



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

Dear Parent / Caregiver,

Parental permission is sought for a range of student activities that occur at certain times throughout the year. These include:

- Use of Department of Education filtered internet and student portal
- Use of Department of Education student email facilities
- Permission to be photographed for internal school use
- Permission for photographs to be used in publishing
- Bus transported visits to facilities in the local area (if necessary a private staff vehicle is utilised)
- Various community access / off site activities
- Restrictive practices

Please read each separate permission segment, and sign the permission based on your wishes for your child. Further information about any of these activities can be gained from the school office.

General Reminder – Mobile Phones / Computers

Wakefield School provides iPads and laptops for student use during class time and / or breaks.

Use of personal mobile phones and personal computers are strictly prohibited in classrooms and on playground or offsite activities. The school will securely store mobile phones for children who require them. They must be deposited at the office in the morning and collected in the afternoon.

Mobile phones are restricted at Wakefield School to ensure the safety of all students. Many students at Wakefield School do not have permission to be photographed under any circumstances. We appreciate your support in ensuring all our students are safe whilst attending school.

Attendance at school

Parents of children from Kindergarten to Year 12 must ensure their children attend school every day. On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstances e.g. attending a funeral

Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unjustified on the student's record.



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

Wakefield Staff will aim to contact you if your child is absent at the end of each day, please provide them with the reason for absence to maintain accurate attendance records.

Internet Access

All schools in NSW adhere to the DoE's *Internet and Email Services: Acceptable Usage for School Policy*, which is updated regularly.

As part of our School Policy regarding Internet use, we consider it necessary for parents to sign an access agreement in order for their child to have Internet Access.

Permission to Video and Photograph Students

At Wakefield School we are able to use technology to record learning and social activities of students at our school. At times, some of this material may be used for presentations that may be viewed by people in and out of our school community.

Photos may appear on the school website, Facebook or as part of the digital displays on interactive whiteboards or at special assemblies.

Media outlets might from time to time take footage of students in news presentations on television or in newspaper articles.

We are required to ask for parental permission to use video images or photos of children in any published form. Please sign and return the relevant segment stating whether you give permission for photographs or videos of your child / children to be used for educational or web publishing purposes in and outside of Wakefield School.

Bus Transported Travel to Facilities in the Local Area

From time to time our staff members plan lessons or experiences that utilise the facilities within our local area. We are fortunate to have 2 buses and an 8 seater car that enables us to provide transport for small groups of students. If necessary, staff members will transport students in private vehicles to ensure access to these activities. These experiences may include but are not limited to:

- Sporting fields
- Local shopping centres
- Local sporting facilities (walking tracks, parks, sporting businesses, recreational activities such as fishing, cycling etc.)

Permission for the year is sought for these activities in order to streamline the organisation of such experiences for students.

CCTV

Wakefield School has a CCTV (Closed Circuit Television) security system for external points around the school. This footage is a continuous filming loop used for monitoring and added security purposes. Signage is posted upon



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

the entry to the school to indicate the presence of CCTV. If you have any further questions regarding this, please organise a meeting with the Principal to discuss further.

2-Way Radios

All staff at Wakefield School will carry 2-way radios on themselves. These are for emergency situations on site for staff to communicate between one another immediately. They will also be used by staff when staff and students are off site on any outings. Students will be explicitly reminded they are not to touch the 2-way radios for any reason. If students are breaching this, the school will take disciplinary actions. Please remind your child that the 2-way radio is an extension of the staff member and under no circumstances are they to touch them. We appreciate your support in this matter. If you wish to discuss further, please speak with the Principal.

Personal Protective Equipment (PPE)

Throughout the year, students will be provided opportunities to participate in a variety of gardening or woodworking activities. To ensure their safety, all students are required to wear the necessary PPE based on the requirements for activity participating in. In general, steel cap boots must be worn for these activities. The school has a selection of steel cap boots available them to use. If you child prefers to have their own boots, we request that the parents provide these for the child to access. We are able to store these for your child to access when necessary.

Safety Intervention

Our staff are trained in CPI's Safety Intervention™. This training assists staff in providing trauma-informed and person-centred support to students. The program has been designed for use in educational and other settings where staff may need to prevent and/or intervene in crisis situations. There is a focus on prevention. Staff are taught de-escalation skills as well as non-restrictive and restrictive interventions.

