Sunshine Primary School

Student Engagement Policy

To be read in conjunction with
Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines
Curriculum Management Folder

1 School profile statement

Social – community and demographics

Established in 1891, Sunshine Primary School (SPS) is located on the Corner of Hampshire and Derby Road, Sunshine, in the City of Brimbank, west of Melbourne. Our community is diverse in its socio-economic and cultural backgrounds, with a growing enrolment. Approximately 50% of our families are in receipt of EMA and the school family occupation index, (SFO) is 0.62. Approximately 50% of our students have a language background other than English. The staffing profile is well balanced with a mix of graduate and experienced teachers.

Educational

Sunshine Primary School enjoys a productive partnership with the local Deer Park/Sunshine school network which works together to build a resilient and productive learning community for all. Together we share curriculum, ideas and strategies to improve the outcomes for the students in the Deer Park/Sunshine area. The school is driven by strong values and the belief that every student can achieve success. The school culture is focused on ensuring effective and enriched learning for all students, through a focus on continuous improvement of teaching pedagogy to improve student learning outcomes and fosters an environment where children share responsibility for their own learning and where all community members endeavour to inspire lifelong learning.

Sunshine Primary school is a leader in Inquiry curriculum. We have been visited by colleagues from local, national and international schools. Professional learning is a strong focus within in the school, ans staff are engaged in a double loop learning process with onsite and ongoing professional learning.

Active student participation in setting personal learning goals and evaluating progress of performance has been a focus (lot of focus) with further development required. Emphasis on data based analysis and research for improved student outcomes is a priority for the staff team. Staff continuous improvement is to be guided and informed by PoLT, VELS, e-potential and the E5 framework.

Staff has embraced ongoing professional development to continue to address student learning, teaching and assessment and reporting. Our commitment to the Western Metropolitan Region (WMR) Blueprint provides opportunities for all staff to develop the skills and capacity to deliver and improved student learning outcomes. Inquiry leaders plan inquiry learning within teaching teams providing students with enriched learning experiences facilitated.

The importance of student pathways is forged through an intensive Prep transition program with ongoing links with local kindergartens. Close links have been established with local secondary schools supporting student transition to Year 7. Whole School transition guidelines to support year-to-year transition and individual needs are in place to prepare students for the next year level.

Currently there are 12 classrooms running from Prep to Year Six and the school offers Physical Education, Visual Arts, Performing Arts and LOTE as specialist programs. Coaching programs, Reading Recovery are also priorities in the school. Small class sizes are a feature of the Prep-Grade 2 area, with numbers currently at an average of 21. The school prides itself on the close relationship between teachers with a strong emphasis on teamwork and a shared vision and goals with the capacity to meet individual student needs.

Facilities

Our aim for Sunshine Primary School is to develop 21st Century learning whilst maintaining the charm of our 19th Century Heritage building. Our double storey, red brick building is set in extensive, well established grounds and contains spacious classrooms, art room, administration area, staff area, first aid room, and multipurpose room.

A free standing and well equipped library is located alongside the main building and we currently have two mod 2 and 1 mod 5 portable classrooms. All classrooms are equipped with heating and cooling.

State of the art flexible learning spaces for research and deep thinking are currently being constructed. The buildings are undergoing extensive upgrades to add a multipurpose building. An innovative flexible learning building which will catering for science and technology learning is also under construction and the development of a multiliteracy pavilion within the main building will complete this work.

The secure and attractive school grounds feature an adventure playground, oval, gardens and asphalted areas, where students can participate in a variety of active games and sports, as well as more passive activities.

Community

Our parents and care givers are a vital part of the lifeblood at SPS and take an active interest in the learning of their children. In particular, in building the home school-partnership to improve student learning outcomes. Parents are able to participate through a variety of formal and informal activities that support the engagement and learning of students through School Council, Parents and Friends Association, volunteering in the classroom or working bees, participating in our science and maths expos, parent focus groups, working parties, and multicultural play groups.

