

Yarra Ranges SDS

ENGAGEMENT AND WELLBEING POLICY AND PROCEDURES

1. SCHOOL PROFILE STATEMENT

Yarra Ranges Special Developmental School is located in the suburb of Mt Evelyn within the Shire of Yarra Ranges. We offer an early education program for children from 2.8 years and a school program for students from 5-18 years. All students attending our school-age program have a moderate to profound intellectual disability. Some students may have a co-morbid diagnosis of Autism Spectrum Disorder (ASD) or sensory disabilities. Current enrolment is 120.

Our school purpose is to provide a friendly, caring and challenging learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and co-operation.

Our school rules are:

- Be safe
- Be responsible
- Be respectful

2. POLICY STATEMENT

Yarra Ranges Special Developmental School aims to provide a happy, safe, stimulating and supportive environment where the welfare of all students is a high priority and is maintained as a shared responsibility between the school and the community. We strive to provide a quality education that will enable students to participate in and contribute to the community. We strive to foster a positive school environment, free of bias and bullying, where the students accept and respect the rights of all our school members. We encourage students to develop positive self-image and independence. We want them to be engaged in their learning and to feel connected to the school so that they are keen to attend and engage appropriately.

At Yarra Ranges SDS we are dedicated to providing quality learning opportunities for all students. We strive to provide a well-rounded education which values and supports the intellectual, physical and emotional development of each student. We have a commitment to ensure that quality learning and teaching are the central focus of our learning environments. The students who attend Mt Evelyn SDS are entitled to a school that is inclusive and built on their individual needs, interests and strengths. Our school provides an attractive, secure and stimulating educational environment where our students are eager and excited to attend and learn.

3. IMPLEMENTATION

The staff, programs and policies support student engagement at Yarra Ranges SDS in the following ways:

Student attendance is recorded and monitored on a daily basis

Student attendance is encouraged by:

- Individual student learning plans (ILPs) catering for individual needs, interests and skills including theme based enrichment activities.

- Friendly positive staff
- Special responsibilities and activities for students e.g. Student Leadership Team and Class Buddies
- Positive relationships developed with students and their families / carers through open communication

Positive (pro-social) behaviour is encouraged by

- The use of positive reward programs
- The provision of programs to practise social behaviours e.g. eating and drinking appropriately
- The provision of opportunities to practise pro-social behaviour in the community
- Social skills, play therapy and play skills programs
- Development of individual social stories and video models to promote positive and appropriate behaviour
- Providing structures to support positive behaviours including development of individual behaviour plans and behaviour matrix
- Assisting the development of appropriate individual communication programs

Student well-being is addressed by

- The ILP process leading to the development of individual programs
- The inclusion of all students through programs incorporating different learning styles, teaching methods and strategies
- Specialist programs including media, art, sport, swimming and therapy
- The implementation of School-wide Positive Behaviour Strategies (SWPBS)
- Communication programs including PECS, PODDS and intensive interaction
- Provision of a safe and caring environment
- A team of staff who work together and share knowledge – Teachers, Education Support Officers, Speech Pathologists, Occupational Therapists, Physiotherapist, Family Welfare Worker
- Appropriate training for staff in first aid, anaphylaxis, epilepsy, asthma, SWPBS, communication

Yarra Ranges SDS is an effective centre of learning for students, families, staff and the community.

Rights and Responsibilities

All members of our school community have the right to feel safe and welcome in our school.

All have the right to feel

- Valued
- Respected and supported
- That confidentiality is maintained

All are the responsible for:

- Maintaining a safe and positive work environment where everyone is encouraged to participate.
- Implementing the school's policies and procedures

Shared Expectations

Staff

All staff are expected to:

- Attend work punctually and regularly
- Maintain confidentiality
- Work as part of the class team, the section team or therapy team and the over-riding school team
- Respect and support others
- Take responsibility for their own professional learning
- Implement the school's policies and procedures
- Maintain and care for school equipment and develop resources (broken equipment should be reported to appropriate person)
- Interact with students in a manner which is respectful and maintains their dignity and privacy
- Participate in open and clear communication
- Promote a positive image of the school in the community