CPI has an evidence-based approach that has been successfully used for over 40 years and is nationally and internationally accredited by IACET, RRN Training Standards, RQF and CPD. Safety Intervention training emphasises physical intervention as a last resort and only when appropriate to the level of risk. This intervention is discussed further at PLP meeting and signed off on student management plan and PLP.

Lockers

Students will have access to school lockers to store their personal belongings in. Classroom Teachers will be provide your child with PBL lessons around locker usage and guidelines. Further notes will come home once your child has completed these lessons.

Water Bottles

Wakefield School is a rural school which is NOT on town water. Our water is supplied through the water tanks onsite and this means, water is a precious resource. To minimize wastage, we encourage your child to bring **a plastic** water



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

bottle to school each day. We will provide your child with a school water bottle as part of the enrolment process. If this is damaged or lost, additional costs may be incurred to cover replacement, or alternatively, you can provide your child with a bottle from home. The school has filtered cold water fountains that students can refill the bottles through the day. We do provide explicit lessons around water conservation and minimizing waste while at school.

PDHPE content

All students will be involved in the mandatory subject Personal Development, Health and Physical Education (PDHPE). This subject prepares and supports students to lead, and contribute to, healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

Our school's PDHPE program covers a wide range of education matter, including relationships, drug use, sexuality and sexual health, body image, mental health and wellbeing, protective strategies, movement skills and performance, safety and physical activity. Some of the content of the program deals with sensitive issues. The school recognises this by teaching about these issues within the context of a developmentally appropriate program and by providing information to you about the program.

Please contact the school if you wish for your child to opt out of these mandatory lessons.

Mountain Biking

Wakefield School has purchased bikes so that students can access a cycling program. This program will expose students to learning around bike safety, road safety and provide them with access to the local community. This program is about promoting physical fitness, building character and making connections with peers.

When students are to go Mountain Biking (off-road) they will be accompanied by an accredited AusCycling Mountain Bike Coach at all times to enhance student safety whilst ensuring correct technique and skills are been utilised.

The cycling program will be run as part of students' PDHPE and sport program.

Students are encouraged to bring a change of clothes in case of bad weather. They will need to wear helmets and follow staff instructions.

The program will include:

- Safety induction
- Safety checks

Student Support Officer (Vinnie)

Wakefield School has a permanent Student Support Officer (SSO), Vinnie. Vinnie is a full-time, non-teaching, school-based staff member with experience in working with young people to improve their wellbeing and mental health.

The Student Support Officers work with secondary school-aged students across school settings to enhance the wellbeing and learning outcomes of students. They achieve this by:

- Supporting the implementation of the school's whole-of-school approach to wellbeing.



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

- Assisting students to develop social and emotional skills.
- Using targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.
- Working in partnership with the school's wellbeing team and the school counselling service.
- Providing targeted wellbeing support for students who are experiencing challenges at school or home, through small groups sessions or individual support.
- Working collaboratively with external and other government agencies, creating referral pathways for students and families to access the support needed.

The Student Support Officer can provide targeted wellbeing support for students who are experiencing challenges at school or home, through small groups sessions or individual support.

Thank you for your assistance in completing these forms.

Shauna Gillett – Principal



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

Please read information in points below and complete/sign corresponding bottom section

1) Agreement for students using on-line services

- At school I will follow the rules for going on-line, as directed by staff. I will not knowingly access inappropriate sites.
- Online, I will not give out personal information such as my address, telephone number, parent's details or name and location of my school.
- I will not send a person my picture or personal details without permission.
- I will not access public chat rooms.
- I will inform my supervising teacher immediately if I come across any inappropriate websites or information.
- I will not respond to any messages that are inappropriate or that in any way make me feel uncomfortable.
- I will not download material without permission.
- I will only access sites with my teacher, or with the permission of my teacher.
- I will not send inappropriate or 'bullying' messages or emails, and I will report any I receive to my teacher.

2) 3rd-party sites

I understand that my child will be accessing 3rd party online sites as part of their education program. I give permission for Wakefield School to create accounts for my child with the 3rd party sites. I understand that if I do not provide this permission my child will not have access to the following websites and an alternative education program will be provided.

