



Student Welfare and Student Engagement Policy and Procedure

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 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.

Sale & District Specialist 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 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
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

Sale & District Specialist School is a new, purpose built school with attractive secure grounds, well equipped teaching and learning spaces, state of the art facilities and a staff team committed to ensuring each student has the opportunity to succeed in all areas of their school life. The new school opened at the start of the 2018 school year, consolidating three campuses onto one site.

The school is a specialist school with teachers and ancillary staff catering for the needs of students with an intellectual disability and many additional needs. Students are aged from 4 years 8 months to 18 years. Students may be enrolled fulltime or on a dual enrolment basis with a mainstream school. Students travel from within the Wellington Shire and there is some access to transport provided by the Department of Education & Training.

Dedicated teachers provide excellent learning opportunities for all students through quality programs based on outstanding teaching and learning practices. The school follows the Victorian Curriculum making full use of ABLEs resources and the Towards Foundation Curriculum, we also offer VCAL - Foundation Certificate.

Individual Learning Plans are developed in consultation with parents/ carers and allied health professionals. Plans are designed and implemented to meet the needs of and challenge individual students while building on their abilities. Programs are developed in conjunction with the allied health staff and are implemented by all staff across the school. Communication programs aim to further develop the functional communication, language and literacy skills of all students. Assisted, Augmentative Communication techniques and tools are utilised to give non-verbal students the opportunity to make choices, make their wants and needs known and communicate with others.

The school has an open door policy and welcomes parents and volunteers into the classrooms and values their assistance in a variety of school based and community programs. With a committed staff, small class groupings and a network of enthusiastic volunteers we are able to offer students a wide variety of enrichment programs.

School values, philosophy and vision

Sale & District Specialist School believes that every child, irrespective of their disability, can and will learn in an environment of dignity and respect **(See Appendix A Rights & Responsibilities)** It is the role of the school and its community to build on a child's strengths and talents to ensure that each child reaches their full potential. The school aims to develop students who are able to contribute to, and participate in all aspects of community life in a positive way. Students will develop a wide range of skills to enable them to live enviable lives as independently as possible.

The schools mission is to create reflective and independent learners for life through a learning community that provides a challenging and secure environment responsive to individual learning needs. We believe that effective learning occurs when outstanding and innovative teachers provide a variety of tasks that actively engage students who are encouraged to take responsibility for their own learning. The expectation is that students will be successful and enthusiastic learners capable of building positive relationships.

Sale & District Specialist School is inclusive, valuing the diversity of community members. All members share responsibility for the development of an inspired, educational community of independent citizens. There are connections including service to and support from the wider community.

Sale & District Specialist School Community values respect, acceptance, teamwork, commitment, support, communication and integrity -

- **Respect** for one another's achievements, views, dignity, privacy and property
- **Accepting** that everyone is different having their own special and unique qualities but also that everyone should be treated as an equal

- **Commitment** towards **working together** as a team to achieve the best possible outcomes in a safe and stimulating learning environment
- **Support** of students, staff, families and each other in good times and bad
- **Integrity** of the individual in striving for realistic goals
- **Build trust** between the school , families and the wider community through **open and honest communication**

Learning will be maximised within a safe environment, where students feel both motivated and empowered as they strive to be the best they can be. Environmental awareness will be promoted across the school community, fostering respect for personal and communal property and our environment.

Lifelong learning will be fostered for all members of the school community. It will be both collaborative and independent, following individual pathways to the future. Diverse learning styles, interests and abilities will be catered for through flexible teaching styles. Learning will be through participation in engaging, meaningful curriculum incorporating both broad curriculum and relevant life skills. It will promote creative thinking and problem solving and participation.

Technology plays an important role in accessing the curriculum for students with additional learning needs. Augmentative communication devices, switches individually tailored and mainstream computer programs provide support for student learning.

Pedagogical principles identified to support achievement of our vision are:

- The child is at the center of all learning
- High expectations are held for and by the learning community and all members within it.
- Engagement will be facilitated through promoting thinking, active inquiry and relevant learning.
- Diverse learning styles will be catered for and supported through use of a wide range of teaching strategies and learning technologies
- Relationships are the key foundation to developing effective engagement with all members of the community. Interpersonal relationships and collaboration will be fostered within the school community.

