Sunbury Heights Primary School

Student Engagement and Wellbeing Policy

Produced in consultation with the school community

To be read in conjunction with

Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines

http://www.sunburyheightsprimaryschool.com

2010 – 2012

“There is a growing consensus that whatever else is done, schools must also become places where it is easier for students and teachers to know one another well and for students to connect to the school and its purposes. Schools, in other words, must be caring and learning communities.”

Sergiovanni  2000

Principal: Kaye Mills

School Council President:
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Introduction

Definition:
Student engagement can be defined as three interrelated components: cognitive, emotional and behavioural.

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<thead>
<tr>
<th>Cognitive engagement</th>
<th>Emotional engagement</th>
<th>Behavioural engagement</th>
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</thead>
<tbody>
<tr>
<td>relates to a students’ investment in learning and their intrinsic motivation and self-regulation.</td>
<td>encompasses students’ emotional reactions in the classroom and in the school and measures a students’ sense of belonging or connectedness to the school.</td>
<td>refers to students’ participation in education, including the academic, social and extracurricular activities of the school.</td>
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Rationale:
The Department of Education and Early Childhood Development is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

Purpose:
To relate to and be consistent with the ‘Effective Schools are Engaging Schools: Student Engagement Policy Guidelines’, in areas such as;

- the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour
- fostering a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- providing students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximising student learning opportunities and performance through engagement
- providing genuine opportunities for student/parent(s)/carer(s) participation and student/parent voice
- building a school environment based on positive behaviours and values
- providing cognitive, behavioural and emotional prevention and intervention for all students at risk.
Section 1: School Profile

Sunbury Heights Primary School is located on the Western boundary of the township of Sunbury, approximately 35 kilometers Northwest of Melbourne, within the city of Hume. The indicative enrolment for 2010 is 385.

The students are predominately from a white Anglo Saxon background. There is a small element of diversity occurring with the enrolment, in a growing number of families of Islander or Indian background. Currently there are 8 Aboriginal and Torres Strait Islanders.

The school has a number of economically disadvantaged students with approximately 130 Students of our 271 families are entitled to receive Educational Maintenance Allowance.

At present there are twelve students on the Program for Students with Disabilities (PSD) identified and funded. A total of five education support staff support these students. An extensive language support program provides intervention at the critical Grade One level for students identified as experiencing difficulty with expressive and receptive language.

The school is student and curriculum focused. In 2010 the school has been organised into 17 classes corresponding to the VELS levels and to provide lowest class sizes across the school. Sunbury Heights also provides specialist programs such as; Physical Education, Visual Arts and Science and extra curriculum programs which includes; Music Makes the Mind Go Around, Footsteps Dance Sports, Go For Your Life Activities and involvement in various community festivals. Art club, aerobics computer and media club and sporting programs run daily for engagement and enjoyment of students with particular social needs at lunchtimes.

As a school we aim for our students to develop as active respectful and responsible citizens. There is whole school focus on You Can Do It. Much emphasis has been placed on encouraging active and meaningful student participation and providing all students with opportunities to contribute and provide feedback to the classroom and school. The Junior School Council, Buddies Program, a Forum Group that looked at the Students Attitudes to School Survey results, and added responsibilities across the school are opportunities provided for students to have a voice.

Sunbury Heights has also renewed its four year drug education strategy to ensure that our whole school approach to Drug Education is developmentally and age appropriate.

We have continued to monitor student attendance through our Sunbury Heights Primary School specific ‘It’s Not Okay To be Away,’ procedures. We have, in partnership with parents, students, staff and outside agencies, put in place whole school targeted strategies for individual students who are at risk that are helping them develop habits of regular attendance and thus in turn will help them maximize their full educational potential.

The school continues to pride itself on its interactions with parents and families. Students who are living in difficult circumstances are supported in preventative or early intervention programs. Resources and services from the community are coordinated for families in need and parents are also supported.

