

THE PONDS SCHOOL **WELLBEING PROCEDURES**

Believe, Learn, Achieve

The Ponds School was established in 2012 at a temporary site on the grounds of Riverstone High School. There has been extensive growth since then. In 2015 The Ponds School moved to our new permanent site located in The Ponds. The Ponds School now has an enrolment of 112 students in 19 classes ranging from K-12. All students have a moderate or severe intellectual disability. Many of our students have complex needs such as Autism, challenging behaviours, physical disabilities and health care needs. Each student has a Personalised Learning Plan (PLP) developed in collaboration with the students, families, therapists and other key stakeholders, which works towards the achievement of person centred goals and outcomes from the NSW Syllabus. The Ponds School is a Positive Behaviour for Learning (PBL) school and has established Learning Support and Wellbeing teams. All members of staff are committed to the Quality Teaching Framework and work collaboratively.

As of 2017, the staff consists of 1 x Principal, 1 x Deputy Principal, 4 x Assistant Principals, 17 x class teachers and 19 SLSO's.

Due to the diverse geographical areas that our school community call home, building strong relationships with our school community is a priority.

The school Vision

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 both now and into the future.

Our Commitment

At The Ponds School we are committed to:

1. Quality, individualised and meaningful education

- Personalised learning plans
- Learning intentions and success criteria that enable teachers to communicate clear learning goals to students
- Visible learning
- Access for all through a wide variety of communication strategies, the MOVE program and differentiated curriculum
- Utilising a range of targeted assessment strategies
- Access to technology to support and enhance learning and teaching

2. Providing a safe and caring learning environment

- Individualised strategies for behavior management
- Open communication with parents regarding learning, behavior, health and safety
- Communication between staff, parents and other key stakeholders
- Positive Behaviour for Learning (PBL)
- Learning Support Team
- Wellbeing Team
- Access to a variety of flexible learning environments
- Integration/transition program for new students including school visits, social stories and videos
- Student profiles displayed in each classroom detailing information about each individual within that class
- Casual information folders to support the class in the case of a teacher being absent

3. Encouraging independence and assisting students to become valued members of the community

- Integration opportunities to local primary and high schools
- Community access opportunities to a variety of local environments including parks, shopping centres and gymnasiums
- Travel training, road safety and bike education
- Schools jobs and responsibilities such as raising and lowering school flags, collecting the mail, delivering notes around the school
- Excursions and incursions
- Environmental education programs including gardening club, recycling, kitchen/garden programs
- School wide special days such as swimming carnivals, athletics carnivals, Variety Christmas Party, Move-a-thon, Move with Colour
- School groups including signing choir as part of the Hills Performing Arts Festival

Our School Values

We asked our school community to help us identify the values that they would like to see the school promoting within the community and teaching our students. Some values we are dedicated to promoting are:

Kindness

Resilience

Teamwork

Support

Positivity

Consistency

Individuality

Independence

Inclusion

Determination

Challenge

Freedom

Choice

Creativity

Integrity

Empathy

Understanding

Responsibility

Fair go

Curiosity

Love of learning

Celebrating Achievements and Acknowledging Effort

We actively teach these through our school Wellbeing and Positive Behaviour for Learning Programs. We model these in all our interactions with students, staff, families and the wider school community.

Links to policies and initiatives

This procedure is linked to the following NSW Department of Education policies:

[Wellbeing Framework for Schools](#)

[School Excellence Framework](#)

[Behaviour Code for Students](#)

[Supported Students, Successful Students](#)

[Code of Conduct](#)

[Values in NSW Public Schools](#)

[Protecting and Supporting Young People Policy](#)

[Preventing and Responding to Bullying in Schools](#)

[Anti-Racism Policy](#)

[Student Welfare Policy](#)

[School Attendance Policy](#)

[Time out Guidelines](#)

[Suspension and Expulsion of School Students](#)

Our school's Wellbeing Team, Positive Behaviour for Learning Team (PBL) and Learning Support Team (LST) work cohesively to enhance success and achievement for all.

