

<p>Mill Park Primary School <i>Education for Life</i></p> 	<p>STUDENT WELLBEING, ENGAGEMENT AND INCLUSION POLICY</p>	<p>Responsibility : Assistant Principal Revised: 2016 Next Review: 2019</p>
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School Profile

Mill Park Primary School is committed to providing the highest quality education through the recognition of individual learning styles, effective communication, teamwork and continuous improvement. We strive for our students to become motivated, engaged and independent learners through the provision of an engaging, rich and meaningful curriculum. We consistently encourage students to embrace change and become lifelong learners who value themselves, others and learning. We actively promote a social responsibility, respect, resilience, perseverance and independence to capably prepare our students for an ever changing and complex world.

Our school has teaching and learning as its priority. All curriculum planning, implementation and assessment is based on the Victorian Curriculum and the e5 Instructional Model. English, Mathematics, Digital Technology, developing the curious learner and student welfare are highest priorities for resourcing professional learning. The expansion of the Digital Technology program into all facets of the school is ever increasing, including the implementation of the 1:1 Tablet program in Years 4 -6.

The school is fully committed to the implementation of the Early Years and Middle Years of Schooling philosophy. We aim for our students to develop as responsible, self-motivated and resilient learners and citizens. A strong team-based approach to teaching and learning is a feature of our school.

Our school staffing consists of: 2 Principal Class, 32 teachers and 17 Educational Support Staff.

The school is structured into two sub-schools:

Early Years – Foundation, Years 1, 2 & 3

Middle Years – Years 4, 5 & 6

Specialist programs available at the school include English as Additional Language, Bright Futures, CaLP (Communication and Language Program, Italian, Music, Visual and Performing Arts and Physical Education. A Literacy Support program is also provided for students requiring additional support with their learning.

Our Foundation to Year 2 students attend weekly sessions in the CaLP Centre. Students are engaged in a number of activities all designed to develop certain social and oral language skills. The aim of the program is to develop these skills in an environment that promotes a sense of curiosity, exploration, investigation and interest in a rich range of materials, resources and opportunities in which the students can engage. The school offers a variety of extension programs for students from Year 1 – 6.

The school has a choir and a rock band that perform at community and school events. The school supports the conducting of out of hour's instrumental music, sport clinics, chess club and Year 6 Maths tutoring.

Students have many opportunities to participate in a wide range of leadership and sporting activities, including School Captains, House Captains, Student Council, Student Action Teams, Inter and Intra School sporting competitions, Leadership Program, fitness and swimming programs.

Our Foundation students have the opportunity to be involved in a five week transition program prior to the beginning of a new school year. Students in all year levels participate in a highly successful intra-school transition program during Term 4. This program supports students' learning as they progress from one year level to the next of their learning journey.

Our Year 6 students participate in a graduation ceremony, which marks the end of their seven years of primary schooling and celebrates their achievements.

Our Health and Safety program involves all students in Foundation – Year 6. The school four year action plan has been reviewed and has been implemented since the beginning of 2014.

A range of personal development programs are implemented across the school for specific year levels.

There is a strong whole school behavior management program that assists students to learn to interact with others successfully, to demonstrate self-control and to enjoy school and learning.

The school has a community link with the kindergartens within the vicinity of the school. This has a very positive effect on the transition process for our Foundation students. The school's positive links with neighbouring Secondary Schools continues to support student transition from Year 6 to Year 7.

Our parents are well supported within the school community. Community services such as Kildonan, Anglicare, State Schools' Relief and Open Mind Psychologists are offered to parents when needed and required. The school office sets up payment plans for excursions, incursions and camps when necessary and we have a second hand uniform sale where parents can buy selected items of the school uniform.

School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

Our philosophy:

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Our vision:

All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.

Our values: *Respect, Integrity, Compassion and Excellence.*

Guiding Principles

Our school will:

- collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- provide curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- promote active student participation and provide students with a sense of ownership of their environment.
- support families to engage in their child's learning and build their capacity as active learners.
- promote active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- have processes in place to identify and respond to individual students who require additional assistance and support.
- build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- promote a culture of safety for Aboriginal children, students with diverse backgrounds and students with disabilities.
- promote a culture of safety for students enrolled under the International Students Program.

