

ALEXANDRA PRIMARY SCHOOL

**Student Engagement
&
Well-Being Policy**

**Produced in consultation
with the school community**

To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines*

August, 2013

Principal: David Pelosi
School Council President: Kim Rhodes

Table of contents

1 SCHOOL PROFILE STATEMENT	3
2 WHOLE-SCHOOL PREVENTION STATEMENT	5
3 RIGHTS AND RESPONSIBILITIES	7
4. SHARED EXPECTATIONS	13
5. SCHOOL ACTIONS AND CONSEQUENCES	15
REFERENCES	18

1 School profile statement

Alexandra Primary School is located within the Alexandra township in a rural setting 125 kilometres North East of Melbourne. Currently our student population is 197.

Due to our location, we have great access to the outdoors – lake, snow fields, river, natural bushland and National Parks.

At Alexandra Primary School we believe that all students experience success through access to quality programs. By providing a caring, safe and positive environment, every student has the opportunity to reach their potential and make a worthwhile contribution to their community.

Over 2012/13, the Alexandra Primary School community participated in a major school review. Through community consultation we established our Core Values of:

- **Respect**
- **Integrity**
- **Care**
- **Achieve**

These Values of Respect, Integrity, Care and Achieve underpin our school and how all members of the school community are expected to conduct themselves. These Values are further supported by the Tribes Agreements of Mutual Respect, Attentive Listening, Appreciations / No Put Downs, Personal Best and Right to Pass, which are honoured by staff, students and parents. Students learn a range of collaborative skills that help them learn to work together in groups, and be their best as individuals.

At present the school provides a comprehensive curriculum in: English, Mathematics, Health and Physical Education, Science, Technology, Humanities, The Arts and The Languages – Japanese. We are proud of our continued focus towards English and Mathematics, supported by our whole school approach to Developmental Curriculum.

To actively support these curriculum areas, the following enrichment programs are provided: Life Education, Swimming, Religious Education, sequential Outdoor Education Program, Interschool Sport, Cross Country Skiing, School Concert, Health and Human Relations, School Council, Perceptual Motor Program (PMP), Cultural Visits, Parent Education Programs, Auskick, Netball, Net Set Go and Active After School Communities Program.

Learning Technologies in the classroom have a number of networked computers linked to the Internet. All classrooms have been greatly enhanced by the use of Interactive Whiteboards and we have a designated Computer Lab with 26 networked computers. iPads are used extensively throughout the school in addition to the computers in the Computer Lab.

Individual programs are in place for students at risk. Additional assistance is provided through the Reading Recovery Program, Program for Students with Disabilities and the Indigenous Tutorial Assistance Scheme. Parents and community members play an important part in supporting student learning in the classroom.

Great emphasis is placed on caring for our students, staff and parents by:

- ◆ Providing an environment that is safe and secure.
- ◆ Equal opportunity for all members of the school community.
- ◆ A cooperative environment where students can share the responsibility for their own learning, behaviour and health.
- ◆ Providing an extensive transition program across all Grade levels but particularly for Prep and Grade 6 students.
- ◆ Developing life skills such as responsibility, communication, independence, empathy and character building.
- ◆ Extending students to reach their individual potential by encouraging, recognising and rewarding achievement and effort.
- ◆ Providing Professional Development – strong collegiality.
- ◆ Providing communication to the wider school community to encourage involvement and support.

Our classes are dynamic and interesting with a wide variety of educational possibilities for each child. Our teachers provide an exciting and engaging curriculum that caters for the individual needs of each child in their class.

Facilities

In 2012 we moved into our brand new building which includes 5 classrooms, a large open common area, meeting room and student toilets. This is as well as our 4 classrooms already in existence. We have a large Multi Purpose Room, canteen and separate library, Art room and ICT lab.

We have two large grassed ovals with a fitness track and 4 modular playground pieces. We have large asphalt and synthetic turf areas, a basketball court and netball court. Another feature of our grounds is our extensive Sustainable Garden and functioning chook pen and hothouse.

Community Links

Alexandra Primary School prides itself on being a vital, active member of the Alexandra and surrounding communities. This is due the strong links built up between the school and its wider community over a number of years.

Community members are valued, and are active in our Literacy programs, Working Bees and Outdoor Education Program. The local community groups support the school in a number of ways including raising funds, conducting social events, providing scholarships and assisting with projects around the school.

There is a strong partnership between parents and staff and a high level of parent support and participation. We value parent participation in school activities, support for the Home Learning environment, Individual Plans and participation in school bodies such as Parents' Club and School Council and in classroom activities, sport helpers and working bees. We have a very proactive Parents' Club who organise fundraising and social activities.