Our participation in the AiZ Phase 2 and the subsequent learning on behaviour management, literacy, numeracy and data will ensure whole school strategies and approaches are in place from 2010 to develop an emotionally resilient and safe school.
Section 2: Whole School Prevention and Inclusion

Prevention and early intervention are the areas where we see our focus to be mainly placed. Programs that have been successful at Sunbury Heights are; Healthy Boys, Talking Tactics and the implementation of DEEM. In partnership with other local schools, funding was granted through the Lighthouse Foundation to research and develop programs that would support the connectedness of boys to school. Sunbury Heights is also an active member of SWAN (Sunbury Welfare Advocacy Network)

At Sunbury Height our belief is that student engagement in all three elements cognitive, social and behavioural forms the basis for learning. To support this our leadership team is actively engaged in the learning associated with AIZ. We see this as our way to develop classroom practice to ensure that our pedagogy and curriculum engages all students and that effective teaching, inclusive and engaging curriculum and respectful relationships between staff, students and parents is promoted. The Department’s E5 instructional model will be our instructional model with curriculum ascertained from VELS

Opportunities that contribute to the school and effectively engage students in their learning are as follows:

- Pro-social behaviours promoted through programs such as: You Can Do It, Start up Program, Buddies, Jaz, Footsteps and Playground Pals.
- Student leadership training and leadership opportunities promoted through roles of responsibility such as School Captains, Class Captains, House Captains, Junior School Council, Playground Pals, Yard Crew and Buddies.
- Student voice through the use of thinking tools used in the Whole School Start Up Program, Junior School Council, Class Meeting Circles and student forums
- Proactively engaging parents/carers and the wider community to be involved in the school. These include; a prep family bbq, gardening club, school council working bees, special events, sport, classroom helpers, excursions, incursions, playgroup, brochures targeting specific issues such as transition, addressing parent concerns attendance and preparation for school and literacy.
- Individual class teachers meet with the A.P. to discuss all students in their class early in the year and from this, individual learning plans are developed where needed.
- We are a member of the pre-school network and visit the local kindergartens with our grade five students on a regular basis.
- Tree Planting with City Of Hume, welcoming of different cultural groups, excursions to secondary college re: drama productions, art show, food technology and music festivals, involvement in public festivals such as Remembrance Day and Anzac Day.
- Recognising and responding to the diverse needs of our students through the PSD Support program.
- Adaption of current pedagogical knowledge and thinking to engage students in meaningful learning experiences.
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers’ ability to teach effectively.
- Development of a whole school approach to behaviour management through the AiZ initiative.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to the changing demographics.
- Professional learning is given high priority to ensure strategies and approaches are adopted and implemented.
### Whole School Values

<table>
<thead>
<tr>
<th>We value ...</th>
<th>This means ...</th>
<th>We show this by ...</th>
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</thead>
</table>
| LEARNING     | ◆ discovering new things  
◆ getting better at what we do and how we think | ◆ taking risks – trying new and difficult things  
◆ being positive when mistakes are made  
◆ celebrating personal achievements  
◆ reflecting on results and setting goals |
| HONESTY      | ◆ being truthful | ◆ telling the truth  
◆ owning up to decisions, behaviours, actions and mistakes  
◆ sharing thoughts and feelings with trusted people |
| COOPERATION  | ◆ working with others for the good of everyone | ◆ taking turns  
◆ encouraging others  
◆ negotiating and compromising  
◆ working as part of a team |
| RESPONSIBILITY | ◆ making good decisions and setting a good example | ◆ being punctual and organised for school  
◆ following instructions and directions  
◆ completing tasks on time  
◆ accepting consequences of decisions and actions |
| CARING       | ◆ looking after yourself and being considerate of others  
◆ accepting everyone and valuing their beliefs and opinions | ◆ considering other people’s feeling and safety  
◆ helping people  
◆ including others in games and activities  
◆ staying calm in difficult situations  
◆ considering the beliefs, thoughts and opinions of others |
| RESPECT      | ◆ being polite and taking care of the environment | ◆ being polite and using good manners  
◆ taking care of equipment and the environment  
◆ considering the health and safety of self and others  
◆ showing appreciation |
<table>
<thead>
<tr>
<th>You Can Do It!</th>
<th>Keys to Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organisation</strong></td>
<td><strong>Persistence</strong></td>
</tr>
<tr>
<td>Organisation means –</td>
<td>Persistence means –</td>
</tr>
<tr>
<td>◆ setting goals to be successful</td>
<td>◆ trying hard and not giving up when things get tough</td>
</tr>
<tr>
<td>◆ planning and using time wisely</td>
<td></td>
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<td>◆ having everything that is needed for work</td>
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<tr>
<td><strong>Confidence</strong></td>
<td><strong>Getting Along</strong></td>
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<tr>
<td>Confidence means –</td>
<td>Getting Along means –</td>
</tr>
<tr>
<td>◆ believing that you can be successful</td>
<td>◆ working well with others</td>
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<tr>
<td>◆ not being afraid to make mistakes</td>
<td>◆ solving problems peacefully</td>
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<tr>
<td>◆ trying new things</td>
<td>◆ considering the feelings of others</td>
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<tr>
<td><strong>Emotional Resilience</strong></td>
<td><strong>Emotional Resilience</strong></td>
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<tr>
<td>Emotional Resilience means –</td>
<td>◆ knowing how to control angry feelings and inappropriate behaviour</td>
</tr>
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<td></td>
<td>◆ trying again after making a mistake</td>
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</table>
Section 3: Rights and Responsibilities