The Wellbeing Team

What is Wellbeing?

Wellbeing is the state of being comfortable, happy and healthy. It is linked to our state of Mental Health. Mental Health is our general state of mind. It is our ability to cope with everything going on around us.

The *Wellbeing Framework for School* states that our students should:

Connect: Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Thrive: Our students will be respected, valued, encouraged, supported and empowered to succeed.

Succeed: Our students will grow and flourish, do well and prosper.

The Ponds School is committed to promoting and supporting the wellbeing of staff, students and its wider community. We aim to maximize student social, emotional and academic outcomes for all.

Roles and responsibilities

An action team has been established to ensure the mental health of staff, students and the community remains a priority. This team is responsible for keeping staff updated with professional learning in the area of wellbeing, embedding systems throughout the school to support and encourage positive mental health and social and emotional learning, taking action when a need exists to support teams or individuals, collecting and collating data gained from teacher surveys to guide future action and be the link between the executive team and staff, students and the community in regards to general wellbeing.

The Wellbeing Action Team considers the following domains:

* Cognitive Wellbeing: All students have a Personalised Learning Plan devised using a family centered approach to support identified areas of need. Plans are written in a collaborative way involving the student, family, therapists, teacher and School Learning Support Officer (SLSO). Learning programs are differentiated to ensure individual students receive a targeted education to meet their current skills and goals.

* Social Wellbeing: The Ponds School ensures students are provided with a range of activities and programs designed to promote social interactions and develop skills to allow all students to become active, happy and successful members of the community. Integration opportunities exist between local public and high schools for academic, sport and creative arts experiences. Students participate in Life Skills based programs including walks around the local area, excursions to shops, C2K gym, Boing Central and Riding for the Disabled (RDA). Within school grounds all students also have access to socially benefitting programs such as cooking and gardening.

* Physical Wellbeing: Students participate in Fundamental Movement Skills based PE programs. The Ponds School offers a range of programs to support the physical wellbeing of all including hydrotherapy, Move-a-thon, Move with Colour, and Zumba. We have close links with Physiotherapists supporting teachers and students in the area of physical development.

* Emotional Wellbeing: The Ponds School is a PBL (Positive Behaviour for Learning) school. We have clear, positive expectations established. The school is a KidsMatter and MindMatters registered setting. A focus is on building resilience in staff and students through a sense of connectedness.

* Spiritual Wellbeing: The Ponds School recognises and promotes the variety of cultures represented within the school. We strive to build strong connections with our community through regular family events, parent information sessions, forging links with our therapists, supporting our charity "Making it Happen", and involving local community groups in special events at the school.

At The Ponds School we have undertaken Professional learning in the KidsMatter and MindMatters frameworks. These tools contain information and resources to support schools in promoting wellbeing and mental health.

[KidsMatter](#)

[MindMatters](#)

What does Wellbeing Look Like at The Ponds School?

The Wellbeing Team endeavor to provide a positive school community throughout The Ponds School. To ensure wellbeing is maintained we have implemented a variety of programs and initiatives including:

Social and Emotional Learning (SEL) – this area of the curriculum is currently being embedded into classrooms through explicit learning experiences. The Wellbeing Team have been presenting professional learning to staff in regards to SEL to ensure this area is being taught explicitly within each and every classroom. Programs are designed around the focus areas of self-awareness, social awareness, self-management, decision making and relationship skills. It is essential that these skills are taught in an explicit manner that is differentiated to suit the individual needs within the classrooms. The skills are then reinforced throughout daily activities and across different settings. A number of staff members are being trained in the SoSafe Program, which delivers lessons and activities to support student safety, child protection and wellbeing. This training will then be shared throughout the school and embedded into class programs.

