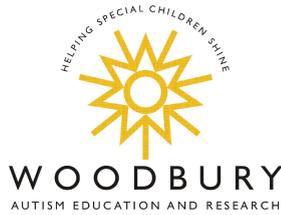


# SUPERVISION AND DUTY OF CARE POLICY

FOR

WOODBURY AUTISM EDUCATION AND  
RESEARCH LIMITED



## **Supervision and Duty of Care of Students at Woodbury School: Staff Guidelines and Protocol**

It is Woodbury's policy that when a staff member is teaching, supervising and/or supporting students alone in a room that the door to that room remains open. If doors are closed with students in the room, there must be two or more staff in the room. This includes bathrooms, all classrooms, therapy rooms and any area within the school site. This is designed to protect both staff and students, should any incident occur.

However, reasonable physical management or restraint may be used if the actions of a pupil are likely to be harmful to themselves or to others, or result in damage to property, including their own. Following any accident or incident, no matter how trivial it may seem at the time, a report should be made to your supervisor as soon as possible and in incident report form will need to be completed. If it is an unusual or severe behaviour incident, the Head of School may also need to be informed immediately.

A student may exhibit a behaviour that is harmful to others or him/herself that he or she has never exhibited before or may have a "melt-down" that he or she has not engaged in before (i.e. screaming, yelling, property destruction, running around or away). At that time, it may be necessary to protect other students and staff for a short time from this student. If the incident occurs within the large playground, two members of staff will utilise Management of Actual or Potential Aggression (MAPA) procedures to safely escort the student to a safe place. One member of staff will remain with that student in that area until it is deemed safe and appropriate (by the teacher on duty or student's teacher) to transition to another area or activity with the other students.

If such an incident occurs during class time, MAPA physical management procedures may be utilised for a short time to stop the student from engaging in property destruction, harming others or running out of the classroom. If the incident is in building 11 and is loud and occurs for longer than a half hour and/or the function is to gain attention, the other students and staff may all leave the classroom and go into the meeting room or outside to the lunch tables to continue their current learning activities. If the incident occurs in the classroom in building 14 then the students all go across the hall into another room. A minimum of two members of staff are assigned to stay with and manage the target student during this time. The other students and staff will return to the classroom as soon as the environment has been determined to once again be safe and conducive to learning.

After an unexpected and severe behaviour incident occurs, such as described above, an incident report is completed by all parties involved; with the exception of the student, as our students cognitive level is such that they do not have the capabilities to complete such a

form. Parents/caregivers are contacted by phone, or in person, on the same day to inform them of the incident and how it was handled (this is also recorded on incident report). The Clinical Supervisor, Classroom Teacher, Executive Director and other relevant staff members, meet to discuss all the information gained regarding the incident, and discuss changes that are required to the student's BIP in order to prevent and manage the occurrence of future similar incidents. A meeting is held between parents/caregivers and the same staffs, via phone, Skype or in-person regarding such changes, and minutes of the meeting(s) are recorded, including any agreed upon changes and outcomes. A new, amended, BIP is written and all required parties; Executive Director, Classroom Teacher, Clinical Supervisor and one or both parents/caregivers, must sign the plan before it is implemented.

### **Time Away from Other Students**

There are two types of incidents that may result in a student having a short time away from other students: 1) an unexpected incident of severe behaviour (as described above) and 2) a consequence that is implemented as part of a student's current BIP (signed by all required parties).

Consequences for students' behaviours which are included in BIPs are always based on the function of the behaviour, along with taking into consideration the social suitability, safety and learning of other students. During Morning Tea or Lunch and recess, it may be required that a student spend time in the small playground (along with a minimum of one staff member) for a designated amount of time if he or she engages in aggression or other inappropriate contact (i.e. trying to sit or lay on top of a person, pressing his/her body on other people) toward another student or staff person.

A student who engages in inappropriate contact with other students or staff (i.e. trying to sit or lay on top of a person, pressing his body on other people) may be sent to a designated "time out from reinforcement" location of the classroom that while he or she is still in the classroom with all other students and staff. He or she must remain in that location for a short designated time period with a staff person supervising and a timer is set. A location may be sitting on a cushion or carpet square anywhere in the classroom or remaining in an area in the main classroom that has 1.5 meter high partitions on three sides with the ceiling at 5.5 meters (or a wall on one side and partitions on two) and one side is open to the classroom with no obstructions. A staff person stands at the side that is open to monitor the student while in the area. This time away from other students typically lasts one to two minutes.

All consequences (including time away from other students) that are implemented as a part of a student's BIP are recorded on individualised behaviour data sheets for that student and then this data is entered into an excel data spreadsheet to maintain detailed records. Parents/caregivers are provided with updated graphs and explanations of progress with behaviour goals each month and each term along with the student's IEP or IEP Report.

### **Management of Actual and Potential Aggression**

Staff may make legitimate use of physical intervention (as trained using MAPA) if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Woodbury's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand that physical intervention

- cannot be used as a form of punishment and
- must not be used when a less intrusive/severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to

- property destruction, unless student and staff safety is clearly threatened,
- school disruption by noises,
- verbal threats, and
- leaving a classroom, unless student safety is clearly threatened.

Any physical intervention made must

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident,
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

## **Physical Contact Policy**

The teaching philosophy at Woodbury is based on the principles of Applied Behaviour Analysis (ABA). This technique (ABA) employs the elements of positive reinforcement, which in children with autism can often take the form of physical interaction. This policy is put in place to protect staff and students from the risk associated with physical contact between staff and students.