The whole School Community is committed to the values of academic rigour, teamwork, respect and engagement.

We empower all learners to make a difference to the quality of their lives through opportunities to:
- Reach their full potential in all areas of literacy and numeracy.
- Experience high levels of engagement and wellbeing.
- Develop deep knowledge and high level skills in authentic tasks.
- Develop reflective, creative and critical practices that link learning experiences to develop depth and breadth of learning.
- Connect to their community locally and globally.

We believe each student will succeed through experiencing quality in:
- A comprehensive Inquiry based curriculum that provides depth and breadth of experiences.
- A safe, caring environment, that values the individual and community needs and supports risk taking.
- An innovative learning environment, that is stimulating and challenging.
- A culture that values collaborative work practices.
- Supportive links being made between home, school and the community.
- A technology rich environment that fosters communication and connectedness with the global community.

We demonstrate our professionalism in our learning community by:
- Committing to teaching and learning through sharing knowledge and skills.
- Building positive relationships.
- Striving for excellence in all that we do.
- Celebrating learning and teamwork.
- Managing through open and effective communication based on effective feedback principles and conflict management strategies.

2 Whole-school prevention statement

Our core purpose is to:

- Reach their full potential in all areas of literacy and numeracy.
- Experience high levels of engagement and wellbeing.
- Develop deep knowledge and high level skills in authentic tasks.
- Develop reflective, creative and critical practices that link learning experiences to develop depth and breadth of learning.
- Connect to their community locally and globally.

As outlined in our Strategic Plan our school goals and targets are:

Student Engagement and Wellbeing	Student Pathways and Transitions
Goal *To improve engagement, student wellbeing and relationships among all students.*	To provide a seamless and sequential learning journey for all students P-6 by improving transition into, through and from the school.
Targets Student Safety, Connectedness to Peers and Connectedness to School variables in the Attitudes to School Survey to improve to 4.5, 4.3 and 4.3 respectively on a 5 point scale by 2013 from 4.12, 3.90 and 3.81 respectively in 2009. Student absences to reduce to an average of 10 days per EFT student by 2013.	Targets Parent satisfaction with transitions mean score to improve from 5.38 in 2009 to 6.0 on a seven point scale. Learning growth P-6 assessed by teachers to be at least 1.0 VELS level for each two years P-6.

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.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
- Age
- Breastfeeding
- Gender identity
- Impairment
- Industrial activity
- Lawful sexual activity
- Marital status
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

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.
- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

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 (DDA) 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

Sunshine Primary School will make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, Sunshine Primary School, staff and other students.

In determining whether an adjustment is reasonable, Sunshine Primary School will take into account information about:

- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

Sunshine Primary School will ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the school. The school should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is when a person or a group repeatedly and intentionally uses or abuse their power to intimidate, hurt, oppress or damage someone else. It can be covert or cyber-based (happening online through social networks or even through mobile phones). Bullying can be physical or emotional.

According to the National Centre against Bullying, there are five different kinds of bullying behaviour.

They are:

1. Physical bullying: when physical actions such as hitting, poking, tripping or pushing, are used to hurt and intimidate. Repeatedly and intentionally damaging someone's belongings is also physical bullying, says the centre.

2. Verbal bullying: involves the use of negative words, like name calling, insults, homophobic or racist slurs, or words used to intentionally upset someone.

3. Social bullying: when lies, the spreading of rumours or nasty pranks are used. This includes repeated mimicking and deliberate exclusion.

4. Psychological bullying: involves the repeated and intentional use of words or actions which can cause psychological harm. Examples include intimidation, manipulation and stalking.

5. Cyber bullying: this is the big one at the moment and is when technology is used to verbally, socially or psychologically bully. It can occur in chat rooms, on social networking sites, through emails or on mobile phones.