3) Cooking program at school

Throughout the year, teachers may include a variety of cooking lessons to teach students life skills. The food cooked will be offered for purchase for all students.

If your child is seeking access to do school programs such as cooking and barista opportunities, they must have leather lace-up shoes. This is a PPE / WHS requirement. These shoes can be labeled and left at school for random access. The school only has a limited spare set of these shoes. Without their own, they will not gain access to this program.

If your child is in year 9 or above, they may have the option of purchasing ONE barista made coffee. Years 7 & 8 students can only purchase hot chocolate.

Please notify the school if you have any food allergies or intolerances.



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

4) Whole School Behaviour Management and Support Plan

As part of the DoE Behaviour Strategy, every school has a BMSP provided to parents to gain an understanding of how the school support and manages student behaviour. Attached is a copy for your reading. Your classroom teacher will go through this with further detail at the PLP meetings.

5) The use of time out strategies at school

As part of the schools welfare procedure and your child's personalised learning plan / management plan a time out or time in strategy may be implemented to support your child. This procedure is used when behaviours displayed are inappropriate, and a temporary separation from that particular activity / environment will assist in supporting them to demonstrate appropriate behaviour. This strategy may be teacher directed or student selected as a means of calming during a stressful situation within a safe and predictable environment. It will be used for only a minimum period of time necessary for your child to regain enough composure to be able to return safely to class. This strategy of student accessing time out will be monitored by your child's teacher, and can be discussed further at any time if you have any concerns regarding this strategy.

6) Mobile Phones / Electronic Devices – Student agreement

The use of mobile phones / electronic devices that have the capacity to take photos or record videos are prohibited. I understand that if I bring a device to school, I will be required to deposit the item to the front office for safe storage, and returned to me at home time. I understand that if I am observed using a mobile phone or electronic device, the staff will restrict access to the classroom and other programs. I understand I will be given the opportunity to voluntarily hand in the device to the office or further action will be taken.

7) Video and Photograph Students for school website, promotional material or Facebook

Video or photographs of students may be used for educational or promotional purposes in and outside of Wakefield School.

8) Nationally Consist Collection of Data for Schools (NCCD)

The NCCD is an annual collection of data that counts the number of students receiving adjustments due to a disability and the level of adjustments they receive.

The aim of this data collection is to gather quality information about students receiving adjustments in schools. Schools are required to make reasonable adjustments to assist students to gain access and participate in education free from discrimination and on the same basis as other students.

At Wakefield School, we collect this data and enter it onto the collection site. The information is regarding the student level of education, level of adjustment and broad type of disability (social/emotional, cognitive, physical etc.). This information collected is used by all governments to inform policy and program improvements for students with a disability.

Protecting the privacy and confidentiality of all students and their families is essential, and **personal details are not provided** to local or federal education authorities.

If you would require further information regarding this, please see the Principal for a fact sheet.



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

9) School vehicle Transport / Travel to Facilities in the Local Area:

Permission to travel by school bus or car to participate in supervised school community access and sporting activities that take place in the local area.

10) Private Vehicle Transported Travel to Facilities in the Local Area:

Permission to travel by private vehicle to participate in supervised school and sporting activities that take place in the local area.

11) Pet therapy at Wakefield School

At Wakefield School, we have the opportunity to have Mr Barry to come to school as part of a pet therapy experience. Mr Barry's dog is a Border Collie (Frida) and she is at school for up to three days a week. Frida's role within the school is to provide emotional support to students in structured and unstructured sessions, and to be a friendly face to greet everyone the days she is at school. We also have friendly dogs belonging to other staff on site on some days.

12) PBL Role play lessons

Every day, staff explicitly teach students lessons about whole school behaviour management strategies and supports. We are a Positive Behaviour for Learning school where at times, students will be exposed and encouraged to engage in role play. To explicitly teach students behaviours, at time, they will be having discussions or role plays around what the behaviour can look like (positive) and what concerning behaviour (negative) can look like. Staff will have ongoing discussions around these so students clearly understand the difference. If your child discusses with you these lessons and you require further information, please contact the classroom teacher.