Mill Park Primary School has developed a vision for each student to aspire to during their seven years at the school. It is as follows:

Student Vision

It is the shared vision of all at Mill Park Primary School that students will work to the best of their abilities to develop skills which will equip them for life. At the end of their seven years at the school each student should:

- Be literate, numerate and have technological expertise
- Value learning and enjoy school
- Strive to do their best
- Be prepared for further education
- Be confident to take risks and not fear failure
- Be a good problem solver
- Be able to prioritise and reflect
- Be creative and co-operative
- Be a good communicator
- Have self-confidence and pride in themselves
- Be resilient, flexible and responsible
- Be respectful, honest and display integrity
- Be empathetic and tolerant
- Be able to make responsible life choices and live a fit and healthy lifestyle
- Have a positive attitude to change
- Have respect for the environment
- Be able to interact socially and construct positive relationships with others
- Have a clear understanding of rights and responsibilities as an individual and as a member of society

Whole School Prevention

At Mill Park Primary School our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students.

Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through our School Values Programs and Professional Learning Teams that encourage innovative pedagogy developed using the Department's E5 instructional model, Peer Observation and Victorian Curriculum.

Pro-social behaviours are promoted through various programs that give the students' opportunities to contribute to the school and effectively engage students in their learning through:

- The Bounce Back Program
- You can do it!
- Heart Masters
- Kids R Central
- Citizenship Awards
- Learning Awards
- Chess Club
- CaLP(Communication and Language Program) Centre, Oral language/Social skills program Foundation-Year 2
- Values Education Program
- Recess Club
- Maths Club
- SAT (Student Action Teams)

Student Conferences provide opportunities for students to share Smart goals and reflections with their parents/carers and set new/modified Smart goals for the coming semester/term. Student learning is celebrated through the presentation of hard copy or digital portfolios.

Student Leadership programs such as:

- School Captains interview process
- House Captains nominations
- Student Council nominations
- Student Leadership Program
- SAT – Student Action Teams, provide opportunities for students to influence change within the school community
- Running whole school events

Student Voice is encouraged through the use of thinking tools such as:

- DATT tools
- Review documents
- Imagineering tool
- Online surveys
- POLT
- PMI's
- Feedback station
- Circle Time
- De Bono Thinking Hats
- Class meetings
- Car Park

The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school's programs such as

- Classroom Helpers
- Learning Expos
- School Council
- School Council sub committees
- PFA
- Outdoor Educational programs
- Incursions/Excursions
- PMP
- Intervening early to identify/respond to student needs for social and emotional support.
- Providing a range of opportunities for students to be involved and feel connected to the community.
- 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.
- Whole school approach to Restorative Practices to encourage engagement; build pride, respect and responsibility.
- 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

The Mill Park Primary School community is committed to the implementation of our Mission and Vision Statements and the Values of Respect, Integrity, Compassion and Excellence, as set out below.

	VALUE	At Mill Park Primary School we
Respect	<p>RESPECT IS:</p> <p><i>Being considerate and courteous to others.</i></p>	<ul style="list-style-type: none"> ▪ listen without judgement ▪ follow school processes and rules ▪ use school resources responsibly ▪ care for each other ▪ care for the environment around us ▪ value the opinions of others ▪ share with others ▪ accept others' beliefs and differences ▪ include and encourage others ▪ conduct ourselves in a way that makes us proud ▪ are responsible for our actions
Integrity	<p>INTEGRITY is:</p> <p><i>Being honest and truthful, and keeping your word.</i></p>	<ul style="list-style-type: none"> ▪ do what we say we will do ▪ are trustworthy ▪ tell the truth even when we have made the wrong choice ▪ follow school rules without being reminded ▪ are sincere in our actions ▪ are resilient and bounce back from difficulties ▪ are fair and just towards others
Compassion	<p>COMPASSION is:</p> <p><i>Being kind and showing empathy towards others.</i></p>	<ul style="list-style-type: none"> ▪ accept people as they are ▪ take an interest in others ▪ have zero tolerance towards bullying ▪ speak to people in a caring way ▪ help people whenever we can ▪ support others to be the best they can be ▪ give others a voice and freedom to be heard ▪ form positive relationships with others
Excellence	<p>EXCELLENCE is:</p> <p><i>Doing my best at all times and in all situations.</i></p>	<ul style="list-style-type: none"> ▪ strive for personal best ▪ learn from our mistakes ▪ work well independently ▪ work well as a team member ▪ are organised and persistent ▪ accept challenges and never give up ▪ encourage and support others to succeed ▪ are thoughtful and curious learners ▪ lead by example

The Vision of Mill Park Primary School

A dynamic school, promoting integrity, lifelong learning and the attainment of excellence.

The Mission of Mill Park Primary School

Highest quality education through the recognition of individual learning styles, effective communication, teamwork, continuous improvement and the development of a sense of belonging.

