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|  | **Broadmeadows Special Developmental School** |
| **Student Wellbeing and Engagement Policy** |

# Help for non-English speakers

If you need help to understand the information in this policy, please contact Broadmeadows Special Developmental School on 03 9302 1244 or broadmeadows.sds@education.vic.gov.au.

# Purpose

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

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Broadmeadows Special Developmental School 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, where student participation is encouraged and valued, 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 and excursions.

# Contents

1. School profile
2. School values, philosophy and vision
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# Policy

## School profile

Broadmeadows Special Developmental School is a well-equipped DET school providing educational programs for students with intellectual disabilities ranging from moderate to profound. A considerable number of our pupils have other disabilities such as cerebral palsy, autism, hearing and visual impairments. The school caters for students aged from 5 to 18 years. The school is located on two sites: Sorrento Street Broadmeadows is the senior school and Dimboola Road is the Junior school part of the school. Students attending are from a wide geographical and diverse socio-economic background.

The programs provided are designed to meet the individual student’s needs and interests. Each student’s current level of performance is identified and programs are implemented to address their individual learning needs and improve their outcomes. Emphasis is placed on communication, social interactions, play skills and developing the individuals’ ability to manage and self-regulate their own behaviour and emotions. We recognize the importance of teaching skills that promote increased independence and access to the community.

The school has developed a scope and sequence that is based on the Victorian Curriculum.

Individual Learning Plans are developed for each student through discussion with parents, teachers, education support staff and other appropriate professionals at Program Support Group meetings.

To further support the education programs the school provides a range of specialist services including speech pathology, occupational therapy, physiotherapy and access to an educational psychologist. Teaching and therapy staff work closely to ensure that students have consistent and effective learning programs.

## School values, philosophy and vision

**Our School Vision**

Learning Beyond Words

**Our School Values**

Respect, Communication, Engagement, Opportunity, Support

**Our Pedagogical Philosophy**

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| The community of Broadmeadows SDS believes that to succeed in the world, students need to develop the capacity to:* To achieve optimal educational and social outcomes for students with complex learning disabilities, within a caring, safe, harmonious, yet stimulating environment.
* To work in partnership with families to facilitate continuous development and enhancement to the quality of the lives of their children.
* To establish and extend links with local business and the general community to facilitate the inclusion of young people with disabilities

Our Statement of Values and School Philosophy is available at https://www.broadmeadowssds.vic.edu.au/news-policies |

## Wellbeing and engagement strategies

Broadmeadows Special Developmental Schoolhas adapted a school wide approach to supporting behaviour based on the principles of Positive Learning Support and are implemented in line with BSDS Teaching and Learning Protocols.

The Purpose is:

* For students to learn behaviours that maximise their learning and participation in the family, school and wider community.
* For the behaviour support programs to foster the students’ self-esteem and independence.
* To provide educational programs designed to foster and develop appropriate communication, social and regulation skills.
* To provide a positive and consistent approach to support challenging behaviour(s) following the least restrictive practice across all areas of the school community.
* To provide all students with a framework that will focus on understanding the function of the behaviour and specifically teach replacement behaviour using positive and proactive strategies

The principles are:

* Strategies outlined in Tier 1 of the Pyramid are to be implemented across the school in all environments
* Tier 2 strategies may be developed in addition to Tier 1 supports as needed
* For support of Tier 3 behaviour that present a risk of harm to the student or others, a Behaviour Response Plan (BRP) is developed in addition to Tier 1 and 2 supports. The BRP will guide the actions of staff to respond consistently, to reduce the distress of the individual and to keep everybody safe

## Primary Prevention/Tier One:

Primary prevention is significant as it moves the structural framework of each educational unit from reactive approaches to proactive systems. This effort cohesively unites all the staff at BSDS in using: common language, common practices, consistent application of positive reinforcement and developmentally appropriate strategies.

Tier 1 of the PBS pyramid consists of general school expectations and protocols, routine, physical arrangements and supports that are developed and taught by school staff to encourage appropriate behaviour. Within all classrooms we expect our staff to have a range of Tier 1 supports in play within all teaching environments and with all students. Tier 1 focuses on universal behaviour strategies for all students in all settings.