A parent and Community Support and Social Group – This is a new system within the school and is currently in its establishment phase. The purpose of the group is to support the wellbeing of our parent community. This will involve the school counsellor and outside agencies such as sensory gyms, NDIS experts and therapists. The aim of the program is to provide parents with a network of community members, school personnel, other parents and experts that they can reach out to and discuss issues, concerns, gain assistance and emotional support and build relationships with to further support themselves, their child and their family unit.

Appreciation and recognition of staff – a variety of systems have been implemented into the school in which staff members can show their appreciation of colleagues. These are designed in a way that values all staff members and develops collegiality amongst the staff.

Leap and laugh – these are staff based sessions that take place twice per term in place of a staff admin meeting. The success of a school stems from positive staff wellbeing and to enhance this the wellbeing action team encourage staff to participate in team building and spirit building games and activities. These promote cohesiveness, communication and laughter impacting greatly on the attitudes and productivity of the staff as a whole.

Staff surveys – to ensure staff are having an avenue to express themselves and be heard surveys are collected twice per year to gain data on staff happiness, stress levels and sense of connectedness to the school. The data from these surveys are collated and compared to previous data. Any areas of concern are then made a priority with strategies embedded to support staff. If individual staff members are requiring support they are able to speak with their collegiate team leader, a member of the wellbeing action team or another member of the exec team. Staff at The Ponds School take pride in looking out for one another and offering support whenever possible. The cohesiveness of the staff is an essential focus for the Wellbeing Team.

THE LEARNING SUPPORT TEAM (LST)

A school learning support team, co-ordinates planning and decision- making so that the individual needs of students are addressed. The team ensures that collaborative planning and programming occur, that effective teaching strategies are in place and that available and appropriate school resources are being used. **(Who's Going to Teach My Child? A guide for parents of children with special learning needs, New South Wales Department of Education & Communities)**

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians.....schools share this responsibility with students, parents, carers, families, the community, business and other education providers. **(Melbourne Declaration on Educational Goals for Young Australians, December 2008)**

The Educational Goals for Young Australians

Goal 1: Australian schooling promotes quality and excellence.

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

(Melbourne Declaration on Educational Goals for Young Australians, December 2008)

Roles and responsibilities

- Develop referral systems for classroom teachers to access support services and resources.
- Work collaboratively with specialists, parents, classroom teachers and students to achieve individual personal, social and academic goals.
- Provide support for students in building resilience and social skills.
- Evaluate and review school policies and procedures in regards to student learning and welfare.
- Provide intensive support to teachers, students and parents.
- Develop and maintain community partnerships to better meet the needs of students.
- Identify school priorities with students' requirements.

Who makes up the Learning Support Team?

Core members are those people essential to the planning process such as the student (considering age appropriateness), the parent or carer, teacher and the Principal or nominee. Other people involved in planning may be invited as appropriate, and may include:

- Class Teacher
- Itinerant Support Teacher Hearing/Vision
- District Guidance Officer
- School Counsellor
- Schools Learning Support Officer
- Home Schools Liaison Officer
- Advocate
- External Agencies e.g. ASPECT
- Interpreter
- Out of Home Care Support Teacher
- Learning and Engagement Officer
- Allied health professionals e.g. Occupational therapists, physiotherapists, speech therapists, audiologists, pediatrician, psychologist

The Planning Process:

The learning Support Team contributes to the provision of quality teaching and learning for all students.

<p>Co-ordinates planning for students with disabilities and additional learning and support needs to implement the support cycle, including:</p> <ul style="list-style-type: none">• Appraisal of achievements, goals and needs• Access to services• Program planning, implementation and evaluation.• Reappraisal of progress towards planned educational outcomes	<p>Considers:</p> <ul style="list-style-type: none">• Implementation for school-wide planning• Co-ordination of support resources within and outside the school• Development of strategies for program planning, implementation, monitoring and evaluation• Collaborative approaches to development of programs and support mechanisms for students with special learning needs
<p>Addresses Key Areas such as:</p> <ul style="list-style-type: none">• Teaching and learning• School organisation• Staff professional learning• Curriculum• Student support and development• Community participation• Student Welfare	<p>Addresses Key Focus Areas such as:</p> <ul style="list-style-type: none">• Literacy / Numeracy• Curriculum and Assessment• Aboriginal Education• Student engagement, participation and attainment• Student welfare and wellbeing• State and regional initiatives and priorities