Rights and Responsibilities

RIGHTS

It is the right of all members of the Mill Park Primary School community to experience a safe and supportive learning and teaching environment. Staff, student and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for the student.

RESPONSIBILITY

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to 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, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/Carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

All members have an obligation to ensure school property is appropriately used and maintained.

Section 4: Shared Expectations

Mill Park Primary School 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 accepted 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, communities and experiences.

CODE OF ETHICS

As a member of the school community at Mill Park Primary School we should all:

- Be polite, courteous and well mannered
- Exhibit and encourage pride in the school and present the school positively to the wider community
- Value and treat each other with respect regardless of gender, age, culture, role or religion
- Support an atmosphere of order and cooperation
- Support the school in its efforts to maintain a productive and progressive teaching and learning environment
- Present a positive role model within the school community
- Support rules, codes of practice and decisions made by the school
- Follow proper school procedures in any matters which concern us

	Students will Demonstrate:	Parents/Careers are expected to:	Principals/Teachers and staff in accordance with DET procedures will:
Engagement (Participation in the classroom and other school activities)	<ul style="list-style-type: none"> ▪ preparedness to engage in and take full advantage of the school program ▪ effort to do their very best ▪ self-discipline to ensure a cooperative learning environment and model the school values ▪ team work to work ▪ co-operatively and collaborate together ▪ comply by the Child Safe Code of Conduct. 	<ul style="list-style-type: none"> ▪ promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs ▪ support their child in their preparedness for the school day and in the provision of a supportive home environment ▪ monitor their child's school involvement and progress and communicate with the school when necessary ▪ are informed and supportive of school programs and actively participate in school events/parent groups. 	<ul style="list-style-type: none"> ▪ our school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students ▪ our school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success ▪ comply by the Child Safe Code of Conduct.
Attendance	<ul style="list-style-type: none"> ▪ All students are expected to: ▪ attend and be punctual for all classes every day ▪ be prepared to participate fully in lessons ▪ bring a note from their parents/carers explaining an absences. 	<ul style="list-style-type: none"> ▪ Parents/Carers are expected to: ▪ ensure that their child's enrolment details are correct ▪ ensure their child attends regularly ▪ advise the school as soon as possible when a child is absent ▪ account for all student absences ▪ keep family holidays within scheduled school holidays ▪ support their child's learning during absences and work with the school to reintegrate students after prolonged absences. 	<ul style="list-style-type: none"> ▪ In accordance with DET procedures our school will: ▪ proactively promote regular attendance ▪ mark rolls accurately each day ▪ follow up on any unexplained absences promptly and consistently ▪ identify trends via data analysis ▪ report attendance data in the school's Annual Report ▪ support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.
Behaviour	<ul style="list-style-type: none"> ▪ Students are expected to: ▪ model the schools core values of respect, integrity, 	<ul style="list-style-type: none"> ▪ Parents/Carers are expected to : ▪ have high expectations of their child's behaviour and 	<ul style="list-style-type: none"> ▪ Our school will: ▪ deliver an inclusive and comprehensive curriculum which promotes positive

	<p>compassion and excellence</p> <ul style="list-style-type: none"> ▪ always treat others with respect ▪ never physically or verbally abuse others ▪ take responsibility for their behaviour and its impact on others ▪ obey all reasonable requests of staff ▪ respect the rights of others to learn. No student has the right to impact on the learning of others ▪ respect the property of others ▪ bring correct equipment to all classes ▪ comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes. 	<p>an understanding of the schools behavioural expectations</p> <ul style="list-style-type: none"> ▪ communicate with the school regarding their child's circumstances ▪ cooperate with the school by assisting in the development and enforcement of strategies to address individual needs. 	<p>behaviours and emphasises the well-being of every child</p> <ul style="list-style-type: none"> ▪ employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues ▪ consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances ▪ recognise that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.
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School Actions and Consequences

Student Engagement, regular attendance and positive behaviours will be supported through relationships based on whole-school classroom practices, including targeted and individualised support when required.

Attendance

At Mill Park Primary School, absences often mean students miss important stages in the development of their learning, causing them to find 'catching up' difficult. Ultimately, our school goal is to have all students present and have our student absence mean below the previous year's state mean. The following are ways in which we promote school attendance:

- Attendance practices reflect DET philosophy of 'It's Not OK to be Away'.
- All student absences/lateness are recorded daily (morning) by teachers, are aggregated on to our CASES 21/Compass database and communicated to DET.
- The school recognises illness as a reasonable ground for an absence.
- Clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations.
- The Assistant Principal will closely monitor student attendance through the evaluation of the student absence reports on CASES21/Compass.
- Ongoing data collection will be utilised to identify students who are at risk of poor attendance and possible disengagement from school.