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3.2 Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter 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 human rights when making decisions and delivering services.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

To ensure the implementation of effective practice within our school community policies need to be developed to ensure the above legislation and acts are fully acted upon.

At Sunbury Heights we believe every student has the right to learn and every student has the right to be safe. We expect high standards of student behaviour based on cooperation, mutual responsibility and self discipline. We actively promote positive, non discriminatory relationships among students, parents, staff and the wider community.
## Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>• work in a secure environment where, without intimidation, bullying</td>
<td>• participate fully in the school’s educational program and to attend regularly.</td>
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<tr>
<td>(including cyber-bullying) or harassment they are able to fully</td>
<td>Students should also be expected to display positive behaviours that demonstrate</td>
</tr>
<tr>
<td>develop their talents, interests and ambition</td>
<td>respect for themselves, their peers, their teachers and all other members of the</td>
</tr>
<tr>
<td>• participate fully in the school’s educational program</td>
<td>school community.</td>
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<td></td>
<td>• Demonstrate respect for the rights of others, including the right to learn,</td>
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<td></td>
<td>will contribute to an engaging educational experience for themselves and other</td>
</tr>
<tr>
<td></td>
<td>students.</td>
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<td></td>
<td>• As students progress through school they will be encouraged and supported to</td>
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<td></td>
<td>take greater responsibility for their own learning and participation as members</td>
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<td></td>
<td>of the whole school community. This involves developing as individual learners</td>
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<td>who increasingly manage their own learning and growth by setting goals and</td>
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<td>managing resources to achieve these goals.</td>
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<td></td>
<td>• Students should, with support, be expected to participate fully in the school’s</td>
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<tr>
<td></td>
<td>educational program and to attend regularly. Students should also display</td>
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<tr>
<td></td>
<td>positive behaviours that demonstrate respect for themselves, their peers, their</td>
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<td></td>
<td>teachers and all other members of the school community.</td>
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## Rights and Responsibilities of Parents/carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>parents/carers have a right to expect that their children will be</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td>educated in a secure environment in which care, courtesy and respect</td>
<td>• promote positive educational outcomes for their children by taking an active</td>
</tr>
<tr>
<td>for the rights of others are encouraged</td>
<td>interest in their child’s educational progress and by modeling positive</td>
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<td></td>
<td>behaviours.</td>
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<td></td>
<td>• Ensure their child’s regular attendance</td>
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<td>• Engage in regular and constructive communication with school staff regarding</td>
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<td></td>
<td>their child’s learning.</td>
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<td></td>
<td>• support the school in maintaining a safe and respectful learning environment</td>
</tr>
<tr>
<td></td>
<td>for all students.</td>
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## Rights and Responsibilities of Staff

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an orderly and cooperative</td>
<td>• fairly, reasonably and consistently, implement the engagement</td>
</tr>
<tr>
<td>environment</td>
<td>policy.</td>
</tr>
<tr>
<td>• be informed, within Privacy</td>
<td>• Know how students learn and how to teach them effectively.</td>
</tr>
<tr>
<td>requirements, about matters relating to students that will affect the</td>
<td>• Know the content they teach.</td>
</tr>
<tr>
<td>teaching and learning program for that student</td>
<td>• Know their students.</td>
</tr>
<tr>
<td></td>
<td>• Plan and assess for effective learning.</td>
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<tr>
<td></td>
<td>• Create and maintain safe and challenging learning environments.</td>
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<tr>
<td></td>
<td>• use a range of teaching strategies and resources to engage students</td>
</tr>
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<td></td>
<td>in effective learning.</td>
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Section 4: Shared Expectations

Sunbury Heights has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds and experiences.