The list below outlines the types of physical contact that are considered inappropriate at Woodbury. These behaviours should not be displayed by staff members or students. If a student is displaying these behaviours, they should be discouraged and/or redirected.

This document is meant to help parents and staff understand the limits and barriers regarding physical contact between staff and students and between students and students. Woodbury needs to be focused on teaching appropriate physical interactions that can occur in a school and community setting. Students with autism and/or cognitive delays can find it

difficult to understand what is appropriate and thus we need to focus at an early age on this area of behaviours.

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***Inappropriate Physical Contact (between adults and students and between students)***

Kisses (none at any time or under any circumstances)

Two-armed hugs (none at any time or under any circumstances)

Piggy-back rides (none at any time or under any circumstances)

Carrying student in arms (none at any time unless to not do so, could place the student at risk. For example, if a student collapsed on the playground and the student was required to be moved to a safer location for their health and well-being)

Lap sitting (except after serious injury or illness and for around a minute to console and always with student sitting across the knees of the staff person and never chest to chest)

Full-frontal body contact or full front to back body contact including whilst standing (none at any time or under any circumstances)

Lifting students off the ground and/or swinging them around through the air

Aggression towards staff or students

Touching the person anywhere on the body other than on the arm (between the shoulder and hand) unless administering first aid, using specific approved prompting procedures, or as when outlined in this policy under – section “Positive Reinforcement”

***Appropriate Physical Contact (between adults and students and between students)***

Management of Actual and Potential Aggression (MAPA) techniques for escorting and physical guidance. Procedures only to be implemented after training from a certified trainer. Procedures will only be implemented when all proactive measures have been exhausted (as per behaviour intervention plans) and/or under extreme situations in which there is an immediate risk of physical harm.

Any contact required to complete daily living tasks provided written parental/carer permission has been given by way of completion of the schools general permission form. This includes toileting, showering of students (only permitted when bodily fluids have made contact with students skin) washing of hands, physically assisting with fine motor skill activities e.g.: writing, cutting, painting, physically assisting with gross motor skills activities e.g. sport.

- As with any physical prompt procedure always follow the rule of least to most guidance with the aim for independence and prompt fading as quickly as possible.

Note: Should any of the above cause the student distress, the task must be stopped immediately and the matter referred to the Clinical Director or in their absence the Business Manager.

Should student distress occur during these activities the Clinical Director or Business Manager will determine if by not completing the task at hand, the students safety and well-being is in jeopardy and determine how to proceed.

Any contact required to complete an approved prompting sequence

- Refer to student Behaviour Intervention Plan (BIP) or Behaviour Support Plan (BSP)

Any contact required to reduce/eliminate risk in a dangerous or life-threatening situation

- To move student on or off equipment or furniture
- To help student to get in or out of car
- To stop a student from running away
- To stop a student from hurting an adult or other student

Contact as part of positive Reinforcement procedures for example::

- Short tickles on ribs or head, gentle squeezes between the shoulder and hand, high-fives
- Consider age/gender appropriateness

One-armed side hugs (where age/gender appropriate)

- Only if student wants a hug
- No instruction should be given regarding giving hugs (i.e. "give me a hug")

Holding hands (where appropriate based on age/developmental level)

- To lead a student to a location
- Part of a prompting procedure
- When walking outside the school gates (risk assessment if necessary)
- Console student for a brief moment
- It is part of a play/game activity (classroom or playground)

**Please note that the above lists are not exhaustive.** They are instead meant to indicate the types of contact that is considered appropriate and inappropriate. Staff are expected to use professional judgment for any contact not specifically listed above. For any questions regarding these or other types of contact, please see the Clinical Director or Business Manager.

These guidelines are put in place to protect our staff and our students. Any violations of this policy will be dealt with according to the Accountability Policy. Please note that instances of inappropriate physical contact can/may be considered a violation of the Woodbury Child Protection Policy.

## **Documentation**

Incident reports should be completed where required to document instances of contact between students and/or staff as per current guidelines.

Any student with specific goals around toileting and personal hygiene will have a procedure outlining the process and specific data to track success.

On the playground, a daily playground communication log will be kept. This will be collected by each teacher each day and will be referred to as a means to advise parents via the communication book of events which have occurred during break time concerning their child. The incidents in this log include all physical contact, but will also include other behaviours around eating, self-stimulation, injuries, social interactions, aggression and toileting, etc.

### **Other Procedures**

Guidelines when a second person's direct presence is required:

- Any time a student is in a room with the door closed. For example, when elopement is a targeted behaviour and such a strategy is part of the students BIP at any time when the students clothing needs to be changed
- When showering a student

Guidelines when a door needs to be open so that other staff can hear (and see easily, if needed) what is going on:

- Any time a staff person needs to assist a student with toileting, washing hands, washing face, etc.
- Student is able to toilet independently within a stall, with door closed. Staff must remain outside the closed door during this time

Guidelines for dealing with a toileting accident, non-independent toileting student, changing nappy, during Morning Tea, Lunch and Recess:

- During break times, one teacher will be assigned to remain in either the southern or northern end classroom of building 11.
- One staff person is sent with student into bathroom adjoining the classroom where assigned teacher is 11. The staff member accompanying the student will inform the teacher that they are entering the bathroom and for what reason. e.g. toileting a student,
- If requested by the staff member, or should the need arise, the teacher will assist with the toileting or changing of clothes
- Refer above for policy on open doors and the requirement for a second person.