



STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for all students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Yarra Ranges Special Developmental School (YRSDS) is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps, excursions and out of hours school programs.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Yarra Ranges Special Developmental School (YRSDS) is a culturally diverse school located in the suburb of Mount Evelyn, within the Shire of Yarra Ranges. We offer an early education program for children from 2.8 years of age, and a school program for students ranging from 5 – 18 years of age. 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) and/or physical/sensory disabilities. Our current enrolment is 124 students. We value the diversity of cultures within our school, and acknowledge the Aboriginal people of Australia as the traditional custodians of this land. We are also committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

2. School values, philosophy and vision

Our Values

Our school is committed to providing a safe, secure and stimulating learning environment for all students. We believe students can only reach their full educational learning potential when they are happy, healthy, safe and engaged, which is why we have developed a positive school culture which is focused on fully supporting student participation and engagement. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked, and we address this directly in our School-wide Positive Behaviour Support (SWPBS) approach. Please refer to our school's *SWPBS Handbook* for more information. Our SWPBS approach focuses on supporting student well-being and engagement by teaching and reinforcing behaviours which link to our school values. These values are: *Be Responsible*; *Be Safe*; and, *Be Respectful*. Behaviours which demonstrate these values are consistently taught, practiced and reinforced across all school environments

Yarra Ranges SDS also recognises the rights and responsibilities of all school community members. A copy of YRSDS's *Statement of Rights and Responsibilities* for students, school staff and families is included in **Appendix A**.

Our philosophy

- Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.
- We endeavour to provide a friendly, caring and challenging learning environment that engages students to work to achieve their personal best in a positive atmosphere of mutual respect and co-operation.

Our Vision

- Our vision is to promote independence through active learning.

3. Engagement strategies

Our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support in order to flourish at school, and so we have strategies in place to identify these students and provide them with the support they need.

Our school works collaboratively with students and parents / carers to establish fair and respectful behaviour policies and practices based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the student themselves and others. These intervention strategies are part of our SWPBS approach, and may range from Tier 1 to Tier 3 intervention strategies, depending on the specific needs of the student. The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in our *Student Engagement Strategies* included in **Appendix B**.

IMPLEMENTATION

Our 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, and encouraged by:
 - Individual student learning plans (ILPs) addressing individual needs, interests and skills, including theme-based enrichment activities, curriculum content, and individual learning goals

- Friendly, professional and positive staff who effectively implement SWPBS strategies across all school environments
 - Special responsibilities and activities for students (e.g. Student Leadership Team and Class Buddies), and
 - Positive relationships developed with students and their families / carers through open communication
- We promote gender equality and respectful relationships.

Positive (pro-social) behaviour is encouraged by

- The use of positive reward programs (e.g., Token Reward System)
- The provision of programs to practise social behaviours (e.g. eating/drinking appropriately, social skills development, dressing programs and so on)
- The provision of opportunities to practise pro-social behaviour in the community (e.g., excursions, camps and so on)
- Social skills, play therapy and play skills programs
- The development of individual social stories and video models to promote positive and appropriate behaviour
- The provision of structures to support positive behaviour including the development of individual Behaviour Support Plans (BSPs), Safety Plans and our *SWPBS Behavioural Expectations Matrix* included in **Appendix C**, and
- The development of appropriate individualised communication systems/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 development of a SWPBS team
- The implementation of SWPBS strategies/processes across all school environments
- Communication supports: including Picture Exchange Communication System, Pragmatic Organised Dynamic Display and intensive interaction
- Provision of a safe and caring environment
- Student Support Groups (SSGs)
- A collaborative team approach: Teachers, Education Support Officers, Speech Pathologists, Occupational Therapists, Physiotherapist, Family Welfare Worker, and
- Appropriate professional development for staff in health management, SWPBS, communication, and teaching and learning