The Ponds School
Believe Learn Achieve



Learning Support Team

Executives, therapists, CRT's, Counsellor, Parent, healthcare workers, outside agency representatives

Classroom

- Individual Education, Health care and Behaviour Support Plans implemented.
- Formative and summative assessment data collected.
- Teacher and student checklists.
- Collection of PBL data.
- Major incidents reported.
- Communication with parents.
- Professional learning implemented.
- Student welfare item added to staff meeting agenda.

Collegiate Support Team

- Student Welfare Item addressed in weekly meeting.
- Communicate and share student concerns.
- AP support in class.
- AP collection of data – FBA.
- Strategies suggested and implemented.
- Referral made to LST – AP to check evidence and sign off.

Learning Support Team

- Review supports and strategies.
- Review assessment information order further assessments.
- Suggest alternative strategies.
- Support in the classroom.
- Counsellor to report to LST on observations of students.
- Organise extra support and funding BSSSP.
- Seek outside agency help.
- Seek transition/social skills programs.
- Documentation of supports and processes in student rec. cards.

Crisis Intervention

- Organise complex case management
- Seek support from,
 - ASPECT Case workers
 - DEC Consultants
 - Healthcare Professionals

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Leaping Forward by

Caring

Learning

Being Safe

What is PBL?

PBL stands for 'Positive Behaviour for Learning'. It is about learning to be great members of our school community by learning to be responsible for our own actions, learning and belongings. Through PBL we learn the skills that will make us successful at school and in the community, both now and in the future.

What are our school expectations?

At The Ponds School, WE LEARN, WE CARE and WE ARE SAFE.

When we learn we:

- are part of a group;
- we sit;
- we listen and look; and
- we use our words or communication system to talk and make choices.

When we care we:

- look after our own belongings;
- pack away the equipment; and
- use toys and equipment in the right way.

When we are safe we:

- listen to our teachers;
- be in the right place;
- take turns with our friends; and
- share space and equipment.

How do we teach our students to be safe, caring and great learners?

Our staff understand the importance of actively planning for and teaching our students the social and emotional skills necessary to be active and valued members of their family, school and community. We do this on a daily basis; within our classrooms, playgrounds, specialised learning areas (such as the kitchen, library, garden, music room and pool) and community environments. We have high expectations that all our students are able to be successful at school and in the community!

Describe and Display Expected Behaviour

We are mindful that language and communication is difficult for our students, so we have worked together as a school community to describe the school expectations, using language that our students can understand, have available to them through their communication systems and learn to use themselves. These behaviours and indicators are defined in our PBL Matrix. We work to build consistency of language by displaying posters which describe and define the expectations and expected behaviours within our classrooms, playgrounds and across specialised learning areas.

Term Behaviour Focus

Each Term, our PBL team work with staff to identify expected behaviours that we would like to focus on teaching across the school. We do this by using posters to create awareness of the expected behaviours with staff, students and community members visiting the school. We run mini-lessons within our weekly assembly to teach students how to demonstrate the focus expectations.

Model Expected Behaviours

We model appropriate behaviour through showing students videos and photographs, reading Social Stories and talking about what we want to see students doing. We acknowledge students who are doing the right thing and hold them up as examples for other students.

Reinforce and Reward Expected Behaviours

Staff actively look for and reward students who are demonstrating the focus behaviours across learning environments. Students earn stickers and stamps on their 'Froggy Charts', Dojo points and awards at our weekly assemblies. Students save their Froggy Charts or Dojo Points to earn Principal Certificates and Bronze, Silver and Gold Awards at our PBL Assemblies each term.

How does our PBL awards system work?