13) Restrictive practices

Our staff are trained in CPI's Safety Intervention™. This training assists staff in providing trauma-informed and person-centred support to students. The program has been designed for use in educational and other settings where staff may need to prevent and/or intervene in crisis situations. There is a focus on prevention. Staff are taught de-escalation skills as well as non-restrictive and restrictive interventions. CPI has an evidence-based approach that has been successfully used for over 40 years and is nationally and internationally accredited by IACET, RRN Training Standards, RQF and CPD. Safety Intervention training emphasises physical intervention as a last resort and only when appropriate to the level of risk.

Due to being a secure SSP school, all gates and doors are locked at all times. However, if a student requires access or exit from a particular area, they will be provided this by a staff member who has relevant keys and access cards.

14) G and PG rated multimedia

As part of the classroom program, students may be exposed to multimedia items that are rated G and PG. If your child is in Stage 5 or above and the teacher requires permission to view M rated content, they will contact you and gain further permission.



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

15) School Gym and Fitness Equipment

Wakefield School has a school-based gym including cardio fitness and strength training equipment. All students can access the cardio equipment with staff supervision. For students to be able to access the strength training component, they must complete teacher led lessons and demonstrate correct technique and safety. Qualified staff will consider the age, maturity and skills level of students and adjust the strength training program accordingly. They will then provide these opportunities to strength train to students whom demonstrate the appropriate skills and self-management requirement.

WAKEFIELD SCHOOL

2025 GENERAL PERMISSION



Student's Name: _____

1) Agreement for students using online services

Student Signature: _____

Parent / Carer Name: _____

Parent / Carer Signature: _____ Date: _____

2) 3rd party site account creation

Parent / Carer Signature: _____ Date: _____

3) Cooking program at School

My child: _____

- has NO food allergies or intolerances** < or > **Does have food allergies or intolerance**
(please state below)
- can participate in the cooking program
- can purchase food prepared by the cooking program group
- can purchase one hot beverage (coffee or hot chocolate) per day**

and understand there maybe costing to this purchase _____

Note: Students may use PBIS for kitchen purchase

Students with allergies/intolerances are still able to participate in the cooking program

Parent / Carer Signature: _____ Date: _____

4) Whole School Student Behaviour and Support Plan (WoT)

I have been provided with a copy of the WSSBP for my reading, any questions can be raised with the classroom teacher at the PLP meeting

Parent / Carer Signature: _____ Date: _____

5) The use of time out strategies at school

I give permission for my child to access the time out strategy as part of their management plan to support calming time to return to class safely.

Parent / Carer Signature: _____ Date: _____

6) Mobile Phones / Electronic Devices

I understand that I am required to deposit my device to the front office on arrival and will be provided with the device when leaving the school.

Student Signature: _____

Parent / Carer Signature: _____ Date: _____

WAKEFIELD SCHOOL

2025 GENERAL PERMISSION



7) **Permission to Video and Photograph Students for school website, promotional material or Facebook**

I do **< or >** I do not

give permission for video or photographs of my child to be used for educational or promotional purposes in and outside of Wakefield School.

Parent / Carer Signature: _____ Date: _____

8) **Nationally Consist Collection of Data for Schools (NCCD)**

I understand that Wakefield School will be collecting data annually for my child.

I give permission for my child to be included in this collection of data.

Parent / Carer Signature: _____ Date: _____

9) **School vehicle Transport / Travel to Facilities in the Local Area:**

I do **< or >** I do not

give my child permission to travel by bus or school car to participate in, supervised school community access and sporting activities that take place in the local area.

Parent / Carer Signature: _____ Date: _____

10) **Private Vehicle Transported Travel to Facilities in the Local Area:**

I do **< or >** I do not

give my child permission to travel by private vehicle to, and participate in, supervised school community access and sporting activities that take place in the local area.

Parent / Carer Signature: _____ Date: _____

11) **Pet therapy at Wakefield School**

I do **< or >** I do not

give permission for my child to participate in the Pet Therapy program.

My child has the following issues with dogs (if applicable) or is unable to participate due to:

Parent / Carer Signature: _____ Date: _____

12) **PBL Role play lessons**

I do **< or >** I do not

give permission for my child to participate in PBL role play lessons/activities.

Parent / Carer Signature: _____ Date: _____

13) **Restrictive Practices**

I understand that through the PLP meeting, this will be discussed and personalized further for my child. I understand that I will have a copy of the management plan for my child to refer to.