- If within three days of the initial absence parents/carers have not provided an explanation/satisfactory explanation contact will be made by the classroom teacher or nominated representative.
- The Student Welfare Officer, Assistant Principal or the Principal will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences.
- Student attendance data will appear on the student's mid-year and end of year reports.
- DET and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modelling of punctuality is expected and regularly monitored with attendance awards.
- All absence notes and records of communication will be retained and stored at the school for a minimum period of 12 months.
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group Meeting.
- This Support Group will be convened by the Assistant Principal and attended by key professionals. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Human Services or DET.
- Attendance is promoted through the school's weekly newsletter.

School Actions and Behavioural Consequences

WHOLE SCHOOL SYSTEM FOR BEHAVIOUR MANAGEMENT

Behaviour unchallenged is behaviour condoned

KEY ELEMENTS:

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

- All school rules must be reviewed in classrooms annually.
- All classrooms will have their own set of values, vision, mission, rules and consequences which are in line with the whole school approach.
- All students must understand what type of behaviour is appropriate and inappropriate in their classrooms and playground.
- The whole school values are designed to develop positive attitudes and relationships.

Responsibilities of the Classroom Teacher

STAGE 1

- Involve and engage all students, set high expectations, seek feedback from students and give out two messages to each child – 'you can succeed' and 'I will help you do that'.
- To be familiar with and implement Mill Park Primary School's Behaviour Management Policy and be consistent in its implementation.
- Be using restorative practices with students when discussing issues. e.g. use the reflection sheet to promote higher order emotional thinking.
- When breaches do occur – follow the protocol. Classroom teachers must have documented conversations with the students and the witness/bystanders before the situation is referred to the Year Level Leader. The classroom teacher must include documented evidence of strategies taken to deal with the problem.
- In extreme circumstances the threat is to be referred immediately to the Principal Class.

Responsibilities of the Year Level Leader

STAGE 2

A - Promotion of Positive Behaviours

- Establish a consistent Year Level approach in consultation with the team regarding approach and consequences for problem behaviour. This should involve the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour and management of outcomes.
- Communicate concerns with the Leading Teacher.
- Assist classroom teachers in implementing positive behaviour support and restorative practices.

- Document incidents relating to management of student behaviours to inform decision making. When concerns arise about a student's ongoing behaviour, implement a targeted response through the use of a behaviour management contract.
- Establish a student support group involving parents/careers/Wellbeing Coordinator/ Leading Teacher.

B - Attendance

- Articulate high expectations of attendance to all members of the school community.
- Follow up absences on a regular basis and keep all relevant staff informed on student management issues.

Responsibilities of the Leading Teacher

STAGE 3

- Consulting in the development of, implementing and evaluating Mill Park Primary School's Student Engagement Policy Guidelines.
- Developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- Develop a whole school approach to student attendance and to participate in attendance conferences with Year Level Leaders.
- Document incidents relating to management of student behaviours to inform decision making. When concerns arise about a student's ongoing behaviour, implement a targeted response through the use of a behaviour management contract.
- Establish a student support group involving parents/careers/Wellbeing Coordinator/ Leading Teacher.
- To liaise with the Student Wellbeing Coordinator to be aware of and support students at risk.
- To assist all teachers in the use of restorative practices.
- Induct new staff in their PLT on the school's Engagement Policy Guidelines.
- To report all concerns on Student Wellbeing physical and emotional wellbeing to the Case Management Team each fortnight.

Responsibilities of the Principal and Assistant Principal

STAGE 4

- Support all staff in the overall management of student behaviour .
- Monitor attendance strategies implemented and behaviour policy.
- Ensure the procedures for suspension are understood by all staff.
- The Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspensions.
- The Principal is responsible for student expulsions, and to ensure that the correct expulsion procedures are adhered to.

Level 1 Classroom/Playground Management

Every teacher has written classroom and playground plans, which include the purpose, sequence, and consequences that will be implemented by the teacher if inappropriate or dangerous behaviour has occurred. Informal meetings with parents may be held, documented and dated. (Refer to flow charts)

Activate Stage 1 and 2

Level 2 Discipline Meetings

Structured meetings involving the child, parents and class teacher/Year Level Leader/ Leading Teacher will occur when a child's name is entered in the Year level or PLT Discipline Book three times or immediately if the breach of conduct is of a more serious nature.