Examples of cyber bullying behaviour are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted messages
- Defamation

Cyber bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Bullying isn't

- mutual arguments and disagreements
- single episodes of social rejection or dislike
- single-episode acts of nastiness or spite
- random acts of aggression or intimidation.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.
Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.
If your child is being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a teacher that you feel comfortable with.

All concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • Participate fully in the school's educational program • All students have the right to voice and opinion. • Everyone has the right to learn in a safe and secure learning environment.	Students have a responsibility to: • Participate fully in the school's educational program 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 other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
• Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • Our school community has the right to be safe from bullying in any form eg. Cyber, racial, physical, sexual, gender. • All members of the school community have the right to voice and opinion.	Parents/carers have a responsibility to: • 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.

| | • All members of the school community have the responsibility to treat each other with dignity and respect, accepting diversity and individuality. |

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to • Expect that they will be able to teach in an orderly and cooperative environment	Teachers have a responsibility to • 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.

4. Shared expectations

Effective schools share high expectations for the whole-school community. Shared expectations are:

- Jointly negotiated, owned and implemented by all members of the school community, including students
- Clear and specific
- Focused on positive and pro-social behaviours
- Focused on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences.

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Sunshine Primary School bases all we do around the agreed school's values, which are:

Teamwork
Academic Rigour
Engagement
Respect

School expectations include:

- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support student achievement and success
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- The whole school community embraces Sunshine Primary School's commitment to lifelong learning

Community partnerships that Sunshine Primary School have are listed in the table below

ARDOCH	Gathering Place Foundation House	Breakfast club – Red Cross
SSSO's (Psychologist and Speech Pathologist)	Passion Projects	Smith Family
School Nurse	CenterCom	Transition Program that links with Local Kindergartens and Secondary College
School community nights such as Numeracy/Science Night and Art Show	Mackillop Family Support	Parent helpers in classrooms
Partnership with the Australian Ballet and NGV	West Sunshine Community Centre	Kinda Kinder
VU Project partnership	NAB	Lunch time activities
Fortnightly newsletters	Curriculum Newsletters	OT and Physio

Outside Support

A speech pathologist is employed at Sunshine Primary School to support special need students and their families.

The school accesses the services of psychologists and pathologists via the Deer Park and Sunshine Network.

The school provides Out of School Hours Care program through Camp Australia.

External Support Agencies

• The Assistant Principal liaises with Department of Human Services and agencies such as 'ChildFirst' to assist families and monitor children deemed to be at risk
• The assistance of agencies such as the Salvation Army and St Vincent de Paul have been sought when necessary
• Programs for individual children conducted by, for example, the Royal Children's Hospital are co-ordinated by the Assistant Principal.

Prevention Programs

• Student Support Groups have been established for all children with special needs
• Interventions by psychologist and speech pathologist are provided as required
• Playground and indoor activities are provided and children are encouraged to join in, such as dance club and safety house
• Breakfast Club
• Valuable Learning Habits are celebrated via weekly and monthly awards
• Behavioural strategies such as the 'Stop, Think, Do' program is reinforced regularly

Sunshine Primary School employs a Primary Welfare Officer whose role is to enhance the capacity of
Schools to support students who are at risk of disengagement from school and who are not achieving their educational potential. The Initiative complements and extends existing programs that enhance student engagement, retention, academic achievement and the acquisition of life skills. The Primary Welfare Officer is an active member of the school's student wellbeing Team with the Assistant Principal. Primary Welfare Officers assist schools in the implementation of the Framework for Student Support Services in Victorian Government Schools1 (the Framework) in order to promote the resilience of young people and their engagement in school. Primary Welfare Officers support schools to strengthen their whole school approach to the wellbeing of students. The Framework guides the implementation of practice to reduce risk factors within the school context and to promote protective factors by strengthening learning relationships in a supportive, healthy environment.