Alexandra Primary School is a vital part of the local and district school community. As a member of the Cathedral Cluster of schools, children are given the opportunity to mix with students from Eildon, Taggerty, Buxton, St Mary's and Marysville, participating in Athletics, Swimming and Cross Country running and other cluster wide programs.

2 Whole-school prevention statement

Alexandra Primary School's purpose is to provide a stimulating environment that allows students to achieve their full potential. Our following values underpin our school and how all members of the school community should conduct themselves:

- **Integrity** – in all of our actions being honest, fair and responsible
- **Respect** – by treating ourselves and others fairly and with care.
- **Care** – consideration and regard for self, others and the environment.
- **Achieve** – in striving to achieve one's personal best in all that they do.

Alexandra Primary School strives to provide a friendly, caring and safe environment. Our school is based on the four School Values, Restorative Justice Practice principles and is committed to developing a school environment that:

- Maximises learning, personal growth and wellbeing for all students.
- Creates a stimulating and supportive environment for all teachers.
- Assists, informs and involves all parents.
- Is welcoming and engaging.
- Creates a positive school culture with a focus on relationships and establishes a learning community with diverse opportunities.
- Builds a safe and supportive school environment where students feel safe and supported with high teacher expectations and fair and respectful whole school behaviour management systems
- Expects positive, supportive and respected relationships that value diversity where teachers know their students,
- Encourage students to take responsibility and provide multiple opportunities for parents/carers to play an active part in the life of the school.
- Encourages student participation by providing all students with opportunities to contribute and provide feedback resulting in feeling valued and empowered.

We do this through:

1. The Curriculum

- Extensive development of ICT. Every classroom is equipped with an interactive whiteboard. There is a dedicated ICT lab timetabled for use from P-6 in addition to classroom computers and iPads which are also extensively used within our curriculum. This equipment is highly engaging for students.
- Rigorous emphasis on Literacy and Numeracy blocks across the school to ensure students have the necessary academic skills to access broader learning.

- Development of the Sustainable Garden to ensure students are able to access lifelong skills of healthy living in a pleasurable and real life manner and to utilise real life literacy and numeracy skills.
- Having a dedicated Stars session concurrently across the school in multi-age groups to promote positive relationships between all age groups and with teachers and to reinforce our school values of Respect, Integrity, Care and Achieve.
- Offering a Specialist program which includes The Arts, The Languages and Physical Education.

2. Organisation

- Our day is divided into a timetable which maximises productive learning time in the morning and allows for dedicated 2hr English blocks and 1 hour Mathematics blocks.
- Classrooms utilise a consistent management plan for all students which has been agreed on and is replicated in the yard.

3. Support Personnel

- A Student Wellbeing Coordinator is employed one day per week.
- The non-teaching Leadership team assume shared responsibility for all intervention actions not manageable at classroom level
- We have access to a SSSO (psychologist and social worker) for secondary consultations
- Other Student support services are outsourced through our Student Services budget and include Speech, Occupational Therapy and Koori Engagement Officer.
- Educational Support (ES) staff are employed for students funded through the Disabilities and Impairments program.

4. Support Programs/Measures

- Parent Support Group Meetings
- Individual Behaviour/Learning plans (where applicable)
- Lunch time activities operated by Staff including Chess Club, Computer Lab, Garden club, Drawing Club, Talk Town and Choir
- Programs organised for students by the Student Wellbeing Coordinator including the Stars Program, Outdoor Education Program
- Breakfast Clun running on Monday, Wednesday and Friday
- Referrals to Paediatricians, Para-Professionals, CAMHS and Community Health services
- Individual counselling/management of students with SSSO
- Liaison with Community Support Workers, Child First, DHS-where applicable and appropriate
- Designated areas of the playground for different year levels as well as areas open to all
- Monitoring and support of students academically and emotionally by Leadership team personnel as well as classroom teachers
- Supervised library/indoor play program for students requiring yard support.

- Diligent tracking of attendance with calls home, some students conveyed to school for the short term, home visits, regular newsletter articles re the importance of school attendance
- Student Representative Council
- Policies to support Bullying and Equal Opportunity (see appendices)

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.

This view is based on the four principles of the Charter of Human Rights and Responsibilities - *freedom, respect, equality and dignity*. These principles incorporate:

- Recognition and equality before the law
- Right to life
- Freedom of expression
- Protection of families and children
- Cultural rights
- Privacy and reputation

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.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a 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, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should 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.

An education provider should 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 provider. The provider 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 provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

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 repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying 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.

