident procedures</td>
</tr>
<tr>
<td>Taxi involved in traffic accident</td>
<td>• Driver/escort phones school&lt;br&gt;• Executive co-ordinates response including sending staff to collect students&lt;br&gt;• Lets parents/carers know&lt;br&gt;• Lets Transport at Wollongong know&lt;br&gt;• If there is an injury this will involve Serious Incident procedures</td>
</tr>
<tr>
<td>No one at home when student taken there</td>
<td>• Driver/escort phones school&lt;br&gt;• School tries emergency contacts and possibilities and advises driver&lt;br&gt;• If no possibilities then driver returns student to school</td>
</tr>
</tbody>
</table>
### Fowler Road School

**SPECIFIC STUDENT ISSUES**

<table>
<thead>
<tr>
<th>IDENTIFIED HAZARDS</th>
<th>CONTROLS/ STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health risks</td>
<td>An Alert list identifying issues such as allergies, asthma, epilepsy, child protection is compiled and regularly updated. Copy of the list is kept near each phone and given to appropriate staff</td>
</tr>
</tbody>
</table>
| Student talks about or attempts self harm. | Staff report this to principal who makes child protection report  
Discuss concerns with school counsellor  
Staff discuss the impact on this at debriefing, with counsellor and/or EAPS |
| Extreme anger or threats from parents/ carers | Meetings with parents are held in staffroom – ease of exit and monitoring by other staff  
Parents calmed by principal and another staff member. If unable to do this, parents asked to leave premises as the behaviour is upsetting for children. In extreme cases, contact Police |
| Anger/threats from community members towards staff or students | Principal/executive firmly and briefly reprimands student who is removed from proximity. The mental health issues of students are explained; apologies given. If appropriate, student helped to write apology and/or undertake restitution activity. If on outing give school contact number  
Make sure discussion with community member are in presence of other staff and/or students  
If person unable to be calmed, leave venue (or if at school ask member to leave); return to school to discuss issues when everyone is a lot calmer. Refer to calling Police if needed |
| Anger/ threats from students to community members | Student reprimanded and immediately removed from situation  
Consequences as in the Student Welfare and Discipline Plan |
| Student displays racist/ sexist or other harassment | Name the behaviour as sexist/racist/violent & remind students that we do not speak this way  
Implement learning activities on valuing difference and positive relationships  
Consequences as in the Student Welfare and Discipline Plan |
| Student targets another student to illicit violent behaviour towards themselves | Name the behaviour as deliberate stirring  
Implement learning activities on safe relationships  
Remove student before violence enacted  
Consequences as in the Student Welfare and Discipline Plan |
| Student grooms another student – sexualised behaviours | Name the behaviour as sexual  
Implement learning activities on safe relationships and limit contact between students  
Consequences as in the Student Welfare and Discipline Plan |
| Student damages property/equipment desired by others when upset | Name the behaviour as violence towards others  
Implement learning activities on safe relationships  
Implement strategies to remove/protect valued equipment/property  
Consequences as in the Student Welfare and Discipline Plan |
| Students run away from school | Watch student safely from a distance  
Take car to monitor student – in the great majority of cases student will return to school  
If student does not return, contact parent/carer to discuss contacting Police  
Implement Serious Incident Procedures if student is at serious risk by leaving school |
| Attempts by non-custodial parent to take student | Identify on Alert list students where custody is an issue and ask custodial parent for order  
Organise for student to be taken on an outing or kept in class  
Inform non-custodial parent that we are unable to let him/her take the child  
Call police if non-custodial parent refuses to leave |
| Carers don’t come | Inform organisation of issue. Contact DCS case worker and Police if needed |
| Students refuses to go home | If refusing to go on taxi contact parent/carer. If parent/carer unable to come, take student home and student is off taxi the next day. If risk of violence, 3 staff transport student.  
If student refuses to go with carer, take support role & follow carer’s procedures |
| Ex-student refuses to leave school grounds | Ask ex-students who present risk to visit after other students have left  
Remind student when it is time to leave. If student refuses to leave, present with letter outlining enclosed land details. If still refusing to leave then contact Police |
| Out of school student involves others in at risk behaviour | Discuss possible strategies with parents and implement agreed plan  
Reconsider placement of students in the same service  
Discuss with principal who will make a report if child protection issues involved |
| Students has harmful drugs at school | All staff aware of the symptoms of drug abuse/overdose  
With parents/carers/student’s permission search for and confiscate drugs. Discuss with parents/carers. Decide if to report to Police and implement Serious Incident procedures |
| Illegal drugs at school | Contact Police who will conduct search. Implement Serious Incident procedures |
| On home visits Illegal/ worrying observations | Debrief with executive/colleague and EAPS  
Report to principal who will make a report if child protection matter |
| Student brings objects that can be weapons | With parents’/carers’/student’s permission search for and confiscate object. Discuss with parents/carers. If appropriate, notify Police and implement Serious Incident procedures |
SAFE MODE

