

KING CEASOR UNIVERSITY



Student Welfare and Engagement Policy

Definition

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

Behavioral 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”.

Rationale

King Ceasor University believes that all students can and will learn, and grow in self-esteem, through fostering a climate of care, dignity and respect, using consistent behavior management strategies, deliberate positive reinforcement, and recognition of achievements. Parents and careers are an integral part of our community, and are made to feel welcome with by an ‘open door’ policy.

King Ceasor University offers a comprehensive curriculum within the framework of the Ugandan Essential Learning Standards. The curriculum is designed to equip students with skills in preparation for life beyond school. The social, physical and academic development of the student is paramount.

The development and maximum potential of each student is the over-riding focus of the medical school. The curriculum is delivered in a supportive, caring and safe environment.

A Student Support Group is established for each student, and emphasize the shared responsibility of school and home in establishing and developing the student’s skills and learning. The group has the opportunity to consult in semester 1 and 2 to review the student’s progress and programs and receive a progress report in year 2 and 3. Regular communication is maintained through use of the communication book and telephones as required and SSG meetings can be called whenever deemed necessary.

Purpose

In order to be consistent with the 'Effective Schools are Engaging Schools' policy guidelines (in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behavior), King Ceasor University is committed to:

- enhancing student learning by providing a climate of care, dignity and respect, using consistent behavior management strategies, deliberate positive reinforcement, and recognition of achievement. This includes the elimination of bullying, cyber-bullying, harassment and discrimination.
- engaging in a school-wide positive behavior supports program.
- providing a curriculum that is designed to equip students with skills in preparation for life beyond school.
- providing programs that offer experiential learning through real-life experiences.
- recognizing that the student population has individual differences and rates of learning.
- ensuring that Individual Learning Plan Goals are written in consultation with parents, careers, paramedical staff and teacher assistants.
- offering opportunities for inclusion within the local community.
- making the development and maximum potential of each student the over-riding focus of school programs.
- offering individualized transition programs to, within and beyond school.
- ensuring the curriculum is delivered in a supportive, caring and safe environment.
- living by the school 'expectations' of respect, being safe, persistence, responsibility.
- providing support for individual students in a situation where the student begins to disengage from their learning, or where attendance is not consistent, or when positive behaviors are not demonstrated.

Section 1: School profile

The school offers an integrated curriculum that combines classroom-based learning with a variety of on-site and off-site activities including:

- Art
- Swimming
- Community engagement
- Basketball
- Soccer

Off-site activities take place within the local community where possible.

Responsibility for the establishment and development of the student's skills and learning is shared by school and home through the Student Support Group. The group has the opportunity to consult four times a year to review the student's progress and programs and devise new goals.

A whole-school approach to Drug Education, relevant to our school population, is implemented throughout the school.

King Ceasor University embraces **school-wide positive behavioral support**, which aims to improve the quality of life of individuals. Behaviour is seen as a physiological response that has social meaning. A fundamental goal of this approach is to build environments in which positive behaviour is more effective than problem behaviour in enabling the student to get their needs met. This approach seeks to answer socially important questions through the study of behaviour in applied or 'real' settings, such as school, home, and the community.

A whole-school approach to **restorative practices** provides a means of addressing social skills and student engagement. The school functions best in an atmosphere of safety, trust and connectedness. Misconduct is viewed as a violation of people and relationships, and these violations create obligations and liabilities. Problem-solving focuses on healing and making things right. These practices, ranging from proactive to reactive, involve the development and enhancement of relationships in the school, where conflict resolution and other problem-solving skills are taught as part of a classroom management style that is participatory and democratic, and focuses on problem solving. Positive relationships ensure that each person in the school community has a right to equal dignity, concern and respect.

Parents (and students, when appropriate) are equal partners with the school in determining the specific learning needs and subsequent goals for the student. Student programs are not compromised by financial hardship.

King Ceasor University encourages use of the school as a resource for other schools and the wider community.

Regular student placements include special education teachers, medical students, speech pathology students and work experience students, and others, developing their awareness and understanding of students with a disability.

Section 2: Whole School Prevention

At King Ceasor University the school culture is based on a belief that all students can and will learn and grow in self-esteem. This is approached by fostering a climate of care, dignity and respect, using consistent behaviour management strategies, deliberate positive reinforcement, and recognition of achievement.