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.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

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

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are 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 student leader or a teacher/coordinator that you feel comfortable with.

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

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Feel safe at school • Learn without interference from others. To work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment • Participate fully in the school's educational program • Be treated with respect and in a fair and equitable manner 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school's educational program. • Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Attend class prepared to learn and demonstrate respect for the rights of others, including the right to learn, by not interfering with the learning of others. • Take care of their own, others and school property. • Obey school rules and follow teacher instruction.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • Expect that their child will be educated in a safe and secure environment in which care, courtesy and respect for the rights of others are encouraged • Be actively involved in their child's learning 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Treat all members of the school community with respect and support teachers in their maintenance of a safe, secure and productive teaching and learning environment. • Promote positive outcomes for their child 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.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • Be able to teach in an orderly and cooperative environment • Be treated with respect and in a fair and equitable manner free from harassment • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • Display mutual respect to students, parents, other staff and members of the community. • Ensure they are punctual and prepared for lessons. • Create and maintain safe and challenging learning environments. • Use a range of teaching strategies and resources to engage students in effective learning. • Fairly, reasonably and consistently, implement the engagement policy.

Rights and Responsibilities of the School Community

Children today face a future of rapid change and considerable uncertainty. This will call for strength of character and well developed skills in interpersonal relationships, ability to cope with change and an ability to take responsibility for his/her own efforts and progress in learning. Mutual respect for one another and self respect grow from, and promote, this sense of responsibility. The development of self discipline is the all-important link in the development of the child into a fully responsible adult. Self discipline has to be learnt, and Alexandra Primary School's Code of Conduct is a response to this important aspect of education. Everyone has the right to work and play safely and without interference from others. By developing and agreeing to this Code of Conduct, Alexandra Primary Schools children, parents and teachers have accepted responsibility for their own behaviour. Teachers and parents must do all that they can to help our children to live and learn by this code - to adopt a positive attitude to a commitment to the code and to accept responsibility for an infringement of the code.

4. Shared expectations

Alexandra Primary school shares 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.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion**
Care for self and others.
- **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
- **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view.
- **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society

- **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.
- **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.
- **Honesty and Trustworthiness**
Be honest, sincere and seek the truth.

School expectations include:

- inclusive teaching practices. This includes building positive relationships, valuing student contributions, embracing differences in thinking and scaffolding and supporting students.
- 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
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

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.

5. School actions and consequences

Alexandra Primary School has a cohesive and consistent response to inappropriate behaviour. These actions and consequences are set out in our Incident Procedure flowchart and are applied fairly and consistently.

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 or careers coordinators
- tutoring/peer tutoring
- 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, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR IN CLASS

Classroom expectations and consequences

Each class forms its own rules for behaviour, along school guidelines, which are displayed in the classroom. Children who behave according to the rules or go beyond the rules to help in the smooth running of the class will be rewarded. This is done on an individual basis as well as a whole class. Rewards may include acknowledgement by certificates presented at school assemblies, stickers, house points, well done awards etc.

There is a hierarchy of consequences and a sequence of steps to follow in order that inappropriate behaviour is managed by classroom teachers and support is provided to them in cases where students do not respond as required. If the code of behaviour is breached, a graded series of sanctions will be implemented (See Incident Procedure flowchart) :

1. Warning
2. Class teacher strategies eg Name on board; Remain in class for up to half of the next recess or lunch break etc
3. Further incident on the same day – Student sent to reciprocal room. The classroom teacher will determine the length of the withdrawal, the placement of the student and the program to be followed. A phone call home will be made to inform parents.
4. Further incident on the same day – Student sent to Principal. Parents notified & meeting with principal. Appropriate consequence.
5. Suspension
6. Referral to Counselling Agencies
7. Expulsion in line with D.E.&E.C.D. Guidelines.

Yard expectations and consequences

1. Follow teacher/adult direction.
2. Play sensibly and safely.
3. Keep hands, feet and objects to yourself.
4. No bullying, teasing, swearing or name calling.
5. No stealing or damaging property.

Positive recognition of good playground behaviour will be in the form of house points, Well Done awards, extended play in Superplay.

If the code of behaviour is breached, the Yard Duty teacher will record the incident in the Yard Duty folder sheet and will provide a consequence to the student as listed on the sheet, including rubbish duty, separate in yard, sent to Principal, reminded of Values and given warning, walked with yard duty teacher, note home to Parent, missing out on Super Play, etc.

Discipline procedures – suspension and expulsion

The Principal shall determine a suitable punishment, after appropriate investigation and consultation, which may include suspension. When considering suspension or expulsion, the school is 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 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.
- 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/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.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