The school philosophy will be enacted through:

- Community consultation, newsletters and forums
- Staff professional development and induction processes
- Ongoing curriculum development
- Parent and family support structures

Engagement strategies

“Student engagement and school connectedness underpin effective student learning. Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural engagement refers to students' participation in education including the academic, social, and extracurricular activities of the school. Emotional engagement encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school. Cognitive engagement relates to students' investment in learning and their intrinsic motivation and self-regulation". DET Effective Schools are Engaging Schools-Student Engagement Policy Guidelines, p7)

Sale & District Specialist School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included in **Appendix B, C and D below:**

Universal -

- High and consistent expectations of all staff, students and parents and carers
- Positive programming as the framework for curriculum provision.
- Staff being trained in the use of restorative practices
- The building of strong relationships, both pastorally and within programs in the student population and between students and staff.
- Staff modelling the values of respect, trust, tolerance, fun, commitment, flexibility, teamwork, responsibility and resilience.
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, and school management data
- Teachers at Sale & District Specialist school adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs to support students moving into different stages of their schooling
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents via diaries or school bulletins
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- The active acknowledgement of students who are displaying positive behaviours, e.g. - rewards and certificates, publishing of students successes in the school newsletter, newspaper articles, Aussie of the Term, published Yearbook, Anger Management Programs, etc.
- Public acknowledgement of student successes and achievements at the annual 'Graduation Evening' and 'Christmas Concert'.
- The running of whole school theme days and fun days that build cross-age friendships and relationships and also give students the opportunity to take on extra responsibilities, e.g. -

running whole school weekly assemblies, Athletics Day, Movie Day, Footy Colours Day, Soup Kitchen Day, Walktober Day, Invitations to community groups and organisations (e.g. - sporting clubs, art groups, etc.) who come into the school and work with the students to foster acceptance, self-esteem and inclusion.

- The organisation of interschool activities, e.g. - Friendship Soccer Games, Special Schools' Cricket Carnival, Sailing Regatta and MusicFest.
- Incursions to enhance students' cultural experiences and foster an attitude of enquiry, e.g. - artists, performers, science show, circus, Pets in Schools and other school visits.
- The encouragement and promotion of opportunities for students to "have a voice", e.g. - School Captains, S.R.C, class meetings, circle time, etc.
- Buddy programs, peers support programs
- The implementation of social skills programs such as Zones of Regulation / Stop Think Do, which focus on self-regulation.

Targeted

- Attending to the welfare issues of students and their families through the Student Wellbeing Officer and School Chaplin.
- All students aged 16 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Connect all Koorie students with a Koorie Engagement Support Officer
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- The teaching of specific skills to build students' self-esteem and sense of worth within the school community and beyond through programs which includes - social skills, communication skills, independent living skills, independent travel, personal development, Health and Human Relations, emotional awareness and Anger Management programs (i.e. - Revved Up), community access, functional math's and literacy, healthy eating practices, personal safety, etc.
- Develop students' leadership skills through the provision of leadership opportunities for all students across the school; i.e. - School Captains, Vice Captain & SRC Representatives

Individual

- Each child will have an Individual Learning Plan (ILP) which has been devised by the class teacher and parent/carer. The ILP takes into account all areas of the Victorian curriculum and all goals are personally relevant, appropriately challenging, achievable and measurable. ILP's are used by teachers as a working document, reviewed and updated as goals are achieved
- Structures and practices which involve families and support the development of a comprehensive understanding of the individual student, e.g. - regular SSG (Student Support Group) meetings with parents and relevant agencies, medical and specialist reports, creation

and regular updating of student profiles, frequent communication with parents and carers through communication books, chat books, phone calls and meetings, as needed.