When students are being safe, caring or great learners they earn stamps for their 'Froggy Chart' or Dojo Points.

5 Froggy Charts or 100 Dojo Points = 1 PBL Principal's Certificate

5 PBL Principal's Certificates = 1 Bronze Award

10 PBL Principal's Certificates = 1 Silver Award

15 PBL Principal's Certificates = 1 Gold Award

2 Gold Awards = 1 Platinum Award

What does the school do about inappropriate behaviour?

At The Ponds School, we teach positive behaviour just as we do any other subject. We treat all behaviour incidents as an opportunity for teaching and learning.

As learners, we all have different support needs when learning at some time in our lives. When students need extra support with learning positive behaviour and social skills, staff:

- provide additional practice through individual or small group programs;
- work with parents and therapists to identify how to better support students at school, in the community and at home;
- develop additional or more individualised resources (such as social stories, visual reminders and personalised reward systems);
- differentiate student's learning programs; and
- document all of these strategies within Behaviour Support Plans.

At the centre of our school philosophy on dealing with inappropriate behaviour is our commitment to providing individualised and meaningful education programs within a supportive and flexible environment. Our staff have expertise in:

Differentiating the Curriculum

- Our students are all individuals and vary in the knowledge, skills and experiences that they bring with them to the classroom. They all have different motivations, interests, preferences and learning styles which need to be catered for.
- Teachers have an in depth understanding of the NSW Syllabus for the Australian Curriculum and are able to use these documents to guide their assessment, planning and evaluation for and of students learning.
- Teachers have the knowledge and skills to provide students with access to a rich and varied curriculum; that gives students access to a variety of age appropriate content while targeting individualised learning objectives.

Engineering the Environment

Often the key to student success within a specialised setting, is the schools and staff's willingness and ability to engineer the environment. This means that we are able to design our classrooms, playgrounds and specialised learning areas with the needs of our individual students in mind so that we can ensure the best opportunities for success. This may include:

- providing individual learning spaces;
- spaces for active or sensory activities;
- reducing visual distraction and noise;
- reducing the number of students within a group or area;
- providing spaces for our students to calm down safely;
- arranging furniture and learning resources to reduce distraction and cue student's into the purpose of an activity or area;
- providing students with access to outdoor learning experiences;
- flexible seating options; and
- designing interactive learning spaces.

We support staff, visitors to our school and our families in dealing effectively with inappropriate behaviour by promoting and teaching Six Key Strategies. These strategies are:

1. *Give Choice*: Provide students with a sense of autonomy and control by offering and teaching them to make good choices. Choices should be appropriate to the individual and situation. Choices could be as simple as providing a choice between playground areas, activities in the classroom or the

order of the tasks that need to be completed. At times, a choice may be between missing out on the activity or being safe and joining in with their friends.

2. *Redirect*: Sometimes it is more effective to give students another alternative that takes the focus and attention away from the inappropriate behaviour being displayed. Redirection also teaches students what they could be doing. In the playground, redirection could include offering the student a preferred activity, asking them to help do a job or providing a different staff member to work or talk with.
3. *Reteach*: Sometimes students may need you to explain and show them what you would like them to do and how they could do that. It is important when reteaching that we use communication systems and visual supports that are appropriate to the student. Tools that help us reteach may be a social story, visual rule cards, visual schedule, video models and 'Hassle Logs'.
4. *Attend to Appropriate behaviour and Withdraw Attention from Inappropriate Behaviour*: Sometimes student's behaviour inappropriately to get attention. At these times, it may be appropriate to attend to and reinforce student's doing the right thing. With individual students, it is important to keep in mind that students need to receive more positive reinforcement than negative. We know that students are more successful when this ratio is approximately 4:1 (positive:negative).
5. *Time and Space to Calm Down*: The aim of all good behaviour management strategies and programs is to teach students to manage and regulate their own behaviour. One important strategy is to help our students identify activities, people and places that they can use now and into the future to calm down when they are feeling angry, frustrated or anxious. We actively teach students to identify how they are feeling, move to places and help them engage in activities that will calm them down. When we need to assist students to move to a place to keep others and themselves safe, we do this by implementing a team approach, using the MAPPA strategies that our staff have been trained in.
6. *Communicate*: As a school, we know that communication makes a difference. We communicate with:
 - students both prior to, during and after behaviour incidents;
 - the team involved with managing the incident;
 - parents and therapists; and
 - the executive, classroom staff and whole school both during and after an incident.