Stop, Think, Do

SPS implements a whole school wellbeing program called "Stop, Think, Do". The program is implemented into classrooms and on an individual level for all students and assists students with developing friendships and problem solving. Social skills are important for student's personal happiness, making friends, sustaining friendships and relating with all people in their lives.

When teachers and students implement **"Stop, Think, Do"** to develop social skills in the classroom, the positive social climate which evolves also facilitates academic learning. Students who relate well together, learn well together; students will be more likely to encourage and be engaged in each other's learning.

Adult ← ——— Who owns the problem? ——— → Child

Behavior management use
Adult and child responsible for outcome.

Social skills training use
Children responsible for outcome; adult facilitates

Don't react; look and listen; Clarify problem with child, Express feelings, *"I feel…because (problem)"*	**S T O P**	Urge children not to react, just look and listen Clarify problem with child Reflect children's feelings *"You feel…because (problem)."*
Consider solutions	**T H I N K**	Consider solutions with children
Evaluate consequences *"What could we do?"*		Children evaluate consequences *"What could you do?"*
Choose best solution *"Let's do it"* Act!	**D O**	Children choose best solution *"Do it"* Encourage children to act!
If it doesn't work, STOP and THINK again or offer logical consequences		Follow up. If it doesn't work, urge children to STOP and THINK again

While the process initially seems lengthy, it will be shortcut with practice to

"I feel……..because (problem)"	**STOP**	*"You feel………because (problem)"*
"What could we try?"	**THINK**	*"What could you try?"*
"Let's do it!"	**DO**	*"Do it!"*

Diversity in the school community

The school aims to address diversity by:

- Maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- Attracting highly skilled and diverse staff making the school a preferred employer
- Increasing the range of knowledge, skills and experiences available in the workforce
- Enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Some ways that we celebrate diversity at Sunshine Primary School is:

Celebrate school multi-culturalism	Lantern Festival	Harmony Day
Sudanese Women's group	Incursions – African Drumming	Variety Club
S.S.G'S	ESL	

5. School actions and consequences

At Sunshine Primary School we are committed to building a safe, secure, supportive learning environment, which promotes cooperative, inclusive behaviour and mutually respectful relationships amongst all members of our school community. We believe that all our students have the right to learn and play – and teachers to teach - within a friendly, caring and safe school environment. We value parents' involvement and contributions, and adopt a "shared responsibility" approach toward supporting each child's well-being. We believe this commitment further promotes each child's sense of connectedness and belonging. Our whole school approach teaches children personal responsibility, social problem solving skills and self-discipline, and encompasses the following:

- Respect for self and one's property
- Respect for others and their property
- Responsibility for one's actions
- Responsibility for one's learning

We believe that everyone has the right to be treated with courtesy and respect. The basis of our policy has been formulated within and is consistent with, Department of Education guidelines and regulations.

UNDERLYING PRINCIPLES

At Sunshine Primary School:

2.2.1 all individuals are to be valued and treated with respect

2.2.2 students have a right to work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions

2.2.3 parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged

2.2.4 teachers have a right to expect that they will be able to teach in an orderly and cooperative environment

2.2.5 parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment

2.2.6 principal's and staff have an obligation to fairly, reasonably and consistently implement the code of conduct

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OUR APPROACH TO STUDENT BEHAVIOUR MANAGEMENT

At Sunshine Primary School we have in place a consistent, positive approach to behaviour management which encourages personal responsibility and self-discipline. We are committed to the following strategies:

- Developing children's self-esteem and confidence
- Listening to children's concerns and supporting them in resolving issues
- Encouraging children to develop friendships
- Employing an adapted "Assertive Discipline" model to acknowledge and promote positive, responsible, social behaviours
- Encouraging cooperative, responsible play behaviour in our classrooms and playgrounds
- Teaching and promoting fair, acceptable behaviour

- Being consistent and fair in applying consequences for behaviour
- Providing appropriate supervision for our children