IDENTIFIED HAZARDS | CONTROLS/ STRATEGIES
--- | ---
Times when student/s behave in ways that are of extreme risk to themselves or others | Modify learning activities so that objects which can be used as weapons are not required
Remove access to items that may be used as weapons
Use modified equipment/utensils – for example, no scissors, no pencils, no bats, no stumps no racquets, no hard soccer ball
Consider student position within the room in relation to peers and staff
Consider student position within the room in relation to chairs and door
Ensure that time-out room is vacant and the door is open
Consult with executive staff on the options to be used.

CRISIS MANAGEMENT

IDENTIFIED HAZARDS | CONTROLS/ STRATEGIES
--- | ---
Serious violence and threats of violence to self or others | Keep safe distance – evade harm
Get help – use another staff member, student, or mobile
If violence involves another student, separate combatants if safe and easy to do so.
Move equipment and furniture that could be used to inflict harm
Remove access to items that may be thrown in times of crisis
Make sure exit is clear
Move out other students if needed
Do not turn back on student
Attempt to talk down student
Allow/ask student to leave to calm down
Communicate in ways to de-escalate a crisis situation e.g. use calm, repetitive language using key phrases to which the student may respond
Consider at what point physical restraint may be used
Do not use physical restraint if there is a risk you will get hurt
- The goal should be to ensure that you and other students are not hurt. Only consider physical restraint if there is a risk of harm to the student, others or yourself
- Do not use physical restraint unless the number of people required to restrain the student safely are present
- Consider the level of intrusion for the student, the history of the student and the possibility that the student will see physical restraint as abusive, whatever the intention
- Use the least restrictive restraint ensuring that you stay safe
- Remember that it is generally unsafe to physically restrain a student in the classroom and the student should be taken to the Activity Room if physical restraint is considered necessary
- Any physical restraint must be done in the presence of another staff member and students should not be restrained once safe in the Activity Room
- Time in the Activity Room is only to be used to ensure safety. IT MUST NOT BE USED AS A CONSEQUENCE FOR NON-VIOLENT INAPPROPRIATE BEHAVIOUR. Students placed in Activity Room to be supervised at all times and, unless extremely unsafe, accompanied by staff
- Give the student the opportunity to talk about what happened as soon as he/she seems settled or every three minutes
- Students must be supervised at all times while they are in a time-out area
- Appropriate staff needs to help student make a plan of how to fix things once he/she is settled
- Senior school assistant keeps record of who is placed in time-out and for how long
- Teachers keep a record of any incidents of physical restraint
- If someone is seriously hurt (physically or emotionally) complete incident investigation
- If someone requires medical attention beyond first aid then:
  - decide if ambulance, children’s hospital, or medical centre
  - contact parents
  - collect student information card – phone, change for phone and parking
  - school keeps 9681 1164 line clear
  - calm and organise other students
- Complete Serious Incident Report Form and Register of Injuries, Workplace Injury Notification, or Accidents/Injuries to school students/visitors
- Notify WorkCover, GIO and School Education Area office
- Debrief with staff
- Modify student’s Individual Risk Management Plan if needed
- Involve support agencies (Police, Docs, Health) and make Child protection Report if needed
<table>
<thead>
<tr>
<th>Identified Hazards</th>
<th>Rating</th>