To support the school culture, the teaching team is actively engaged in developing classroom practice which ensures that the pedagogy and curriculum engages each student. Effective teaching, an inclusive and engaging curriculum, and respectful relationships between staff and students are promoted. An innovative approach to pedagogy is promoted to accommodate the specific individual needs of each student, and taking into account their abilities and interests

Every opportunity is taken to ensure that students are fully engaged in their learning. Student Support Groups provide an opportunity for the family, therapists, teachers (and students, when appropriate) to work together to review and undertake forward planning for student development. A multi-disciplinary approach enables students to learn in the environment that best suits their learning style. Positive social behaviours are promoted through an emphasis on expressive and receptive communication, and enhanced with community programs whenever possible. Ongoing professional learning and development enables all staff – admin, support, therapy and teaching to be up to date with the latest research and practical approaches.

Programs and strategies being implemented to promote student engagement, high attendance and positive behaviors.

Positive Behaviours are promoted and supported through:

- Staff modelling the values of respect, trust, tolerance, fun, commitment, flexibility, teamwork, responsibility and resilience.
- Positive programming as the framework for curriculum provision.
- The building of strong relationships, both pastorally and within programs, within the student population and between students and staff.

- All staff being trained in the use of restorative practices.
- Involvement of students in the local community through programs such as Work Experience, Advance, Volunteer programs and community aid projects.
- Staff having high expectations of students.
- The teaching of specific skills to build student's self-esteem and sense of worth within the school community and beyond, e.g. social skills, communication skills, independent living skills, independent travel, personal development, emotional awareness and management, community access and literacy, healthy practices, personal safety, etc.
- The active acknowledgement of students who are displaying positive behaviours, e.g. Student of the Week, rewards and certificates, publishing of students' successes in the school newsletter, newspaper articles.
- Public acknowledgement of student successes and achievements at our annual Presentation Night.
- The provision of school camps and excursions program with a focus on building positive relationships and providing students with varied and rewarding experiences. This program gives students the chance to take on personal challenges in a safe and supportive environment.
- 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 organizations (e.g. sporting clubs, art groups and Reach Foundation) who come into the school and work with the students to foster acceptance, self-esteem and inclusion.
- The organization of interschool activities, e.g. Friendship Soccer Games, Soccer Tournaments and cross country competitions.
- Incursions to enhance students' cultural experiences and foster an attitude of enquiry, e.g. artists, performers and science show.
- The encouragement and promotion of opportunities for students to "have a voice", e.g. school captains, section captains, class meetings, circle time, pastoral meetings, restorative conferences.
- Scheduled Student Wellbeing meetings.

Student Engagement is promoted and supported through:

- Staff continually work towards a shared vision and goals. Staff accept that they are accountable to the wider

- The team approach employed by all staff. This includes teachers, speech pathology, occupational therapy, welfare team, principal, chaplain, ESO support and external agencies.
- Structures and practices which involve families and support the development of a comprehensive understanding of the individual student, e.g. regular PSG meetings with parents and relevant agencies, medical reports, specialist reports, creation and regular updating of student profiles, frequent communication with parents and careers through communication books, chat books, phone calls and meetings, as needed.
- An innovative curriculum which responds directly to the individual needs of students. This curriculum is age appropriate, relevant, functional and life-skills based, delivered within a wide range of learning programs.
- Provision of Behaviour agreements to assist students to monitor their behaviour.
- The writing of an Individual Learning Plan (ILP) for each student. 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.
- The provision of a structured transition program for students enrolling at Baringa and for existing students as they move through the school and includes transition to pathways and careers support programs.
- Attending to the welfare issues of students and their families.
- Inviting parents and families to take part in events at school, eg Fun Day, meet the Staff BBQ, and sporting and social events
- The application of Calmer Classrooms practices.
- Inclusion of high-interest and fun activities in the weekly electives program.
- Opportunities for students to negotiate with staff about learning needs, activities, goals and assessment.
- Flexibility in responding to student's immediate needs and issues.
- The ongoing training of staff in best teaching practices.
- Ongoing professional development for staff in understanding disability, trauma and generational poverty. Ongoing professional development in understanding strategies which are effective with our students.
- Ongoing professional discussion and sharing of information at Staff meetings, unit meetings, daily morning meetings, curriculum meetings, SWELL 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.
- Teachers trained in Special Education.
- Extra ESO support for individual students and targeted programs as needed.

Section 3: 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 emphasis's 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.

Medication information form

Annual permission form (travel, photograph)

Student information form

Futures For Young Adults

King Ceasor University 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.

Section 4: Shared Expectations

King Ceasor University promotes shared expectations to ensure that the learning, safety and rights of all people within our school community are respected. The expectations address what are accepted and appropriate behaviours for our school community. They are intended to support the individual students, families and staff, and acknowledge the diversity of backgrounds, communities and experiences that we have within our school community.

