



STUDENT ENGAGEMENT WELLBEING AND INCLUSION POLICY

PURPOSE

This policy aims to ensure that all members of Belmore School community understands our school values and utmost commitment and to:

- To provide a secure, safe and supportive learning environment for all students
- To Encourage and promote full engagement and participation in all educational programs
- To encourage and promote positive student behaviour
- To provide emotional support to students and families and linkages with community support systems

Belmore School is committed to providing a safe, secure and stimulating learning environment for all students. A learning environment that is free of any form of misconduct and every student feels safe and confident to fulfil own individual potential and personal growth. Belmore School understands and advocates for all students to reach their full educational learning potential when they feel safe, secure, happy and healthy and when there is a positive school culture that promotes student full engagement and participation in their educational program and individual learning. Belmore School acknowledges that student wellbeing and student learning outcomes are inextricably linked. Belmore School is also committed to preventing and assessing bullying including cyberbullying.

At Belmore School, all staffs share the responsibility to promote workplace cultural awareness of child safety and ensure that all students are encouraged and feel safe to communicate and report any form of misconduct. Belmore School has a 'ZERO TOLERANCE' policy to any form of misconduct. This includes but not limited to; sexual abuse, bullying, verbal abuse, cyber bullying, social exclusion and any form of psychological distress caused by another person

OBJECTIVE

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

SCHOOL PROFILE

Belmore School, located at 49 Stroud Street, Balwyn, provides individual learning programs for students aged between 4.8 and 18 years, who have a physical disability and/or significant health impairment requiring paramedical support. The school also caters for students with a range of intellectual abilities and other disabilities including complex multi disabilities.

Our school embeds a collaborative model of practice underpinning the Team around the Learner framework where every member of the school community plays a critical role in the achievement of our students' successes. The Team around the Learning comprises of multi-disciplinary teams for each classroom including, teachers, engagement and wellbeing officer, physiotherapists, occupational therapists, speech pathologists and music therapist and education support staff. All members of



multi-disciplinary teams work collaboratively to plan, develop, implement and evaluate students' aligned educational and therapeutic goals.

SCHOOL VISION MISSION AND VALUES

OUR VISION

Belmore School is an outstanding leaders in Special Education working in partnerships with families to maximise students' outcomes. A boutique school that enables students with physical disabilities, intellectual disabilities or health impairments to learn to their best of abilities and live richer, fuller lives.

- Through our advanced curriculum, integrated therapies and leading and technology, Belmore School is an Australian leader in specialist education.
- We provide safe, supportive learning environment in a boutique environment; our smaller classes ratios mean we can offer sophisticated and intensive small group and individualised learning programs.
- Working in close and dynamic partnerships with family members, health and other professionals, we ensure our students enjoy a positive, holistic and wholly rewarding school experience.

OUR MISSION

To provide a very special education. Belmore School strives for-and –achieves- education excellence. Our unique model:

- Creates a learning context that marries technological progress with individual student needs.
- Provides a professional, multi-disciplinary team who are in constant collaboration to help students meet their educational goals using an integrated approach of education and therapy.
- Evolves a nurturing, supportive environment for the health and wellbeing of all students, staff and visitors.
- Fosters strong relationship between our school, our families and the wider community.

OUR VALUES

What we live and work by –

- Opportunity
- Learning
- Teamwork
- Excellence
- Respect

Values	Behaviours
Respect	<ul style="list-style-type: none"> • We listen when others speaking – authentic listening • We arrive at meetings on time • We observe our agreed meeting protocols • We treat people as we would wish to be treated • We acknowledge that people have different views and opinions

	<ul style="list-style-type: none"> • We express and receive feedback without making it personal • We focus on the task in hand • We respect every student, parent, carer giver, and staff member regardless of their gender, and race, religious beliefs, age. Disability, sexual orientation and/or family/social background.
Learning	<ul style="list-style-type: none"> • We work collaboratively to establish specific, measureable, achievable, realistic and timely (SMART) goals • We challenge ourselves • We support others • We seek and give constructive feedback • We celebrate effort • We are flexible • We actively participate • We use a variety of instructional models including E5 • We uphold a shared commitment to encourage every student to participate in his/her learning program to their best of ability
Opportunity	<ul style="list-style-type: none"> • We provide the opportunity for each student to participate actively in a comprehensive range of educational programs designed to meet student individual learning environment • We encourage the experience of success in the development of communication, physical ability and independent skills. • We are highly committed to provide all students with the opportunity to learn in a safe environment free of any form of misconduct.
Teamwork	<ul style="list-style-type: none"> • We establish multidisciplinary teams • We establish effective teams • We recognise partnerships are an essential of the way we work and are the most effective means of planning and implementing curriculum for our students • We are committed to work as a team to create and sustain a safe learning environment • We work as a team to identify, manage and eliminate any possible barriers that pose safety risk for all students.
Excellence	<ul style="list-style-type: none"> • We have a team of outstanding, committed and highly experienced staff members – teachers, education support staff, nurses and therapists all bring their professional skills to implement excellence in all programs at the school. • We demonstrate students to achieve at their highest level, and take pride in doing their best • We continuously model excellence and outstanding professionalism promoting misconduct-free school environment.