4. Identifying students in need of support

Our school will utilise the following information and tools to identify students in need of extra support by using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom staff **AND** reported on our RISC Reporting System
- PBS Referrals, and
- Engagement with student families

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students are expected to:

- Be responsible, safe and respectful
- 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, and
- Express their wants, needs, choices, interests, decisions

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Responding to behaviours of concern

Rationale:

- Students who attend a special school setting may exhibit behaviours that are of concern. These behaviours are often associated with the student's disability, and may involve medical or health issues. Behaviours may also indicate communication and/or sensory difficulties.
- At YRSDS, we believe that **all** behaviour has a specific function/purpose. We recognise that students with an intellectual disability may have impairment in the areas of communication and social skill development; therefore, students at Yarra Ranges SDS often require an individualised approach that focuses on: understanding the individual's learning/emotional needs; having knowledge of the triggers that give rise to behaviours of concern; and, adapting the environment to avoid triggers.

Aims:

- At Yarra Ranges SDS we aim to address student behaviour in a way that promotes positive supportive behaviour strategies and skill development, whilst also minimizing any risk to students or staff.

Guidelines:

At Yarra Ranges SDS, staff use the SWPBS approach to support student behaviour. Recommended strategies include:

- Providing an effective communication system
- Teaching expected behaviours/skills using modelling, visual aids, video self-models and social stories
- Providing opportunities for the students to practice and perfect the behaviour/skill learned
- Reviewing, correcting and testing the behaviour/skill learned
- Embedding the behaviour/skill in the daily curriculum
- Using positive rewards and reinforcement to encourage the expected behaviour, and
- Ignoring incorrect, attention-seeking behaviours where appropriate by going neutral
- We also believe that student welfare and student behaviour support is a shared responsibility for all staff. All major incidents, positive and negative are recorded on-line through our RISC reporting system.
- If staff, parents, volunteers or any member of the school community have concerns about student behaviour they are encouraged to bring it to the attention of teaching staff, Section Team Leaders, the SWPBS team, Assistant Principal or Principal.

- Behaviours of concern can be addressed through a SWPBS meeting called by a staff member or parent/carer. Staff are encouraged to bring data about the behaviour to the meeting. Recommendations for student behaviour support will be made and are expected to be followed through.
- If a BSP is developed, it will be endorsed by the parent / carer the SWPBS team and the principal.
- Behaviour support can also be addressed through a Student Support Group Behaviour Review Meeting. A SSSO, a member of the Leadership team, therapist, and/or a member of the SW-PBS team may be a member of the Student Support Group in this instance.
- Through the process of discussion and consultation with parents/carers, the class teacher, the SWPBS team, and/or the Principal / Assistant Principal, a BSP or Safety Plan may be developed. The plan must be endorsed by the parent / carer and a member of the SWPBS team when finalised.
- All BSPs and Safety Plans will be documented and filed. A copy will be placed in the student's confidential file, in the student's file on the administration network and in the teacher's classroom file. A copy will also be forwarded to all members of the Student Support Group, and placed in the Safe Work Practices folder in the school office.
- It is the responsibility of the classroom teacher to ensure that all relevant staff be informed of the BSP / Safety Plan. Information should also be provided at Section Meetings if required. All staff are expected to follow the plan.
- Curriculum development and implementation will support the development of responsible behaviours to replace behaviours of concern (e.g., PBS curriculum, SoSAFE!, self-regulation strategies, and the Stop, Think, Do problem-solving program).
- **Restraint or seclusion must only be used if it is immediately required to protect the safety of the student or any other person, and no other option is available.** If any form of restraint or seclusion is used the following must take place as soon as is practical:
 - A Restraint / Seclusion Proforma is completed on the day of the incident. Please refer to the *Restraint of a Student Proforma* included in **Appendix E**.
 - The Principal is notified.
 - The parent is contacted by either the Principal or nominee or class teacher
 - DET Security services are notified by the Principal or nominee
 - The event is recorded on the student's file on CASES 21 or SOCS as appropriate
- O.H. & S. representatives, in consultation with therapists, are available to work with staff to provide risk management and assistance where needed for students who require assistance to stand and / or move.
- Further information is available in the *What is SWPBS?* booklet located on the intranet
- This policy also applies to Yarra Ranges SDS programs funded by DHS (Vic) (e.g., Vacation Care and any out of school hours program such as Siblings, endorsed or auspiced by School Council)