Our staff are highly skilled in teaching and providing support for students with communication difficulties through using a wide range of Alternative and Augmentative Communication systems. Staff carry and actively use a range of communication supports with students across environments. We use a wide range of visual supports when teaching and dealing with behaviour.

RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS AT THE PONDS SCHOOL

ROLE	EXPECTATIONS	RIGHTS	RESPONSIBILITIES
Student	Safe	All students have the right to: <ul style="list-style-type: none"> • feel physically and emotionally safe at school; and • have access to all necessary health care procedures and positioning equipment. 	All students have the responsibility to: <ul style="list-style-type: none"> • listen to the people who are trying to keep you safe; • be in the right place; and • use equipment for its intended purpose.
	Caring	All students have the right to: <ul style="list-style-type: none"> • feel happy and a sense of belonging at school; • be listened to and be provided with the tools to communicate their needs and thoughts; • privacy and dignity; and 	All students have the responsibility to: <ul style="list-style-type: none"> • help others • look after our school; equipment and spaces; • share space, equipment and attention; • take turns;

		<ul style="list-style-type: none"> • have their unique skills and abilities recognised. 	<ul style="list-style-type: none"> • be clean and tidy; • communicate their needs and thoughts; and • think before acting;
	Learning	<p>All students have the right to:</p> <ul style="list-style-type: none"> • be given choice; • have learning goals that are individualised, meaningful and achievable; • be included in class and school programs; • try to do things for themselves; and • be involved in setting learning goals for themselves. 	<p>All students have the responsibility to:</p> <ul style="list-style-type: none"> • be active participants in their learning; • try their best; • try new things and learn from their mistakes; and • not give up.
Staff	Safe	<p>All staff have the right to:</p> <ul style="list-style-type: none"> • work in a physically and emotionally safe environment; • be supported by the Principal, executive and their colleagues through access to timely debrief and appropriate learning support resources; and • receive appropriate training within all WHS areas, including manual handling, and be provided with the necessary resources and support to be able to fulfil duties in a safe manner. 	<p>All staff have the responsibility to:</p> <ul style="list-style-type: none"> • assist the school in providing and maintaining a safe working and learning environment by assisting in maintaining equipment and spaces and reporting hazards in a timely manner; • be proactive when dealing with potential hazards within the school, including student behaviour; and • be aware of and act within department policy and school procedures.
	Caring	<p>All staff have the right to:</p> <ul style="list-style-type: none"> • have their talents and skills acknowledged and recognised; and • contribute their ideas during school evaluation and planning discussions. 	<p>All staff have the responsibility to:</p> <ul style="list-style-type: none"> • be positive and recognise student achievement and learning; • be aware of and understand the unique learning and cultural differences of each and every child; • work collaboratively with the entire school community to promote the reputation of The Ponds School; • ensure consistency between words and deeds; • be aware of and act within the code of conduct; • acknowledge and value the differences, strengths