Staff Engagement

The school leadership team will:

- Uphold the right of every child to receive an education up to the compulsory age of schooling.

- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities inclusive and responsive to student needs.
- Ensure best practice by supporting and promoting professional and personal development opportunities for staff.

The school staff will:

- Develop flexible pedagogical styles to engage different learners.
- Deliver curriculum and assessment that challenges and extends students' learning.
- Develop positive relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student voice, where practicable, developing a positive school culture.
- Engage in regular professional and personal development activities.

Attendance

In compliance with procedures, school staff will:

- Promote regular attendance with all members of the school community.
- Monitor and follow up on absences.

Behaviour

The school leadership team will:

- Monitor the welfare and progress of students and the effectiveness of implemented strategies.
- Provide professional development and training for staff, parents and careers in areas where a need is identified, such as promoting positive behaviour, managing inappropriate behaviour, medication, diet.
- Provide structures and processes to assist and support staff in the support of students. This includes individualized programming, processes for getting additional support, de-briefing following a serious incident, and clear dissemination of information.

- Provide access to support staff including physiotherapy, occupational therapy, speech pathology and psychology for students, staff and families.
- Ensure positive and cooperative relationships with the Department of Human Services, pediatricians, respite facilities and other support agencies to link students and families with appropriate services.

The staff will:

- Use school-wide positive behaviour practices as a basis for negotiating class-based shared expectations with students where practicable.
- Teach students social competencies through curriculum content and pedagogical approaches.
- Employ behaviour management strategies that reflect the behaviours expected from students, such as modelling, redirection, tactical ignoring, re-arrangement of environment, prompting.
- Teach alternative positive behaviours and encourage coping and self-control strategies.
- Utilize person-centered plans.
- Adopt a positive approach to behaviour management that aims to build on student strengths.
- Frequently acknowledge and reinforce positive behaviours.
- Develop socially acceptable and/or augmentative forms of communicating with an aim to improve student behaviour.
- Develop individualized behaviour management plans based on a thorough knowledge of each

student.

- Build a collegiate atmosphere where staff can share strategies and support each other to reflect on their own behaviour management approach.
- Regularly monitor assess and review individual learning goals.
- Adopt a team approach to student welfare whereby staff, parents and support agencies work together to achieve shared goals utilising Student Support Group and meeting processes.
- Maintain close and frequent home-school liaison through communication books, email or telephone.

- Develop and extend professional practice by keeping informed and utilising best practice behaviour management techniques.
- Implement student medical plans.

Student Engagement

All students will:

- Actively engage in learning programs.
- Participate in the school's educational programs.
- Learn and employ socially appropriate behaviours.
- Demonstrate respect for themselves, peers, staff, families and community members.
- Respect the rights of others, including behavioural, cognitive and emotional engagement.

Attendance

All students are expected to attend school every school day throughout the school year. If students cannot attend, their parents/carer must provide a written explanation to the school. It is acknowledged that many students have complex medical and /or emotional needs and may require extended periods of absence from school.

Behaviour

All students are expected to:

- Support each other's learning by behaving in a way that is curious and respectful.
- Be considerate and supportive of others.
- Demonstrate behaviour and attitudes that support the well-being and learning for all and contribute to a positive environment that is safe, inclusive and happy.

Parents/Carers Engagement

Parents/carers are expected to:

- Support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity.

- Assist the school to provide student-centred responses by providing all relevant information to the school.
- Actively participate in supporting their child's learning by building a positive relationship with the school.
- Work with the school by attending the Student Support Group meetings and responding to communications in a timely manner.
- Remain open to discussing, learning, and implementing behaviour management practices.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct and kept up-to-date, that their children attend school regularly, and that they advise the school as soon as possible when a child is absent from school.

Behaviour

Parents/carers should understand and support the school's expectations and provide a consistent approach that supports their child's learning and engagement, both in and out of school.

Section 5: School Actions

Attendance

Absences often mean students miss important stages in the development of their learning, resulting in difficulties with learning, maintaining, and extending skills. The following are ways in which we promote school attendance:

- Support and promote the philosophy, 'Every Day Counts', while acknowledging that medical and/or emotional needs may impact on a student's ability to attend school.
- Record all student absences. Aggregated records on to the database and communicated to.
- Provide regular clear written/verbal statements to parents/carers/students about school and community attendance expectations.
- Monitor student attendance through the evaluation of the student absence reports on. If parents/careers have not provided an explanation/satisfactory explanation within three days of the initial absence, contact will be made by the classroom teacher or nominated representative.