[Corporal Punishment is prohibited in all Victorian schools.](#)
[Corporal punishment must NOT be used at the School under any circumstances.](#)
[Our school has a commitment to zero tolerance of child abuse.](#)

School Actions and Consequences

- Student engagement, regular attendance and appropriate behaviour are encouraged through the implementation of SWPBS strategies, and are supported through targeted and individualised support when required (e.g. Behaviour Support Plan / Safety Plan)
- Actions and consequences are incremental (a staged response) and will be applied fairly and consistently. Refer to **Appendix G** for our *Staged Response Checklist for Student Behaviour Issues*.
- **Appendix H** for *YRSDS Behaviour Support Flow chart*
- Positive reinforcement is instrumental in YRSDS's approach to supporting student engagement
- Actions and consequences that isolate or exclude a student from learning are **not to be used**

The following whole-school and classroom practices articulate YRSDS's philosophy of actions and consequences:

- Predictable and fair classroom and school environments
- Student participation in the 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 support programs (e.g., the Token Reward System)
 - Student of the week awards
 - Newsletter articles where appropriate
- School- wide positive behaviour support strategies, and
- 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
- Implementing effective responses to inappropriate behaviour (e.g., going neutral)

When an on-going problem becomes apparent, the following steps should be followed:

1. Information should be recorded on RISC
2. Staff may invite a SWPBS team member to observe the student in the classroom (SWPBS Referral)
3. The parent / carer should be contacted
4. Support should be provided by the SWPBS team (e.g., follow up on the SWPBS Referral)
5. A SSG meeting should be held in collaboration with the parents/carers and the SWPBS team if appropriate to develop a BSP or Student Safety Plan. The BSP should have a date listed to review the plan in order to evaluate the successfulness of it.
6. The BSP should be signed off by a SWPBS team member, the teacher and the parents/carers.
7. The BSP should be shared with all relevant staff.
8. The strategies outlined in the BSP should be implemented and monitored.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

YRSDS values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

Our school values parent/carers input into its operations and curriculum, and seeks feedback through the Parent Opinion survey, and parent representatives on School Council. The School Council also provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

Our school is committed to supporting families to engage in their child's learning and build their capacity as active learners. To enable this, we provide an environment that welcomes all parents/carers, and recognises them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute

- involving families with homework and/or other curriculum-related activities
- providing PBS and SoSafe! Training and support to families
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school, and
- involving families in Student Support Groups

Please also refer to the *Shared Behaviour Expectations* and *Statement of Values* for students, parents/carers and school staff listed in **Appendix D** and **Appendix E**.

8. Evaluation

YRSDS will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- school level report data
 - parent opinion survey data
 - data from case management work with students
 - data extracted from our RISC reporting system
 - SWPBS referrals
 - RISC data
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- CASES21
 - SOCS

FURTHER INFORMATION AND RESOURCES

Statement of Values, School Philosophy, Bullying Prevention, Child Safe Standards, soSAFE!,

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance

available at:

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

REVIEW CYCLE

This policy was last updated on 26/04/2018 and is scheduled for review in April 2020.