SCHOOL GUIDELIENS

- Belmore School will collaboratively develop and implement a fair and respectful whole-school engagement and positive behaviour management approach.
- The school's curriculum will include social values and positive behaviour which enable students to acquire knowledge and skills, value diversity and build a culture of learning, community, respectful of each other and engagement.

- The school will promote active student participation and provide students with sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active student participation as an avenue for improving student outcomes and facilitating school change.
- The school will establish social, emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will continuously promote excellence and outstanding professionalism promoting child safe and misconduct-free school environment.
- The school will promote and enhance a positive work place culture where every member of the school community is sharing the responsibility to create, ensure and model child safe environment.

ENGAGEMENT STRATEGIES

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school.

At Belmore School we:

- Promote the emotional and social health of all students e.g. positive learning experiences, engagement with a wide range of curriculum programs,, social interactions with peers, enrolment meetings and therapy assessments, Student Support Group meetings [SSGs], home communication books, transition procedures, SSSO support through the referral process
- Promote strengths, wellbeing and positive developmental outcomes in all areas of a students' development (social, emotional, intellectual and physical) e.g. Individual Learning Plans (ILP) detailing specific goals, age appropriate curriculum, and positive behaviour support plans.
- Actively promote the professional development of staff aimed at improving the skills of teams in a range of approaches such as the multi-disciplinary model.
- Promote an inclusive approach, so that each student has optimal opportunity to learn in programs.
- Develop a sense of belonging – eg school assemblies, school concert, acknowledgment of achievements, a student leader's team, student surveys.
- Set clear, positive standards of behaviour (Belmore Student Code of Conduct), which is displayed in classrooms and general areas of the school, such as the corridors and the hall.
- Develop effective coping, social and problem solving skills.
- Provide support for families through a regular contact, home visits and "Open Door" policy to both Principal and Engagement and Wellbeing leader offices.
- Encourage parent and community involvement - e.g. School Council, Friends of Belmore, assistance in programs, school community events.
- Promote and incorporate child safe strategies in every classroom and school areas.
- Regular professional development to all staffs to promote cultural awareness of child safety standards and disability standards
- Provision of professional development and support to all staffs to identify, manage and eliminate any possible barriers that pose safety risk for all students.

Identifying Students In Need Of Extra Support

We recognise that some students, as a group or as individuals, may need extra social, emotional or educational support to flourish at school, so we will implement strategies to identify these students and provide them with the support they need.

Our school will utilise the following protocols to identify students in need of extra support:

- Personal information gathered upon enrolment
- Attendance rates
- Performance against IEP goals
- Observations of students' emotional and behavioural states.
- Engagement with student's families
- Information from external agencies
- Access to support from the students wellbeing and engagement leader
- Development of open and transparency communication with the primary care givers / professional service providers to ensure all work together as a team to support the student in a need for additional support e,g collaboration with NDIS service providers.

Intervention

Intervention aims at providing effective support to students in crisis. To ensure appropriate intervention when the necessity arises, Belmore School will have:

(a) Establish Support System -

- Refer to Principal.
- Refer to School Engagement and Wellbeing Leader for coordination of internal and external support systems.
- Discuss possible referral to SSSO.
- Online application for SSSO Services where appropriate. (Permission from parent or guardian required)

(b) Links to external agencies

Directory of services / Resources

Liaise with case managers or case co-ordinators

Liaise with parents – SSGs, diaries, phone calls, home visits if necessary

Liaise with groups or individuals – specialised programs

Direct referral to external agencies

(c) Continuity of care

- The student engagement and wellbeing leader will coordinate communication between all parties and will act as the liaison officer between home and school.
- Student wellbeing and engagement leader will provide support and liaise with external professionals to ensure continuity of care and communication between school, home and all services involved.
- Positive Behaviour Support Plans (PBS) developed (where appropriate) and communicated to teaching and therapy staff to support consistency of management.

Crisis Intervention

Crisis intervention aims to provide appropriate support to students, their families and other members of the school community affected by emergency situations or potentially traumatic incidents, particularly those involving death due to suicide, accident or illness.