- Sensory/Physiotherapy Programs
- Manual Handling Programs
- 1:1 hydrotherapy/swimming lessons
- referral to ChildFirst, Headspace
- Scheduled individual School Chaplin sessions.
- Implementation of Behaviour support plans
- Referral to Student Welfare Coordinator and Student Support Services

Sale & District Specialist School implements a range of strategies that support and promote individual engagement. These can include:

- A team approach employed by all staff. This includes teachers, Education Support staff, Speech Therapist, Occupational Therapist, Principal, and Assistant Principal and external agencies.
- An innovative curriculum which responds directly to the individual needs of students. This curriculum is age-appropriate, relevant, and functional and life-skills based, delivered within a wide range of learning programs and environments.
- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with student and their parent/carer to talk about how best to help the student engage with school
- Considering if any environmental changes need to be made, for example changing the classroom set up
- Flexibility in responding to students' immediate needs and issues.
- The ongoing training of staff in best teaching practice.
- Ongoing professional development for staff in understanding disability and strategies which are effective with our students.
- Ongoing professional discussion and sharing of information at staff meetings, professional learning team meetings, morning meetings, curriculum meetings and on an informal basis.
- Ongoing professional development for teachers in purposeful teaching and assessment, leading to improved educational outcomes for students.
- Staff undertaking classroom visits to observe good teaching practice within the school, peer feedback, team teaching, mentoring and coaching.
- Supporting teachers to be trained in Special Education.
- Extra ES staff for individual students and targeted programs as needed.
- Referring the student to:
 - School-based wellbeing supports
 - Student Support Services

- Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

2. Identifying students in need of support

Sale & District Specialist School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Sale & District Specialist 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

3. Student rights and responsibilities (See Appendix A)

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:

- a safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning.
- high level of pastoral care by teachers and ES staff.
- 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 have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.


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.

4. Student behavioural expectations – See Behaviour Management Policy and Procedure

Behavioural expectations of students, staff and families are grounded in our school’s Statement of Values and our students in particular have a code of conduct which they are encouraged to follow. **(See chart below and Appendix E)**

Sale & District Specialist School

Code of Expected Behaviours

	 Always	 Playground	 Out of school	 On the bus
 Show respect	 Listen to staff	 Share	 Use good manners	 Listen to the bus driver and chaperone
 Speak politely	 Be kind			
 Be responsible	 Be your best	 Use equipment properly	 Speak quietly	 Speak quietly
 Ask for help				
 Act safely	 Watch out for others	 Tell staff if you are worried	 Stay with the group	 Stay seated
				 Wear your seatbelt

Sale & District Specialist School has high expectations of student’s behaviour and follows a school-wide student management process based on School Wide Positive Behaviour Support (SWPBS). The approach emphasises the importance of building strong relationships between staff and students, provides students with choice, aims to allow teachers to teach and students to learn, involves parents/carers, promotes self-discipline and focuses on creating a positive, supportive learning environment.

The basic tenets of the approach are:

- The student code of conduct is developed through a process of wide community consultation, which outlines amongst other things, agreed behavioural development and management strategies.
- The code of conduct will place significant emphasis on the development and recognition of positive behaviours.

- All students will develop individual learning plans that include behavioural goals.
- Whole school rules will be negotiated with students.
- A wide range of positive activities will be provided for students including sporting, leadership, community service and appropriate leisure pursuits.
- Positive student behaviour will be appropriately recognised.
- An up-to-date database of student behaviour will be maintained.
- All staff will undertake professional development on student behaviour and discipline management.
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, cyber-bullying, conflict resolution and leadership.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour may include counselling, loss of privileges or suspension.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

School Actions and Consequences – See Behaviour Management Policy & Procedure

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing clear processes for student management and student attendance
- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- providing pro-active programs to promote student engagement, positive behaviours and regular attendance.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by students, parents and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program
- communicating with the parents/carers
- specific monitoring of student behaviour and attendance through determining whether a behaviour is major or minor / SWIS reporting (**See Appendix B**)
- providing pro-active programs

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the Principal, Student Wellbeing Coordinator and Managed Individual Pathways coordinator
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans (**See Appendix C Behaviour Management C**)
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

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.

5. Engaging with families

Sale & District Specialist 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:

- Inviting all parents/carers/supporting agencies to Student Support Groups meetings in which individual learning plans are created and reports are discussed.
- 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
- Inviting parents and families to take part in events at school e.g., welcome bbq, sporting events, book week and Aussie of the Term/ special assemblies
- Involving families in school decision making
- coordinating resources and services from the community for families
- Provision of regular school newsletter

6. Evaluation

Sale & District Specialist 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:

- student survey data
- incidents data
- school reports
- parent survey

- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Behaviour Management Policy and Procedure

School Wide Positive Behaviour Support

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx>

<https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/wholeschoolengage.aspx>

Charter of Human rights

http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubLawToday.nsf/e84a08860d8fa942ca25761700261a63/7379cff5e33da38dca257d0700051af8!OpenDocument&Highlight=0,Act

REVIEW CYCLE

October 2018

This policy to be ratified by School Council in....