1. Appendices and Related Policies

Appendix A: Statement of Rights and Responsibilities

Appendix B: Student Engagement Strategies

Appendix C: SWPBS Behaviour Expectations Matrix

Appendix D: Shared Behaviour Expectations

Appendix E: Statement of Values

Appendix F: Restraint of a Student

Appendix G: Staged Response Checklist for Student Behaviour Issues

Appendix H: YRSDS Behaviour Support Flow Chart

APPENDIX A: STATEMENT OF RIGHTS AND RESPONSIBILITIES

At Yarra Ranges Special Developmental School, we consider the health, safety and wellbeing of all children and young people at our school to be our highest priority. We are committed to creating a safe, respectful and inclusive school environment where all students and staff can be happy, confident, and resilient, regardless of their sexual or gender identity.

This school has a commitment to **zero tolerance of child abuse**. We support and respect all children as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe **environment** for children with a disability. (Refer to our Child Protection Reporting Policy and Procedures and Child Safe Code of Conduct).

Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

APPENDIX B: STUDENT ENGAGEMENT STRATEGIES

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our school will deliver a broad curriculum based on the Victorian Curriculum and the Senior Pathways Curriculum. • Our teachers will implement SWPBS processes throughout all aspects of the curriculum, and across all school environments. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in social and emotional learning curriculum programs. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Leadership Council and other more informal mechanisms. 	<ul style="list-style-type: none"> • All students from Years 10 and above will be assisted to develop a Career Action plan (MIPS) • All students in Out of Home Care will be supported by YRSDS in partnership with the students' support group to maximise their potential across all environments. • School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatized Children, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meetings with parents/carers and the student (if applicable) to talk about how best to help the student engage within the school. ○ Student Support Groups. ○ Seeking extra resources under the Program for Students with Disabilities for eligible students ○ Developing an Individual Education Plan for all students, and a Behaviour Support Plan or Student Safety Plan if required. ○ Considering if any environmental changes need to be made, for example changing the classroom set up. ○ Referring to internal support services eg Student Welfare Coordinator or Student Support Services if necessary ○ Referring to external support services including Child First, Local Government Youth Services and Community Agencies

APPENDIX C: SWPBS BEHAVIOUR EXPECTATIONS MATRIX



Yarra Ranges SDS Behaviour Expectations Matrix

	At all times	Bus Area	Toilets	Classrooms/ Inside	Eating Time	Outside/Playground	Corridors	Pool	Morely Centre	Community
 RESPONSIBLE	I look after school property. I keep my body to myself. I look after my things.	I collect my things from the bus. I carry my bag.	I turn off the tap. I put paper towels in the bin. I know the toilet area is private.	I look after my school things. I do my work. I request/ask for a break when I need it.	I clean up.	I put away equipment. I go back to class when asked. I tell a staff member when something is wrong. I come when I am called. I respect the environment.	I stay with the group. I listen to staff.	I put my clothes in the basket. I tell a staff member when something is wrong.	I put my own shoes and socks on.	I clean up. I pay for my purchase.
 SAFE	I follow instructions. I listen to staff. I stay with the group. I listen to community workers I know.	I hold a helping hand when asked. I walk to the bus. I keep my seatbelt on. I stay with the group. I wait for my turn.	I close the door. I wash my hands with soap after the toilet. I know the toilet is a private place.	I walk. I stay in the classroom. I keep my hands to myself. I close doors. I keep feet on the floor.	I sit when I eat. I use utensils.	I listen to staff. I wear a hat and sunscreen when asked. I stay in the yard. I wear a helmet when riding. I can run and jump.	I walk. I stay with the group. I close doors.	I make a safe entry into the water. I use equipment staff give me.	I listen to staff. I wait for my teacher before going in. I use equipment on my own.	I stay with the group. I only talk to staff or community workers I know. I use road safety rules. I walk on the footpath.
 RESPECTFUL	I take turns. I wait. I follow school rules. I ask permission to leave or take a break.	I sit quietly on the bus. I listen to the adults and supervisor on the bus.	I wait my turn. I keep the toilet area clean. I close the door. I flush the toilet. I use soap properly.	I listen to staff. I wait my turn. I speak quietly.	I eat only my food.	I take turns. I keep the sand in the sandpit. I share the space, toys and equipment. I follow directions.	I listen to staff. I speak quietly.	I finish when I am asked. I change in the change area.	I share the space. I pack up my mess.	I listen to staff.