Teachers are expected to:

- Evaluate student development and plan appropriate goals and activities to further each student's progress and development
- Guide and direct classroom Education Support Officers in the delivery of classroom programs and the development of resources
- Regularly communicate with parents/carers in a professional and empathetic manner
- Be accountable for professional documentation including class programs, ILPs, handover notes, reports, etc.
- Communicate/liaise with external agencies and others e.g. paediatricians in a professional manner

Classroom Education Support Officers are expected to

- Support teaching staff by following through with requests/directions regarding student programs and resources development
- Be aware of the students as individuals with an individual set of skills, strengths and learning needs

Therapy Education Support Officers are expected to

- Support and educate other staff to maintain a safe working environment
- Support and educate other staff in relation to the programs/needs of individual students
- Provide relevant therapy services to students
- Inform parents of therapy options, programs and resources
- Communicate/liaise with external agencies and others e.g. paediatricians in a professional manner

All students are expected to

- Be willing and able learners
- Attend school regularly
- Respect the rights of others through positive interaction with staff and other students
- Engage and respond to the programs offered
- Behave in a manner which does not put themselves or others at risk
- Express their wants, needs, choices, interests, decisions

The Leadership Team is expected to:

- Provide clear and consistent guidelines as to the expectations of students, staff and families
- Ensure the availability of staff and resources
- Provide guidance and support to all staff with/and families

- Promote open and clear communication between all
- Recognise and utilise staff strengths and to recognise needs of staff

Parents/ Carers are expected to:

- Communicate openly, respectfully and regularly with staff
- Be aware of key school policies and procedures e.g. medication
- Actively participate in the development of their child's individual program
- Where possible, follow through/support their child's school program at home
- Ensure that their child attends school regularly and punctually and with all the equipment/resources necessary for the day e.g. lunch, K walker
- Follow appropriate procedures when communicating with staff and others
- Respect the privacy and individual needs of others
- Speak positively about the school both within and outside the local community

School Actions and Consequences

- Student engagement, regular attendance and appropriate behaviour are encouraged through the implementation of School-Wide Positive Behaviour Strategies supported by targeted and individualised support when required e.g. Positive Behaviour Support Plan (PBSP)
- Actions and consequences are incremental (a staged response) and will be applied fairly and consistently
- Positive reinforcement is instrumental in Mt Evelyn SDS's approach to supporting student engagement
- Actions and consequences that isolate a student from learning will be avoided wherever possible

The following whole school and classroom practices articulate Mt Evelyn SDS's philosophy actions and consequences:

- Predictable and fair classroom and school environments
- Student participation in development of classroom expectations regarding student behaviour
- Personalised (individualised) student learning programs documented in ILP's
- Acknowledgement of students via :
 - Natural verbal and social reinforcement
 - Classroom positive behaviour r programs e.g. tokens
 - Student of the week award or weekly awards and Token Traders
 - Newsletter articles
 - Annual graduation, Duke of Edinburgh presentations
- School- wide positive behaviour support strategies
- A commitment to de-escalating situations in which students are displaying inappropriate behaviours

Discipline procedures

Inappropriate behaviours will be responded to through a staged response including early intervention / prevention strategies.

Prevention and early intervention may include:

- Understanding individual student needs
- Providing clear expectations of students
- Providing consistent school and classroom environments
- Providing individual positive reinforcement programs
- Frequent communications between teachers and parents/ carers

When a problem becomes apparent:

1. Information recorded on RISC
2. Staff invite a peer or team leader to observe student in classroom (ongoing)
3. Parent / carer contact initiated
4. Support provided from SW-PBS Team
5. Discuss student in meeting with SW-PBS Team and develop a Positive Behaviour Support Plan including a date to review the plan in order to evaluate the successfulness of it.
6. Plan is signed off by Principal, Teachers, Co-ordinator and Parents
7. Discuss PBSP with all relevant staff
8. From the PBSP implement and monitor a range of strategies

Date Implemented	2014
Author	Principal
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	August 2014
Responsible for Review	Assistant Principal
Review Date	2016
References	