			<p>and talents of everyone within the school community; and</p> <ul style="list-style-type: none"> listen to others to understand their perspective.
	Learning	<p>All staff have the right to:</p> <ul style="list-style-type: none"> time and the resources required to collaborate with colleagues, families and therapists; have access to a range of quality resources to cater for the diverse learning needs of their students; and access to quality Professional Learning opportunities to support the achievement of their Performance and Development Plan (PDP) 	<p>All staff have the responsibility to:</p> <ul style="list-style-type: none"> actively engage within all Professional Learning opportunities; be open to new ideas; collaborate with colleagues, families and therapists to design, implement and evaluate meaningful and dynamic Personalised Learning Plans for students; be planned and prepared for the day's programs and lessons; keep accurate records concerning students learning; and identify and pursue individual learning goals, linked with both team and school priorities, through the Performance and Development process.
Community	Safe	<p>All parents, allied services and community members have the right to:</p> <ul style="list-style-type: none"> be physically and emotionally safe when in our school; and be supported by the school in accessing therapy, equipment and appropriate services for their child. 	<p>All parents, allied services and community members have the responsibility to:</p> <ul style="list-style-type: none"> participate in a school/site induction; cooperate with staff in lockdown and evacuation procedures; and sign in at the front office on arrival and sign out when leaving; and understand and follow Department and School policies and procedures;
	Caring	<p>All parents, allied services and community members have the right to:</p> <ul style="list-style-type: none"> contribute their ideas during school evaluation and planning discussions; and be understood, valued and supported in their role as carer and advocate for 	<p>All parents, allied services and community members have the responsibility to:</p> <ul style="list-style-type: none"> work collaboratively with the entire school community to promote the reputation of The Ponds School; acknowledge and value the differences, strengths

		their child.	and talents of everyone within the school community; <ul style="list-style-type: none"> • listen to others to understand their perspective; and • maintain open communication through agreed upon class and school systems.
	Learning	All parents, allied services and community members have the right to: <ul style="list-style-type: none"> • be involved in parent support group activities and opportunities to learn about ways they can support their child's learning; • express their goals and expectations for their child's learning; and • receive timely and appropriate feedback about their child's learning. 	All parents, allied services and community members have the responsibility to: <ul style="list-style-type: none"> • work collaboratively with the school to develop and implement their child's Personalised Learning Plan (PLP); • share their child's NDIS (National Disability Insurance Scheme) Plan with the school when setting Personalised Learning Goals.

The Ponds School Assemblies and Newsletters

Every Thursday morning at 9:00 students and staff attend a whole school assembly in the hall. The assemblies run for approximately 30 minutes. Parents are also welcome to attend. Each week the assembly is presented by a different class. The level of student involvement is individualized based on the strengths and needs of the students. The presenting class sit on chairs at the front of the assembly facing everyone else. Other classes sit in their designated rows.

At the assembly class awards are presented. These are based on the PBL expectations of Being Safe, Caring and Learning. There is a PBL video shown in which our school mascot "Froggy" models to students the expected behaviours within different areas of the school. A froggy award is drawn out from a box each week and the student who has their name on the froggy award wins a prize, as does the staff member who wrote on the award.

The Ponds School assemblies are fun, interactive and engaging. Some students across the school are selected to assist with various aspects of the assembly such as leading the National Anthem or reading the Acknowledgment of Country.

The assembly concludes with the presenting class sharing a song, dance or photo slideshow.

Strategies and practices to manage inappropriate student behavior

Behaviour Support Plans

The Ponds School implements the philosophy of Positive Behaviour for Learning (PBL) when implementing behavior management strategies and practices. Whilst there are whole school expectations and management strategies, the school also focuses on the individual students and adapts strategies and practices as necessary. Students who are displaying ongoing behaviours that are inappropriate or unsafe to themselves or others classroom teachers, along with their collegiate support team leader establishes a behavior management support plan outlining the target behaviours, antecedents, preventative strategies, replacement behaviours, positive consequences and responsibilities. These plans are compiled in association with parents who must sign them once they are satisfied with the plan. The plan is also signed

by the classroom teacher and the Principal. These plans are shared with the staff as a whole via meetings and email.

Use of Breakout spaces/withdrawal from class program/time out

The Ponds School has break out spaces attached to each purpose built classroom. These breakout spaces can be used for a range of reasons; as individual smaller learning spaces, as a reward – break out space has activities students can participate in when their work is completed or to celebrate doing the right thing, storage, when students need to be withdrawn from the class program to be able to calm down and ensure the safety of themselves and others. This strategy can assist students to self-manage their behaviour.