<th>Context</th>
<th>People Affected</th>
<th>Controls/Strategies</th>
</tr>
</thead>
</table>
| **Risks to Self**  | Likelihood:  
++ very likely  
+ likely  
- unlikely  
-- very unlikely | • What are the behaviours that cause most concern?  
• What can cause this risk behaviour to occur?  
• Where is this risk behaviour likely to occur?  
• When is this risk behaviour likely to occur?  
• How frequently do these risk behaviours occur?  
• Any other contributing factors?  
• How do behaviour patterns affect learning?  
• How do behaviour patterns impact on mental health?  
• How do mental health issues impact on behaviour?  
• Are they more likely to get hurt or hurt others? How? When? Triggers?  
• Do they self-harm? How? When? Triggers?  
• Do behaviour patterns result in harm by others? How? When? Triggers?  
• Do they leave classroom? Where do they go? Triggers?  
• Do they leave grounds? Where do they go? Triggers?  
• Do they have a medical condition e.g. asthma, allergies?  
• How do they respond to medication? Refuse? ‘Palm’ it?  
• What are the behaviours that cause most concern?  
• What can cause this risk behaviour to occur?  
• Where is this risk behaviour likely to occur?  
• When is this risk behaviour likely to occur?  
• How frequently do these risk behaviours occur?  
• Any other contributing factors?  
| Student  
Parent/s  
Carers  
Siblings | - Specific strategies in ILP  
- Mentors  
- Ideas to minimise triggers  
- Specific staff to assist/intervene |
| **Risks to other students** | Severity:  
!!!! permanent injury or ill health;  
!!! serious injury;  
!! medical attention & several days off work;  
! first aid needed | • What are the behaviours that cause most concern?  
• What can cause this risk behaviour to occur?  
• Where is this risk behaviour likely to occur?  
• When is this risk behaviour likely to occur?  
• How frequently do these risk behaviours occur?  
• Any other contributing factors?  
• How do behaviour patterns impact on other students?  
• Do they grab implements to use as weapons/defense? Triggers  
• Do they bring implements to school to use as weapons/defense? Triggers  
• Do they deliberately break things? Triggers  
• Do they make threats? Triggers  
• Are threats backed-up by physical action?  
• Can they calm themselves? How? Where?  
• If they leave class/premises do they take others? Triggers  
• Are they likely to recruit/involve other students in risky/difficult behaviour?  
• What are the behaviours that cause most concern?  
• What can cause this risk behaviour to occur?  
• Where is this risk behaviour likely to occur?  
• When is this risk behaviour likely to occur?  
• How frequently do these risk behaviours occur?  
• Any other contributing factors?Do they deliberately target staff or staff possessions. Eg cars  
• How do they respond to physical prompts?  
| Other students:  
Older/Younger/Same age  
Male/Female  
Specific types | - Specific strategies in ILP  
- Mentors  
- Ideas to minimise triggers  
- Specific staff to assist/intervene |
| **Risks to staff** | Risk rank  
From 1= Top priority to 6 = low priority | • What are the behaviours that cause most concern?  
• What can cause this risk behaviour to occur?  
• Where is this risk behaviour likely to occur?  
• When is this risk behaviour likely to occur?  
• How frequently do these risk behaviours occur?  
• Any other contributing factors?Do they deliberately target staff or staff possessions. Eg cars  
• How do they respond to physical prompts?  
• How to they react to time-out e.g. escalate, calm alone, need someone with them  
• How do they respond to physical intervention? e.g. escalate, respond in full-fight mode, calmly  
| Staff  
Younger/older  
Male/female | - Specific strategies in ILP  
- Mentors  
- Ideas to minimise triggers  
- Specific staff to assist/intervene |
## Fowler Road School