IN OUR CLASSROOMS

At the beginning of each year classroom teachers work with their students to develop classroom expectations which provides every child guidance in making good choices and decisions about their behaviour. These are sent home before the end of February, for parents to discuss with their children, sign and return to school. All children are expected to follow a group of general expectations or rules, which enable them to feel safe, and able to have their feelings and opinions respected. Some examples are:

1. Treat others with respect
2. Follow all teachers' instructions
3. Keep our hands, feet and objects to ourselves
4. Put our hand up when we want to speak
5. Only leave the room when we have permission

To acknowledge and promote our children's positive behaviour, in addition to frequent verbal encouragement, we have a range of individual and whole class incentives such as:

1. Choice of activity in class
2. Special note to the child from his/her teacher
3. Teacher awards presented at school assembly / photo in newsletter
4. Stickers from teacher/Principal/Assistant Principal
5. Peer recognition certificates
6. Whole class outside games
7. A special video
8. Class lunch or party

CONSEQUENCES FOR UNACCEPTABLE CLASSROOM BEHAVIOUR

Whilst we believe that behaviour is most effectively nurtured through encouragement and positive recognition, when a child chooses to break the school rules, the following steps will be taken:

Step 1:*1st Incident -*   Warning and reminder of the rule.

Step 2:*2nd Incident -*   'Time-out' in the classroom. Teacher to record incident.

Step 3:*3rd Incident -*   Withdrawal to another classroom.

Step 4: *4th Incident -*   Time out with the Principal or Assistant Principal. Loss of some play time/ privilege may occur. If considered necessary, parent(s)/guardian(s) will be contacted and a meeting with them may also be requested.

Severe Clause: Where an action is seen as severe or dangerous, a student is sent straight to the office. This consequence will be determined by the teacher and the Principal or Assistant Principal depending on the severity of the inappropriate behaviour. A meeting with the child's parent(s)/guardian(s) will be requested.

IN OUR SCHOOL GROUNDS

Consistent with our classroom approach, in our play areas students are regularly given praise and acknowledgement from teachers for demonstrating positive behaviours such as: assisting our younger students, playing cooperatively, caring for others, using friendly language, sharing, helping and taking care of our school. All children are expected to follow a set of expectations or rules. Our students know that we:

1. Treat others with respect
2. Stay within the school grounds
3. Follow our teachers' instructions
4. Keep our hands, feet and objects to ourselves
5. Wear a school hat in terms one and four
6. Put litter in a bin
7. Leave sticks and stones where they are
8. Stay outside school buildings before and after school and during play times
9. Look after our trees by not climbing them

To acknowledge and promote our children's positive behaviour in the school grounds, in addition to frequent verbal encouragement, we have a range of incentives such as:

1. Positive Play award
2. Stickers from the yard duty teacher

CONSEQUENCES FOR UNACCEPTABLE PLAYGROUND BEHAVIOUR

Incidents in the yard can be classified as minor or more serious in nature. The following is a list of possible consequences which could be applied for minor incidents:

1. Warning. Discussion with yard duty teacher of appropriate behaviour
2. Walking with the yard duty teacher
3. Child makes an apology to another child
4. Limiting the area in which a child may play

Serious Incidents in the Yard

It is recognised that sometimes more serious incidents occur in the yard. Depending upon the incident a child may be withdrawn from the yard and sent with a green slip to the Principal or Assistant Principal. If this is a serious offence consequence of time out will be determined by the teacher and the Principal or Assistant Principal depending on the severity of the inappropriate behaviour. This will be recorded in the time out folder. The child's parents will be contacted by letter or phone call. A meeting with the child's parent(s)/guardian(s) will be requested after three times in time out.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges

- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

  Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or 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 after school, the time should not exceed forty-five minutes.

  The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm
	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm
	http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm
	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
It's not Ok to be Away	http://www.education.vic.gov.au/healthwellbeing/wellbeing/attendance/initiative.htm