- Initiate contact with parents of students with high levels of absence, with the view to developing and implementing strategies to minimize disruption to the student's education.
- Organise a formal attendance conference in cases where a student's attendance is unexplained, or there is a lack of cooperation regarding student attendance. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
- Retain and store all records of communication relating to attendance at the school for a minimum period of 12 months.

Behavioural Consequences

Consequences for behavioural actions are individualised and appropriate to the student and the situation. Individual person-centred plans guide staff in developing appropriate responses to unexpected emotional and behavioural events. Corporal punishment is not permitted.

Detention

King Ceasor University uses a School-wide Positive Behaviour approach to monitor and improve student behaviour, and therefore does not use detention practices. Students may be withdrawn from programs in response to unexpected emotional and behavioural events.

Student Support Group

The focus of the Student Support Group is on educational planning and monitoring of a student's progress. This planning process will enable schools to facilitate optimum learning outcomes for every student with a disability. To best support the educational outcomes of students with disabilities and additional learning needs, the Student Support Group will:

- Identify the student's needs
- Plan goals that will assist the student to develop appropriate skills and learning
- Support the staff to devise and implement an appropriate Individual Learning Plan (ILP)
- Monitor and evaluate the student's progress against the agreed learning goals
- Plan for the future, including transition to post-school options

Exclusion

Details of suspension and expulsion procedures are defined below. However, it should be noted that parents/guardians are to be involved in exclusion procedures, except where a student is over the age of 18 years. In this case the principal must make enquiries as to the student's ability to represent him or herself. After making such enquiries, if the principal is satisfied that

the student lacks the ability to adequately represent himself or herself, the student cannot be referred to in place of 'a parent'. In this case, as with a student under 18 years of age, the principal may include parents/guardians or an adult whom the principal considers to be suitable and available to perform the role of the parent e.g. a care-giver.

At King Ceasor University, every attempt would be made to avoid exclusion processes as far as possible.

Suspension - General information

Suspension is a serious disciplinary measure and would only be used when other measures have not produced a satisfactory response. Suspension is used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.

Procedures prior to suspension

With the exception of situations which require an immediate response, principals of schools should ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required. When it is believed that a student's behavior warrants suspension, the principal must ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the Student Support Group to discuss:

- the student's behaviour and performance
- the strategies being developed within the school to meet the educational needs of the student
- the possibility of suspension, should that behaviour continue
- the responsibilities of the parents, should suspension be considered necessary

(1) The principal must ensure that –

(a) the behaviour, the educational needs of a student, disability, age of student and the residential or social circumstances of the student has been considered before suspending a pupil;

(b) a pupil is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a Student Support Group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required. (c) the parent may be accompanied at that meeting by another person who is not acting for fee or reward. (d) if it is considered warranted by the pupil or the parent, the principal must ensure that suitable language interpretation facilities are available at the meeting arranged.

Grounds for suspension

A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- (a) behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities; or
- (b) commits an act of significant violence against person, property or being knowingly involved in the theft of property; or
- (c) possesses, uses, or assists another person to use prohibited drugs and substances; or
- (d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or staff member; or
- (e) consistently behaves in a manner that interferes with wellbeing, safety or educational opportunities of any student; or
- (f) engages in behaviour that vilifies, defames, degrades or humiliates another person.

Procedures for suspension

If the strategies outlined in 4.2.2 of the Student Engagement Policy Guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

- (1) The principal must provide the parents of the student with a copy of the Procedures for suspension brochure and a notice of suspension (refer to Appendix 13: Student Engagement Policy) on the day on which the suspension commences or within twenty-four hours thereof.
- (2) The principal will also provide the president of the school council with a copy of the notice of suspension.
- (3) At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.

(a) The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, Student Support Group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward.

Conference proceedings must remain confidential.

(4) A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter. The period of suspension shall not be extended due to delays in holding a suspension conference. (a) A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil's educational needs.

Period of suspension

The maximum continuous period of time a pupil can be suspended at any one time is five school days. A pupil cannot be suspended for more than fifteen school days in a school year.

Expulsion – General Information

The School Principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level. Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been

Grounds for Expulsion

A principal may expel a student if;

- (a) the student does anything for which they can be suspended.
- (b) the student's behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the School.

Procedures prior to Expulsion

Prior to an expulsion the principal must ensure that;

- (a) a comprehensive range of strategies, consistent with a staged response has been implemented by the school;
- (b) despite these strategies, the student's inappropriate behaviour persists; and
- (c) the student and parents/careers are informed that expulsion is being considered and must be given the opportunity to be heard.