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

- I understand that Wakefield School is a secure school where gates and doors are locked at all times, however, my child can gain access or exit to necessary areas by a staff member when required.

Parent / Carer Signature: _____ Date: _____

14) Viewing of G and PG rated multimedia

- I do **< or >** I do not
give permission for my child to view P and PG rated multimedia items

Parent / Carer Signature: _____ Date: _____

15) Mountain Biking

- I do **< or >** I do not
give permission for my child to access and ride the mountain bikes when available.

Parent / Carer Signature: _____ Date: _____

16) PDHPE sensitive topics

- I do **< or >** I do not
give permission for my child to access the PDHPE sensitive topics outlined in the NSW Curriculum

Parent / Carer Signature: _____ Date: _____

17) School Gym

- I do **< or >** I do not
give permission for my child to access the cardio fitness equipment.
- I do **< or >** I do not
give permission for my child to access the strength training equipment after appropriate lesson/s successfully completed.

Parent / Carer Signature: _____ Date: _____



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

A reminder to parents to notify the school about your child's health

We welcome information from parents about your child's health, even if you are not requesting specific support from our school. Our school asks for medical information when you enroll your child. It is also important that you let us know if your child's health care needs change, or if a new condition develops.

Information about allergies, medical conditions such as asthma and diabetes, and other health care related issues (including prior conditions such as medical procedures in the last 12 months) should be provided to the school by parents. This will greatly assist our school in planning to support your child's health and wellbeing.

Please also remember to notify the school of any changes to your contact details or to the contact details of emergency contacts.

We appreciate your assistance in regard to this and assure you that any information you provide to the school will be stored securely and will only be used to support your child's health needs or as otherwise required by law.

My child:

is affected by: (please tick)

- Asthma
- Diabetes
- Anaphylaxis
- Seizures
- Other (please specify)

or >

My child has **no medical conditions** for the school to be made aware of

If your child has a medical condition such as these, a health care plan must be formulated in conjunction with school staff. This plan must be provided to the school prior to attendance / enrolment.

Parent / Carer Signature: _____

Date: _____



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

PERMISSION FOR STUDENTS TO PARTICIPATE IN AQUATIC ACTIVITIES

Unstructured swimming is free swimming on celebration or reward days, or free swimming as part of or added to:

An excursion, a weekly swimming program. Structured swimming program entails official lessons in water safety and movement (eg. Swimming lessons)

Prior to participation, all students nominated on this form by their parent/caregiver as a swimmer will be required to participate in an aquatic pre-activity water survival challenge to determine your child's aquatic proficiency.

The aquatic pre-activity **Water Survival Challenge** comprises the following continuous progression – a slide-in entry, a walk of 5m in shallow end of pool, a swim of 25 metres using a recognised stroke and 1 minute float, scull or tread water in deep water followed by an unassisted exit.

Students nominated by their parent/caregiver on this form as a non-swimmer will not be allowed in deep water and will not have to do the water survival challenge.

At the completion of the **Water Survival Challenge** your child will be issued with either:

Blue wrist band allowing them to participate in deep water unstructured activities

Yellow wrist band allowing them to participate in shallow water (waist deep) activities.

Any student who is not permitted to go in the water or is not able to walk safely in the water with balance and stability will not take part in any water activities. Appropriate non – aquatic activities will be planned for these children

All activities will take place at: Newcastle Ocean Baths or Merewether Ocean Baths

Please clearly tick one:

My child is **permitted** to go in the water.

My child is **not permitted** to go in the water.

If your child is permitted to go in the water (please tick relevant boxes):

My child is a **swimmer***

My child is a **non – swimmer***

My child is a **can swim <25m.**

My child is a **can swim greater than 25m Parent / Carer**

Signature: _____

Date: _____

(*Please note: Non – swimmers will only be allowed in shallow water (knee deep). Swimmers will be allowed in deep water).



WAKEFIELD SCHOOL

2025 GENERAL PERMISSION

PERMISSION FOR STUDENTS TO ACCESS SCHOOL COUNSELLOR AND ADDITIONAL MEDICAL SERVICES

Dear Parent / Guardian,

The school counsellor at Wakefield School provides advice and support to students, staff and parents / guardians. Sometimes the school counsellor provides educational or emotional assessments of students to help plan appropriate ongoing support for them. Our counsellor provides a professional service.