Principal_____

OUR COMMITMENT TO CHILD SAFETY - Sale & District Specialist School (S&DSS) is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. S&DSS has zero tolerance for child abuse.

S&DSS is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, children with disabilities and vulnerable children. S&DSS is a safe and inclusive school for all people including LGBTI people.

Every person involved in S&DSS has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

APPENDIX A

Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992* (in conjunction with DET Disability Standards for Education 2005)
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

The following school policies, protocols and guidelines are in place or will be developed to allow the school to implement effective practices within the school community:

Acceptable Use of IT/Internet Policy	Occupational Health and Safety Policy
Asthma	OH&S Issue Resolution Flow chart
Asset Management Policy	Offensive Materials
Camping Policy	Parent Payment Policy
Casual Relief Teacher Policy	Prevention of Bullying (DET)
Community Access Procedure	Professional Development ES Staff
Complaints Protocol	Professional Development Teaching Staff
Confidentiality Protocol	Promote a Safe and Secure Environment
Electrical Safety Procedure	Record Keeping Policy
Emergency Plan	School Privacy Policy
Employment Guidelines (DET)	Sexual Harassment
Excursion Policy	Smoke Free Schools Policy (DET Reference Guide)
Equal Opportunity Policy	Staff Leave Policy
Hazardous Substances	Student Attendance Policy
Head Lice Program Policy	Student Code of Practice (Cyber bullying)
Induction Program	Student Engagement & Welfare Policy
Investment Policy	Sunsmart Protocol
Leave Policy	Transition Processes
Mandatory Reporting (DET-Reference Guide- Student Care and Supervision. "Protecting Children")	Transport Code of Conduct for Students
Medication Policy	Volunteers & Visitors Protocol
Mobile Phone Policy	Vision, Mission and Values

Student Support Group (SSG)

Annual permission form (travel, photograph)
Goal Planning Form
Goal SSG profile
Model of management of behaviour
Medication information form
Managing Individual Pathways (MIPS)
Student information form
Transition to school protocols (Gipps DET)

Sale & District Specialist School endorses the rights and responsibilities of every student, parent, staff member, volunteer and members of the community to promote positive, non-discriminatory relationships.

It is our belief that teachers, parents and students must be able to work safely and harmoniously, encouraging age appropriate social behaviour. It is necessary therefore, that each person should treat others with respect, courtesy and consideration, and that all members of the school community should work towards establishing the following “rights” and promote the school values.

The school values and promotes the principles of School-wide Positive Behaviour Support. A ‘right’ is something which belongs to all members of the school community and cannot be taken away.

Right 1: We all have a right to work and play in a safe and happy environment. Members of our school community will seek to keep themselves physically and emotionally safe; act in a manner that values the safety of others; actively respond to safety concerns they see within the school community; support others within the community to maintain their own safety.

Right 2: We all have the right to be treated courteously by others and to show consideration for others. Members of our school community will use good manners; use language appropriate to the school environment; show consideration for and recognition of other peoples’ feelings; talk and walk quietly; learn to work and share with others; display good sportsmanship.

Right 3: We all have a right to have our property respected by others. Members of our school community will look after their own and respect others equipment; not touch other people’s belongings without asking; return school equipment to its storage point; keep school grounds and classrooms tidy; care for school furniture and equipment.

Right 4: We all have the right to be informed of the school’s Code of Conduct. Members of our school community will be informed of policy. Observance of rules, rights and responsibilities will be part of the school’s daily routine, and consequences of inappropriate behaviour will be explained. Explanations and teaching of appropriate behaviours will be a focus when a misdemeanour occurs.