### Teaching and Learning

<table>
<thead>
<tr>
<th>Focus</th>
<th>Practices</th>
</tr>
</thead>
</table>
| Learning about safety | • All students participate in activities about the school rules including the school’s emphasis on the right to be safe, establishing safety networks and talking to someone on their network about feeling unsafe  
• Implement strategies in learning programs to develop safe behaviours including:  
  - communicating needs safely  
  - learning safe alternative behaviours  
  - developing strategies to control anger  
  - developing skills for safe social interactions  
  - recognising and responding safely to emotional cues  
• Provide students with easy access to school counsellor |
| Safe relationships | • Relate to students in ways that maximise their participation in decision-making about their learning and behaviour and taking responsibility for their learning behaviour  
• Relate to students in ways that demonstrate our belief in the possibility of behaviour changing and model the principles of equity and fairness  
• Relate to each other and students in respectful, non-threatening ways  
• Relate in calm and flexible ways that emphasise positive communication |
| Safe activities | • Include students’ special interest areas in Individual Learning Plans to motivate and involve students using success based activities, that recognise and build on strengths  
• Provide activities that are sequenced and in the context of where students are at and where we want them to be; are well-prepared; create the opportunity to extend their time-on-task; relate to individual learning needs; are designed to challenge; and provide an opportunity to experience success  
• Include activities in students’ programs that illustrate the skills of relating appropriately to adults and other students and the specific strategies to be used for each student to develop these skills  
• Break learning tasks into small achievable steps |
| Safe practices | • Know the positive and negative consequences available in the school as outlined in the Student Welfare and Discipline Policy  
• Be flexible and responsive to students’ individual needs  
• Predict changes and prepare students for changes in routine  
• Use social stories for major changes  
• Allow students the space to calm and go to another staff member or mentor if needed  
• Have a quiet/thinking space in the class to which students can go  
• Ask student if they would like to take some space in the Activity Room  
• Communicate calmly, and respectfully  
• Consider appropriate, safe physical contact and distances  
• Consider possibilities of materials being used as weapons – quickly remove these in crisis  
• Pre-teach safe use of implements and materials that could be used as weapons.  
• Seek additional funding/support from SEA if issues for students are beyond current resources |

### Personal Management

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| Safe behaviours   | • Use safe distances for self and other students  
• Do not use physical restraint if there is a chance you will get hurt  
• Consider clothing/personal attire that can be used to injure, for example, dangling earrings, piercing, scarves, ties, long nails, long hair. Wear comfortable clothing and shoes that reduce opportunities for scratching, biting, do not interfere with ability to move quickly and allow for safe movement in a crises |
| Emotional safety  | • Debriefing each day  
• Staff supported by executive and identify peer for support  
• Staff reminded to use the support strategies available – daily debriefing, school counsellor, supervisors, the school team, SEA and regional team, EAPS |
| Professional knowledge | • Know each student’s ILP  
• Know each student’s Individual Risk Management Plan which includes identifying and assessing student’s at risk behaviours, when and where they are more likely to occur, the triggers for these behaviours and strategies to reduce risk  
• Know policies and practices of the school including safe mode and crisis strategies |
| Professional support | • Use the support strategies available – daily debriefing, school counsellor, supervisors, the school team, SEA and regional team, EAPS |
| Safety for new staff and visitors | • Do not leave a visitor alone with students  
• No casual teacher or aide new to the school is to be left alone with students |
### PROFESSIONAL LEARNING

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| New staff | - All new staff, including SASS and casual relief, complete induction session on management of foreseeable at-risk behaviours and procedures for seeking assistance in time of crisis  
- No new staff are left alone with students  
- New staff asked to read Individual Learning Plans, including Risk Management Plans, of all students in the school |
| All staff | - All staff participate in activities about our emphasis on the right to be safe, establishing safety networks and talking to someone on their network about unsafe feelings  
- All teachers regularly review the role and expectations of teacher’s aide in the classroom ensuring that aides are not left alone with students without immediate support available  
- Staff regularly review support available from the school; counsellors and the EAPS program  
- All staff members receive training on:  
  - developing Individual Learning Plans, Risk Management Plans, this policy and the related policies  
  - using risk assessment procedures to assess risks associated with behaviour within different environments and across all programs to develop a Risk Management Plan  
  - recognising the triggers for and escalation patterns of at risk behaviours  
  - understanding and responding to the behavioural management strategies for all students  
  - understanding and responding to the crisis management strategies for all students  
  - using appropriate communication strategies to diffuse a crisis situation  
  - remaining safe while responding to physical aggression  
  - understanding the need to wear appropriate and safe attire  
  - understanding the importance of debriefing and attend debriefing times as much as possible  
- All staff are PART (Professional Assault Response Training) trained  
- All staff trained in Emergency Care  
- All staff trained to use CPR  
- Staff who take students swimming have bronze medallion  
- All staff keep a record of professional learning activities in which they participate.  
- All staff know how to complete appropriate paperwork  
  - if physical restraint given  
  - if student or staff injured |
| Executive staff | - Executive staff are trained to:  
  - complete incident investigation  
  - guide staff in developing Individual learning Plans and Risk Management Plans  
  - work effectively with parents/carers and outside agencies  
  - support and debrief staff |