I give permission for my child _____ to access the school counsellor and

- for the school counsellor to carry out assessments and counselling as required.
- for the school counsellor and executive staff at Wakefield School to contact the authors of any reports
- for the school counsellor and executive staff at Wakefield School to exchange information with relevant agencies
- for the school Student Support Officer to exchange information with relevant agencies

I understand that the school counsellor and / or executive staff at Wakefield School will notify me if they have contacted other medical services relating to my child. If you have any questions or if you wish to make an appointment to talk with the school counsellor, please contact me at school.

At times student assessments may be required and for your convenience, these can now be completed confidentially online. Please provide your email address so they can be sent through. The school counsellor will contact you by phone, prior to sending.

Parent / Carer Name: _____

Parent /Carer Signature: _____

Date: _____

Email address: _____



2025 Whole School Behaviour and Support Plan



2.2.24	Need	Presentation	Response	Preventative measures
Not Coping	5 Safety	Physical Attacks Absconding Major property damage Prolonged rage Loss of rationality	Notify executive (teacher or sass to use 2-way radio, phone or in person) Control the environment – isolate student (or trigger if possible) - follow lockdown procedure Observe from a distance if safe to do so, or over CCTV Approved (CPI Safety Intervention) hold/disengagements as a last resort Executive or delegate to decide if emergency services are required Limit 2-way radio communication No verbal communication with student – only safety instructions if necessary / offering medical assistance	Look for signs of de-escalation Wait for student to engage with you (office window/exec window open if safe to do so) Listen to the student Limit instructions Engage vestibular, proprioception, auditory/vagal (eg drink of water, talk to them) and see if they tolerate it / if that deescalates the student.
	4 Regulation	Aggression physical posturing Yelling / making loud noises Property damage Swearing / abusive language Tipping furniture over/throwing things	Notify executive that student is not responding to typical regulation strategies Control the environment – isolate student (or trigger if possible) – provide 1:1 with preferred staff member if safe to do so If reactive to staff in class, look at swapping with staff from another classroom if needed Observe from a distance and allow the student time and space to come to you Brainstem activities / patterned repetitive activities Limit verbal instructions Empathic listening	Regulation activities built into each day PBL reminders throughout the day, precorrections Visual timetable Visual instructions and expectations Daily routines Yarn ups Brain breaks Breaky club / fruit breaks / meal breaks Positive choices acknowledge through verbal praise and tangible items (eg PBIS rewards)
Coping	3 Control	Questioning or pushing rules or boundaries Need for attention Social difficulties Verbal threats of violence Fidgeting / unable to settle	Facilitate an activity to promote pattern, repetitive movement Provide 1:1 support (release support when possible) Set limits (interrupt and redirect, when/then or if/then patterns and fail safe choice Help student select an activity to self-regulate. If student refuses self-regulation provide them with a choice (between x and leaving the room and x amount of time to comply), notify executive that you may need to exit the classroom	Face to face Co-regulation Verbal and Non-verbal strategies PACE – playfulness, acceptance, curiosity, empathy Explicit PBL and SEL programs Follow “refusal flow chart” when students repeatedly challenge PBL expectations or refuse regulation strategies
	2 Connection	Inappropriate touch Taking something that is not theirs Difficulty staying on task Pacing Unusual comments / out of context	Triage conversations	Integrated learning Staff model regulating strategies Student choice