The guidelines for the use of time out strategies including dedicated time out rooms 2011 -

Time-out lies within the continuum of interventions used to assist students to regulate and/or control their behaviour. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions.

Procedures

- A behavior support plan and/or a crisis management plan is developed in consultation with parents/caregivers. Parents/caregivers sign the plan/s and retain a copy of the plan/s.
- Training has been conducted for school staff in procedures for the use of the strategy of withdrawing a student from a class program.
- A record of the use of withdrawing a student from a class program for each individual student and for each occasion is maintained.
- Procedures for notifying parents or carers of the withdrawal of a student from a class program have been developed.
- Procedures for referral or re-referral to the Learning Support Team have been developed.
- Procedures to be followed if a student does not comply with the withdrawal from a class program, or if the use of withdrawing a student from a class program is not successful in managing the behaviour of the student. These strategies include ensuring all students are safe by leaving the classroom or withdrawing a student from a class program to the COLA or safe area within the school. If the student is in a COLA or other area of the school exhibiting unsafe and/or aggressive behaviour a Lockdown will be called.
- Data on the use of the withdrawal of a student from a class program is used to assess its effectiveness in supporting an individual student.

Time-out strategies are not to be used as punishment or as a means of removing students indefinitely from the classroom. Time-out may be teacher directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment.

A time-out strategy should be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class.

Procedures for the use of time-out strategies should be communicated to all students, parents and carers and school staff and must include information for parents and carers about the process to be used when parents or carers may have concerns or complaints about the use of a time out-strategy. Any use of a time-out strategy must take into account factors such as the age, cultural background, individual needs, any disability and the developmental level of the student. The choice of time-out strategy will depend upon: – the seriousness or frequency of the behaviour – level of disruption to learning – risk of harm to the student or others – risk of damage to property.

Management of Actual or Potential Aggression (MAPA) training is provided to staff on an annual basis. This training enables staff to learn strategies to safely disengage from situations that present risks to themselves, the student involved or others.

Lockdown

Lockdown is one strategy that is used to ensure the safety of students, school community members and staff alike. Lockdown procedures can be found in every room in the school and must be followed by every person on the school site. At times, it may be necessary to call a student lockdown. This occurs if a student is demonstrating behavior that is violent and they require time and space to calm down on their own. Student lockdowns may be school wide or may be restricted to a particular area of the school. They are reported via the telephone intercom system and the external speakers. Everyone on site needs to adhere

to the student lockdown procedures that are outlined in every classroom. When a student is demonstrating unsafe behaviour, they are to be given space whilst still being monitored.

Suspension and Expulsion

*If a suspension is required, the school follows the **Department of Education's Suspension and Expulsion of School Students – Procedures**. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely.*

However, because a significant proportion of students at The Ponds School are unable to predict the consequences for their behavior or understand the implications of suspension from the school the decision to suspend a student will be an individual one taking into account the following variables.

- *Level of understanding and comprehension of the student*
- *Stress within the personnel and students at The Ponds School*
- *Need for the student to have time out from the school situation*
- *Requirements for planning time to develop individual management plans and secure additional staff*
- *Need to gain parental or caregiver input into student's behavior support plan*
- *Need to modify environmental conditions*

Suspension will be discussed personally with parents/caregivers prior to the student being removed from teaching and learning activities. The criteria for exclusion and their re entry plan will be fully outlined with parents before the student is suspended.

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student wellbeing policy, such as has been outlined in this document.

Our School's Commitment to Wellbeing

The Ponds School is committed to supporting and enhancing the Wellbeing of staff, students and the Community. Our school environment thrives on being a safe, caring, learning environment for all. Procedures are reviewed in an ongoing manner and changes are made when necessary to ensure the wellbeing of students, staff and the wider community.