Tertiary Prevention: Specialised Individualised Systems for Students Whose Behaviour Places Them at High-Risk of Disconnecting From School

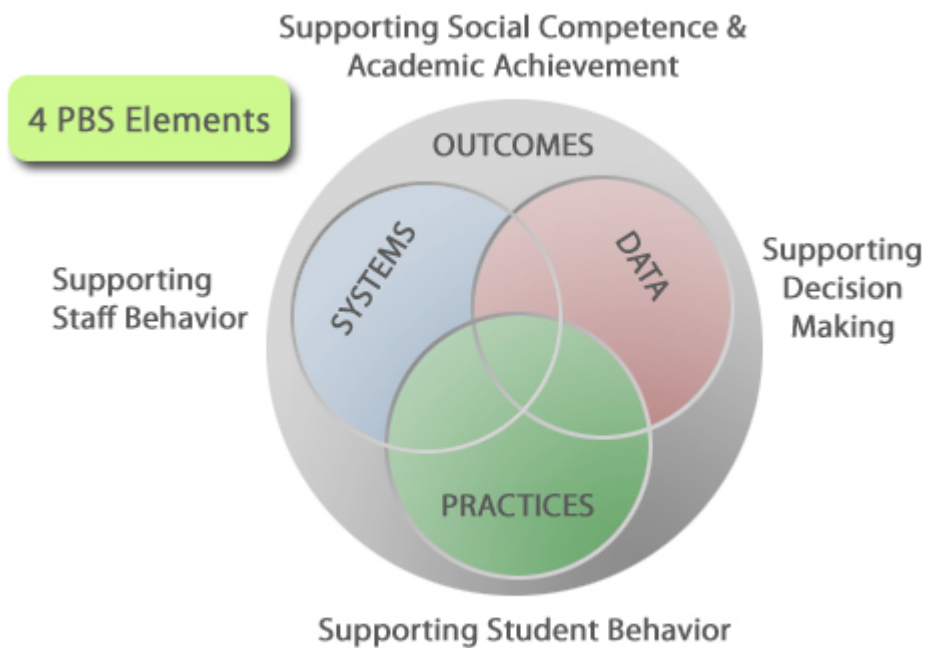
Secondary Prevention: Specialised Group Systems for Students Whose Behaviour Places Them At-Risk of Disconnecting From School

Primary Prevention: School-Classroom – Wide Systems for All Students, Staff, & Settings

FBA, deep pressure program, relaxation program, bell curve management plan, bist team.

Tool box, timers, Alert, guided relaxation, working towards contract, recognising/responding to whispers, first/then, CICO, Social stories, Stop, think, Do, focus groups, alert, behaviour support plans and zones of regulations

Stop think Do, Zones of regulations, Tool box, Guided relaxation, Raffle tickets, , coffee cards, post cards, sensory boxes (motivators) verbal praise, Aussie of the term, classroom awards, first /then, social stories, Displays of student work, modelling, scaffolding, & role play



- **Outcomes:** academic and behaviour targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- **Practices:** interventions and strategies that are evidence based. (How will you reach the goals?)
- **Data:** information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Appendix E

Code of Conduct: Student

Students Code of Conduct

Sale & District Specialist School respects the rights of the individual; all students have the right to feel safe, be treated with respect and to be given every opportunity to work and play.

To achieve this, Sale & District Specialist School will implement a Student Engagement & student welfare policy and Behaviour Management Policy based on the following philosophy:-

We aim to develop co-operative attitudes and respect for the person and property of others. This is part of the overall educational objective of self-discipline, which permits the maximum freedom of action for all.

The school community believes it is our role to create a caring, accepting and stimulating environment, where students will develop maximum quality of life and learn to integrate into the community.

Our school community values:-

- ❖ The individual dignity and worth of self and others
- ❖ Happiness
- ❖ Independence and confidence
- ❖ Security and trust
- ❖ Honesty

General aims of our 'Student Code of Conduct':-

- ❖ To develop co-operative attitudes.
- ❖ To encourage respect for the person and property of others.
- ❖ To develop self-discipline.
- ❖ To provide positive support for students and parents/caregivers.
- ❖ To develop a positive self-image.

Sale & District Specialist School utilises the following strategies:-

- ❖ Positive reinforcement.
- ❖ Provision of structure and routine to learning and play activities.
- ❖ United and consistent approach, close collaboration with parents.
- ❖ Case studies.
- ❖ Behavioural management plans.
- ❖ Individual Program Plans
- ❖ Active participation of students and staff.
- ❖ Co-operative learning activities that promote self-worth, image and success.
- ❖ Consistent and fair approach for dealing with inappropriate behaviour.