<p>Learning</p> <p>Students are: Regulated Flexible Motivated Receptive</p>	<p>Motivated / flexible / receptive On task Connecting with peers Connecting with staff Practicing regulation activities</p>	<p>Process praise by emphasizing the work, effort or actions of the student. Examples” “you have completed your reading goal for today, that showed persistence, well done”, “You tried your breathing strategy today, did you notice anything after? You’ve practiced everyday for a week if you do it again tomorrow.” “Way to go, you walked away from someone who was saying unkind things, I bet that worked you up a little, lets do something to help you to regulate. You’re getting so much better at walking away.</p> <p>Targeted reward systems. Examples: vivos, class developed goals, puzzle pieces.</p> <p>Support the students to reflect on aspects of their day. Examples: formative assessment tools (PBL booklet, checklists), conversations throughout the day, journals.</p> <p>Awards. Examples: Students of the Week, Attendance, Community Day, PBL)</p> <p>Positive calls to family / carers. Examples: student achieving a goal, to share a success from the day.</p> <p>Using preventative measure to support student regulation throughout the day.</p>	<p>Tactile</p> <ul style="list-style-type: none"> ● Sensory items in the classroom ● Diffusers in classrooms ● Hands on learning activities <p>Auditory</p> <ul style="list-style-type: none"> ● Yarn ups and learning through narrative ● Music for playground transitions ● Each student is able to access headphones ● Ear buds available to block noise ● Quiet spaces available for individuals ● Mindfulness tracks ● Process praise <p>Oral-motor</p> <ul style="list-style-type: none"> ● Water bottles for each student ● Fruit, yoghurt and crackers available during playground breaks ● Brain breaks focusing on oral-motor (rolling tongue, puffing cheeks, blowing raspberries, bubbles, pin wheels, hard/sucking lollies) <p>Vestibular (Rotation or linear)</p> <ul style="list-style-type: none"> ● Flexible and wobbly furniture ● Brain breaks (animal walks, spinning, hanging from playground equipment) <p>Proprioception</p> <ul style="list-style-type: none"> ● Weighted furniture ● Bike desks in classroom ● Brain breaks (pushing walls, floors, grounding activities) <p>Self-regulation toolkits</p> <ul style="list-style-type: none"> ● Students are encouraged to practice a range of strategies and identify the strategies that work best for them. <p>Learning</p> <ul style="list-style-type: none"> ● Explicit Positive Behaviour for learning lessons ● Explicit Social and Emotional lessons
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	-2 Connection	Spacing out Resistant / refusing regulation activities Avoids peers / staff Generalised negative or inappropriate comments	Triage conversations	Integrated learning Student choice Staff model regulating strategies
	-3 Control	Compliance / trying to be perfect Trying to manage/control peers/rules Refusal to leave room / area	Facilitate an activity to promote pattern, repetitive movement Provide 1:1 support (release support when possible) Set limits (interrupt and redirect, when/then or if/then patterns and fail safe choice Help student select an activity to self-regulate. If student refuses self-regulation provide them with a choice (between x and leaving the room and x amount of time to comply), notify executive that you may need to exit the classroom	Face to face Co-regulation Verbal and Non-verbal strategies PACE – playfulness, acceptance, curiosity, empathy Explicit PBL and SEL programs Follow “refusal flow chart” when students repeatedly challenge PBL expectations or refuse regulation strategies
Not Coping	-4 Regulation	Withdrawn/hiding/avoiding/climbing Non-verbal - stop responding Picking at skin or wounds Superficial self-harm Fatigue / long periods of sleeping Somatic complaints (sore tummy, muscle pain, fatigue, headaches) Wearing hat / beanie / hoodie Ignoring instructions - limited response	Notify executive that student is not responding to typical regulation strategies Control the environment – isolate student (or trigger if possible) – provide 1:1 with preferred staff member if safe to do so If reactive to staff in class, look at swapping with staff from another classroom if needed Observe from a distance and allow the student time and space to come to you Brainstem activities / patterned repetitive activities Limit verbal instructions Empathic listening	Regulation activities built into each day PBL reminders throughout the day, precorrections Visual timetable Visual instructions and expectations Daily routines Yarn ups Brain breaks Breaky club / fruit breaks / meal breaks Positive choices acknowledge through verbal praise and tangible items (eg PBIS rewards)
	-5 Safety	Shutdown Toileting issues Absconding Self-harm Suicide	Notify executive (CT or SLSO) Control the environment – isolate student (or trigger if possible) - follow lockdown procedure Observe from a distance if safe to do so, or CCTV Approved (CPI Safety Intervention) hold/disengagements as a last resort Executive or delegate to decide if emergency services are required Follow student safety plan Limit 2-way radio communication No verbal communication with student – only safety instructions if necessary / offering medical assistance	Look for signs of de-escalation Wait for student to engage with you (office window/exec window open if safe to do so) Listen to the student Limit instructions Engage vestibular, proprioception, auditory/vagal (eg drink of water, talk to them) and see if they tolerate it or if that deescalates the student.