**Student Expectations:**

All students are expected to;

- respect, value and learn from others;
- have high expectations that they can learn;
- reflect on and learn from their own differences;

Strategies that promote student engagement at Sunbury Heights include;

- creating opportunities for students to think about what they are learning
- enabling students to collaborate with others to solve problems
- providing inspiration, encouragement and support for students through role models and mentors
- enhancing students’ self-esteem, self-concepts and self-confidence as young people
- helping students develop life skills
- encouraging participation in activities that promote healthy and positive lifestyles.

**Attendance:**

All students are expected to come to school every school day throughout the year. (If students cannot attend their parent(s)/carer(s) must provide a suitable explanation to the school).

**Behavior:**

All students will;

- support each other’s learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
**Parent(s)/Carer(s) Expectations:**

The parent(s)/carer(s) community will;

- 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 in the home
- parents/carers should also help the school to provide student-centered responses by providing all relevant information to the school
- parents/carers are encouraged to actively participate in supporting their child’s learning by building a positive relationship with the school
- parents/carers will work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner

Strategies that promote parent(s)/carer(s) engagement at Sunbury Heights include;

- communicating regularly through school newsletters and website to facilitate two-way interaction
- conducting parent(s)/carer(s) conferences at least twice a year, with follow-up where needed
- providing opportunities for parent(s)/carer(s) to communicate with staff
- communicating the importance of positive relationships between parent(s)/carer(s) and their children
- linking parent(s)/carer(s) to programs within the community that provide support services to families
- seeking and encouraging participation in decision-making that affects students
- communicating the importance of positive relationships between parent(s)/carer(s) and their children
- involving parent(s)/carer(s) in setting student goals and in planning for future education and/or careers

**Attendance:**

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

**Behaviour:**

Parents/carers should understand the schools behavioural expectations and aim to provide a consistent approach that supports their child’s learning and engagement in and out of school.
**Staff Expectations:**

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 and community services inclusive and responsive to student needs.

The 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 developing a positive school culture

Strategies that promote staff engagement at Sunbury Heights include;

- creating opportunities for decision-making processes that facilitate engagement; professional satisfaction and empowerment
- providing professional development that supports staff in meeting the diverse cognitive, emotional, and social needs of children and adolescents
- creating trusting and caring relationships that promote open communication among all members of the school community.

**Attendance:**

In compliance with Departmental procedures school staff will;

- promote regular attendance with all members of the school community and;
- monitor and follow up on absences
**Behaviour:**

Sunbury Heights will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

The school leadership team will;

- lead and promote preventative approaches to behavioural issues
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide professional development for staff to build their capacity to promote positive behaviours.

The staff will;

- use Student Engagement policy as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one’s own behaviour management approach
Section 5: School Actions and Consequences

At Sunbury Heights student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

When developing actions and consequences, we will ensure that they are developed in consultation with and agreed on by representatives from the whole-school community, including students. This will foster a cohesive and consistent response to poor attendance and inappropriate behaviour. These actions and consequences should be incremental (a staged response) and should be applied fairly and consistently.

Applying fair and consistent discipline and attendance policies that are collectively agreed on and fairly enforced will increase the likelihood that student connection to school is maintained.

Equal emphasis will be placed on issuing positive consequences for meeting high expectations as there is on negative consequences.

Actions and consequences will have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning will be avoided where possible.

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

- 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

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 both students and teachers
- providing consistent school and classroom environments
- scaffolding the student’s learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways
- 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
- providing broader educational programs involving community support agencies.
Discipline procedures – detention, suspension and expulsion

Students are expected to play safely, show respect, learn, be honest, care and be responsible.

Detention:

Teachers may require a student to finish school work which has not been completed in the regular classroom, or to undertake additional, new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work out of school hours, the time should not exceed forty-five minutes. The principal should ensure that parent(s)/carer(s) are informed at least 24 hours prior to the detention. Where family circumstances are such that the completion of work would create undue hardship, we may choose to negotiate alternative disciplinary measures with parent(s)/carer(s).

Student Support Group:

A Student Support Group, may be convened by schools, at the school, to exchange information and facilitate solutions to behavioral problems or difficulties of students.

These meetings are to be held at a time suitable both to the school and to the parent(s)/carer(s). The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviors through a staged response. As well as teachers, parent(s)/carer(s) and student, the meeting could involve a person requested by the parent(s)/carer(s) who is not acting for fee or reward. If the principal considers it warranted, or the student or the student’s parent(s)/carer(s) request, the principal must ensure suitable language interpretation facilities are made available.