APPENDIX D: SHARED BEHAVIOUR EXPECTATIONS

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • <i>preparedness</i> to engage in and take full advantage of the school program • <i>effort</i> to do their very best • <i>self-discipline</i> to ensure a cooperative learning environment and model the school values • <i>team work</i> 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each day • follow up on unexplained & extended absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies

Behaviour	Students are expected to: <ul style="list-style-type: none">• model the schools' core values of being Responsible, Safe & Respectful	Parents/Carers are expected to : <ul style="list-style-type: none">• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations• Communicate with the school regarding their child's circumstances• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child</p> <p>The school will employ SWPBS practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its SWPBS Policy through a shared collegiate understanding, which promotes inclusion, participation and student engagement.</p>
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APPENDIX E: STATEMENT OF VALUES

Yarra Ranges SDS recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful, responsible and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.



AS STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.

- Work with parents to understand the needs of each student adapt the learning environment and improve learning and wellbeing outcomes for all students
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WITH SUPPORT, WE WILL:

- Model positive behaviour to other students.
- Model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.

- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn

Restraint or Seclusion Report

School staff may only use restraint or seclusion on a student when all of the following conditions are met:

- the situation is an emergency and the risk of significant harm to the student and/or others is imminent;
- the restraint is used to prevent the student from inflicting harm on him/herself and/or others;
- there is no reasonable alternative that can be taken to avoid the danger.

The staff member(s) involved in the restraint/seclusion must immediately notify the principal of the incident. Following this a staff member should contact the student's parents and provide them with details of the incident as soon as possible.

All staff who were involved/present at the incident must complete this proforma regarding their involvement or observations of the incident and forward it directly to the principal.

The name of the student involved	
Date, time and location of the incident	
Names of witnesses (staff and other students)	
Activity the student was involved in prior	
The behaviour of concern that necessitated the action	
Any other strategies used or attempted	
An outline of the physical restraint/seclusion used	
The student's response and the outcome	
Any injuries or damage to property	
Actions taken after the incident.	
Parents Contacted	When By Whom

_____ Name Signature: Date

_____ Principal Signature: Date

Emergency Management notified: YES Date and Time: _____

Entered onto Cases 21

APPENDIX G: STAGED RESPONSE CHECKLIST FOR STUDENT BEHAVIOUR ISSUES

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	<ul style="list-style-type: none"> • YRSDS Behaviour Expectations Matrix • School values
Establish whole school positive behaviour programs.	<ul style="list-style-type: none"> • SWPBS • Take Home Token System • SoSAFE!
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	<ul style="list-style-type: none"> • SWPBS team meetings • Data analysis
Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	<ul style="list-style-type: none"> • SWPBS Team Leader to coordinate support • Functional behaviour analysis • Peer observations
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	<ul style="list-style-type: none"> • Safety Plans developed for students with tier two behaviour • Behaviour Support Plans developed and implemented for students with tier one behaviour
Consider if any environmental changes need to be made.	<ul style="list-style-type: none"> • Multi-disciplinary approach with speech pathologist and Occupational therapist
Teach replacement behaviors.	<ul style="list-style-type: none"> • Explicit instruction • Teach and re-teach desired behaviours

Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	<ul style="list-style-type: none">• Engage as needed
Establish a student support group	<ul style="list-style-type: none">• SSG convened as needed by school or parent / carer request
Implement appropriate disciplinary measures that are proportionate to problem behaviours (e.g., going neutral)	<ul style="list-style-type: none">• Follow flow diagrams in the YRSDS SWPBS handbook for agreed responses to identified major behaviours.

APPENDIX H: YRSDS Behaviour Support Flow Chart



Yarra Ranges SDS Behaviour Support Flow Chart

Yarra Ranges
Special Developmental School