Traumatic incidents are those which are extraordinary and are beyond peoples' normal coping abilities

To manage trauma and successfully limit its impact, Belmore School will:

- Have a clearly defined dealing with grief protocol as part of the Critical Incident Plan
- Arrange for professional counselling and debriefing for students or staff if required
- Encourage teacher / student home and hospital visits
- Encourage therapy and teacher support to families to assist with rehabilitation
- Provide an environment where families have accessibility to discussions with professionals in the school to better prepare / cope with trauma
- SSSO social worker may provide services or information about counselling, social skills and anger management programs
- Relevant DET support staff, eg. psychologist, social worker
- School Nurse
- Student wellbeing and engagement leaders will provide support and liaise with external professionals to ensure continuity of care and communication between school, home and all services involved

Codes of Conduct

The 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 and others. Should circumstances involving inappropriate behaviour arise, Belmore School is committed to comply and follow up with the appropriate delegates and implement all protocols of response management to incidents.

The school has an established Code of Conduct policy, available on Staff Public and in the information manual. All members of the school community are expected to adhere to the values and codes of conduct at all times

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Work in a secure environment where they are able to fully develop their talents, interests and ambition without intimidation, bullying (including cyber-bullying) or harassment • Participate in the school's educational and therapeutic programs • Feels safe and confident to fulfil own individual potential and personal growth 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate in the school's educational and therapeutic programs and to attend regularly. • Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and

<ul style="list-style-type: none"> To access education in a child safe and misconduct- free school environment 	<p>other students</p> <ul style="list-style-type: none"> Take greater responsibility for their own learning and participation as members of the whole school community
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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<p>Parents and carers have the right:</p> <ul style="list-style-type: none"> To expect that their children will be educated in a secure and safe environment in which care, courtesy and respect for the rights of others are encouraged To be a valued and respected member of their child’s trans disciplinary team To feel secure and confident that their child is accessing education in a child safe and misconduct-free school environment 	<p>Parents or carers have a responsibility to:</p> <ul style="list-style-type: none"> promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours ensure their child’s regular attendance engage in regular and constructive communication with school staff regarding their child’s learning support the school in maintaining a safe and respectful learning environment for all students Inform school of any medical or personal issues that may impact on the student’s wellbeing and educational program

Rights and Responsibilities of Staff Members

Rights	Responsibilities
<p>Teachers and Education Support Staff have a right to:</p> <ul style="list-style-type: none"> Expect that they will be able to teach in a safe, orderly and cooperative environment Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student Be confident that the school provides a child safe and misconduct-free school environment Be confident that the school provides a safe and misconduct- free work place for their own safety and wellbeing. 	<p>Teachers and Education Support Staff have a responsibility to:</p> <ul style="list-style-type: none"> be diligent and responsive to all students’ wellbeing fairly, reasonably and consistently, implement the engagement policy 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 use a range of teaching strategies and resources to engage students in effective learning To display commitment and high professionalism to create and promote child safe and misconduct-free learning and working environment to all members of the school. To be proactive and participate in all professional learning teachings to support cultural awareness and understanding of child safety standard and disability standards.

	<ul style="list-style-type: none"> • To comply with Belmore procedures and protocols for incidents reporting and management. • To work in partnerships with appropriate delegates, primary care-givers and teachers to support all students.
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SCHOOL ACTIONS

Responding to challenging behaviour -

At times a student may require specific targeted behaviour management strategies defined in a Positive Behaviour Support (PBS) Plan. These plans will be developed by the student wellbeing and engagement leader, learning centre leader, class teacher in consultation with parents. The plans would be shared with all teaching and therapy staff to ensure consistency of approach. It is expected that all PBS plans will be reviewed periodically or as required. External providers will be consulted as deemed necessary with parental permission. For more information please refer to the Belmore School WSPBS policy.

Discipline -

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include but not limited to:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Parents and carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion
- Discussing the concern and reach an agreement and/or solution for the addressing the concern.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidelines have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the DET Student Engagement and Inclusion Guidelines.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Engaging with Families -

The school values parent and carer input into its operations and curriculum program and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council, and at parent/ teacher meetings [SSGs].

- The school will support families to engage in their child’s learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to 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 and Inclusion 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 curriculum-related activities
 - involving families as participants in school decision-making
 - coordinating resources and services from the community for families, students and the school
 - involving families in Student Support Groups
- Families are encouraged to access the support of student wellbeing and engagement leader if needed.

EVALUATION

Data collection and analysis

Data will be collected regarding the frequency and types of wellbeing issues to measure the success or otherwise of school-based strategies and approaches.

Some sources of data used are:

- the Attitudes to School Survey data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS
- non numerical data
- records of observations and case notes of allied health professionals

RELATED POLICIES AND RESOURCES

- *Statement of Values*
- *Team Around The Learner Framework*
- *Statement of Commitment to Child Safety/Child Safety policy*
- *Child Safety Code of Conduct*
- *Student Behaviour Code of Conduct*
- *School-wide Positive Behaviour Support*

REVIEW PERIOD

This policy was last updated on September 2019 and is scheduled for review on September 2022.

Approved by Principal	
Ratified by Belmore School Council	
Ratification Date	
Review Date	July 2022