### STAFF MORALE

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| Specific activities undertaken to maintain morale | - The school culture is maintained as a collaborative, challenging, and fun place to be  
- All staff are consulted on all aspects of the school’s operation and contribute to all school policies, plans and financial management  
- Debriefing is held each day  
- Each staff member has a supervisor who is responsible for developing, implementing and reviewing individual professional learning plans  
- Birthdays of staff are celebrated  
- A Fowler Road T-Shirt is designed collaboratively each year for each staff member  
- Staff have lockers to keep their valuables safe  
- Students are kept from staff room, especially at break time, so the staff have a private place to go  
- A staff lunch is held each term  
- Posters, positive humour and inspirational posters are placed in the staff room and regularly renewed  
- At the end of the year an individual staff card is placed in the staff room and all staff invited to write a positive statement for each staff member  
- Staff participate in Kris Kringle each year |
### Fowler Road School

#### CONSULTATION

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| • Continuing and extensive consultation takes place. | • All staff are consulted on all aspects of the school's operation  
• For each student consultation is maintained with other professionals including: the school counsellor, regional and SEA personnel, community agencies and officers of other department's  
• At Fowler Road the Learning Support Team comprises the whole staff and discusses each student’s Learning Support Plan and Risk Management Plan  
- On enrolment parents/carers are consulted and sign that they agree to the Student Welfare and Discipline Policy including the use of physical restraint and time-out  
- Parents/carers are consulted and sign that that they agree to the student's Risk Management Plan |

#### COMMUNICATION

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| • Continuing & extensive communication takes place within the school, with parents and with visitors. | • All staff are aware of and understand:  
- that all students present with at-risk behaviours  
- that all students have an Individual Learning Plan and Risk Management Plan outlining triggers for at risk behaviour, identifying escalating patterns of behaviour, appropriate responses and ways of monitoring progress through debriefing and reviews  
- the crisis management practices  
- that anything could be used as weapons in a crisis  
- implementing safe operating procedures when using items that have the potential to be used as weapons  
- documentation required including physical restraint and/or time-out and injuries  
• The School's Communication statement outlines practices for maintaining effective communication amongst staff, with parents and with other agencies  
• Contractors are informed of risks and special considerations required to maintain safety for example, not to leave any tools unattended and to keep vehicles locked  
• Contractors are requested to come after the majority of students have left  
• Visitors are not left alone with students  
• Visitors are asked to step back or go to staff room should a violent incident put them at risk  
• Regular discussions take place with area out of home care teacher and school staff  
• A staff member is nominated as co-ordinator of out of home care issues in the school  
• Weekly communication/reports takes place with carers  
• Both carers and case workers are involved in reviews and staff from Fowler Road attend care conferences/meetings  
• Additional funding/support is sought if issues for out of home care students are beyond current resources  
• Continuing & extensive communication takes place with Police  
• Professional relationships with police are maintained to ensure their prompt attendance should they be needed  
• The Principal is a member of PACT for the local area command |

#### MONITORING AND REVIEW

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| • Continuing monitoring and regular reviews takes place. | • All practices are monitored through daily debriefing  
• Student’s Individual Learning Plan are formally reviewed each year  
• Risk Management Plans are changed when needed and reviewed as a staff each term  
• Feedback with the whole staff is provided if an Incident Investigation takes place  
• Serious Incident Reviews take place after each incident  
• Practices and policies are reviewed each year  
• Changes in practices as a result of consultation and feedback are incorporated into the school’s plan  
• This statement is monitored each term and is formally reviewed as part of the school’s annual review |