Engagement strategies include:

* Consistent Approach
* Movement breaks
* Environmental structures
* Clear expectations
* Structure and predictable routines
* Individual communication systems
* Reinforcement of appropriate behaviours
* BSDS Teaching and Learning Pedagogy
* Redirection & prompting
* Co-regulation Strategies
* Modelling
* Developing programs that are engaging and at student’s developmental level that incorporate their interests
* Embedded use of support strategies (visuals, scheduling, processing time, first/then, timers, one more minute, finish box, choices built in)
* Whole class reward systems
* School and classroom rules explicitly taught and reinforced throughout the day

## Secondary Prevention/Tier Two:

Secondary Prevention is designed to provide targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions within Secondary Prevention are more intensive and aim to teach replacement behaviours specifically and explicitly.

## Tertiary Prevention/ Tier Three:

Tertiary Prevention is designed to focus on the needs of individuals who repeatedly exhibited patterns of problematic behaviour. Students presenting behaviours within this tier are those with complex and chronic needs for whom both primary and secondary interventions have been insufficient to facilitate success. Tier three strategies are implemented in a collaborative, multidisciplinary approach with Leadership Co-ordination.

## Identifying students in need of support

Broadmeadows Special Developmental School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Broadmeadows Special Developmental School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

* personal, health and learning information gathered upon enrolment and while the student is enrolled
* attendance records
* observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
* attendance, detention and suspension data
* engagement with families

## 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, racism, discrimination or intimidation
* express their ideas, feelings and concerns.

Families 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. Further information about raising a complaint or concern is available in our Complaints Policy.

## Student behavioural expectations and management

Behavioural expectations of students are grounded in our school’s Statement of Values and Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Broadmeadows Special Developmental School will institute a staged response, consistent with the Department’s policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student’s behaviour are identified and addressed.

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

* <https://www2.education.vic.gov.au/pal/suspensions/policy>
* <https://www2.education.vic.gov.au/pal/expulsions/policy>
* <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Broadmeadows Special Developmental School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## Engaging with families

Broadmeadows Special Developmental School 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.

We work hard to create successful partnerships with parents and carers by:

* ensuring that all parents have access to our school policies and procedures, available on our school website
* maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
* providing parent volunteer opportunities so that families can contribute to school activities
* involving families in school decision making
* coordinating resources and services from the community for families
* including families in Student Support Groups, and developing individual plans for students.

## Evaluation

Broadmeadows Special Developmental School 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:

* incidents data
* school reports
* parent survey
* case management
* CASES21, including attendance and absence data
* SOCS

Broadmeadows Special Developmental School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

# COMMUNICATION

This policy will be communicated to our school community in the following ways:

* Available publicly on our school’s website
* Included in staff induction processes
* Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:

* [Suspension process](https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process)
* [Expulsions - Decision](https://www2.education.vic.gov.au/pal/expulsions/guidance/decision)

# Further information and resources

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

* [Attendance](https://www2.education.vic.gov.au/pal/attendance/policy)
* [Student Engagement](https://www2.education.vic.gov.au/pal/student-engagement/policy)
* [Child Safe Standards](https://www2.education.vic.gov.au/pal/child-safe-standards/policy)
* [Supporting Students in Out-of-Home Care](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy)
* [Students with Disability](https://www2.education.vic.gov.au/pal/students-disability/policy)
* [LGBTIQ Student Support](https://www2.education.vic.gov.au/pal/lgbtiq-student-support/policy)
* [Behaviour - Students](https://www2.education.vic.gov.au/pal/behaviour-students/policy)
* [Suspensions](https://www2.education.vic.gov.au/pal/suspensions/policy)
* [Expulsions](https://www2.education.vic.gov.au/pal/expulsions/policy)
* [Restraint and Seclusion](https://www2.education.vic.gov.au/pal/restraint-seclusion/policy)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

* Child Safety and Wellbeing Policy
* Bullying Prevention Policy
* Inclusion and Diversity Policy
* Statement of Values and School Philosophy

# Policy REVIEW and Approval

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| Policy last reviewed | December 2022 |
| Consultation | School Council 12/12/2022 |
| Approved by | Principal  |
| Next scheduled review date | December 2024 |