A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school. The statement should be verified by the parent(s)/carer(s) and/or student and remain confidential.

Exclusion:

Details of suspension and expulsion procedures are discussed below, however, it should be noted that parent(s)/carer(s) are to be involved in exclusion procedures as stated, except where:

- The student is over 18 years of age
- The student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parent(s)/carer(s)
- For any reason the parent(s)/carer(s) is not available or cannot be contacted. In these circumstances the principal may then refer to the student over the age of 18 years of age in place of ‘a parent(s)/carer(s). Where a student has a disability or impairment, the principal must make enquiries as to the student’s ability to represent him or herself. In this case, as with a student under 18 years of age, the principal may regard as ‘a parent(s)/carer(s) an adult whom the principal considers to be suitable and available to perform the role of the parent(s)/carer(s).
Suspension - General information:

Suspension is a serious disciplinary measure and should be 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:

Principals of schools should ensure that a range of options 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, is required. The principal must ensure that every reasonable step is taken to arrange a meeting with the parent(s)/carer(s), the student and the student support group to discuss:

- the student’s behavior and performance
- the strategies being developed within the school to meet the educational needs of the student
- the possibility of suspension, should that behavior continue
- the responsibilities of the parent(s)/carer(s), should suspension be considered necessary.

The principal must ensure that:

- the behavior, the educational needs of a student, disability, age of student and the residential of social circumstances of the student has been considered before suspending a pupil
- 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
- the parent(s)/carer(s) may be accompanied at the meeting by a person who is not acting for a fee or reward
- if it is considered warranted by the pupil or the parent(s)/carer(s), 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, 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;

- 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
- commits an act of significant violence against a person or property or being knowingly involved in the theft of property
- possesses, uses, or assists another person to use prohibited drugs and substances
- fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student
- 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 behavior and suspension is imposed, the following steps are to be taken:

- The principal must provide the parents of the student with a copy of the procedures for suspension brochure and a notice of suspension on the day on which the suspension commences or within twenty four hours thereof.
- The principal shall provide the president of the school council with a copy of the notice of suspension.
- At any time during the suspension of a student the parent(s)/carer(s) can request a suspension conference and the principal 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.
- The suspension conference will involve a formal meeting convened by the school principal or nominee and the participants will involve the principal, student support group, parent(s)/carer(s), student and other key professionals.
- Conference proceedings must remain confidential.
- 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.
- The school shall provide appropriate and meaningful school work to the suspended pupil that is in line with classroom coursework.

In-school Suspension:

In school suspension is an alternative form of discipline which aims to reduce future suspensions of a student by acknowledge that conflicts of all kinds occur in schools and in school suspensions are based on a thoughtful set of approaches to resolving conflict and solving problems.

In-school suspension should include academic tutoring, instruction on skill-building related to the student behaviour problem (e.g., social skills), reflection and a clearly defined procedure for returning to class contingent on student progress or behaviour. The environment should be carefully managed to guard against using in-school suspension as a way to avoid attending classes.
Expulsion – General Information:

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 exhausted.

Grounds for Expulsion:

A principal may expel a student if;

- the student does anything for which they can be suspended
- the students 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 range of strategies, consistent with a staged response has been implemented by the school
- the student and parent(s)/carer(s) are informed that expulsion is being considered and must be given the opportunity to be heard.

Procedures for Expulsion:

The principal is responsible for a students’ expulsion. The principal must notify the regional director that a student support group is being convened to discuss expulsion. The principal must convene a student support group meeting to;

- provide the student and their parent(s)/carer(s) with a Notice of Expulsion before the day on which the expulsion commences
- provide a copy of the procedures for expulsion, to the student and their parent(s)/carer(s)
- identify the future educational, training and/or employment options most suited to the students needs
- a principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion to the regional director with a written expulsion report.

Transition Arrangements:

If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student.

Expulsion Appeal Process:

A principal’s decision to expel a student can be appealed by the student or the student’s parents/carers.

The principal must provide the student and parent/carers with an Expulsion Appeal proforma, at the final student support group meeting.

The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the principal must provide the regional director with a copy of the Expulsion Appeal with twenty-four hours.

The regional director (or nominee) must form an expulsion appeal review panel consisting of the regional director’s nominee, school council president (or nominee) and a principal of another school.
### References:

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<td>Effective Schools are Engaging Schools - Student Engagement</td>
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