Activate Stage 1,2, and 3

Level 3 Persistent Misbehaviour

Structured meetings involving the student, parents, teachers, Student Welfare Officer and or Principal/Assistant Principal and agencies (where appropriate) will occur.

Activate Stage 3 and 4

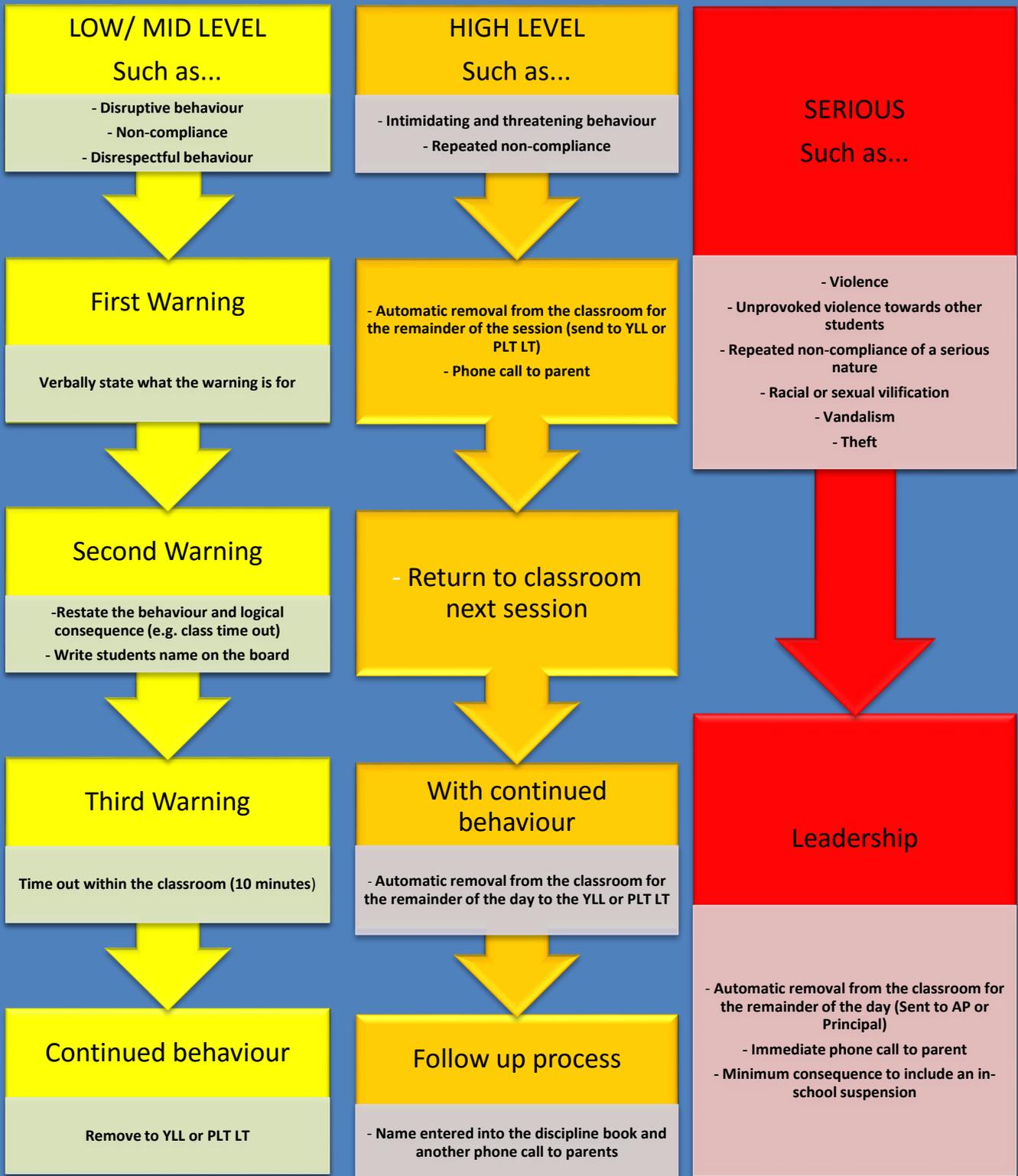
Level 4 Detention/Suspension

If misbehaviours persist the student may be suspended from school.
If misbehavior is of a serious nature (e.g. violence, vandalism) the student may be suspended from school.
Ongoing suspensions will be reported to Region to determine appropriate consequences.

Activate stage 4

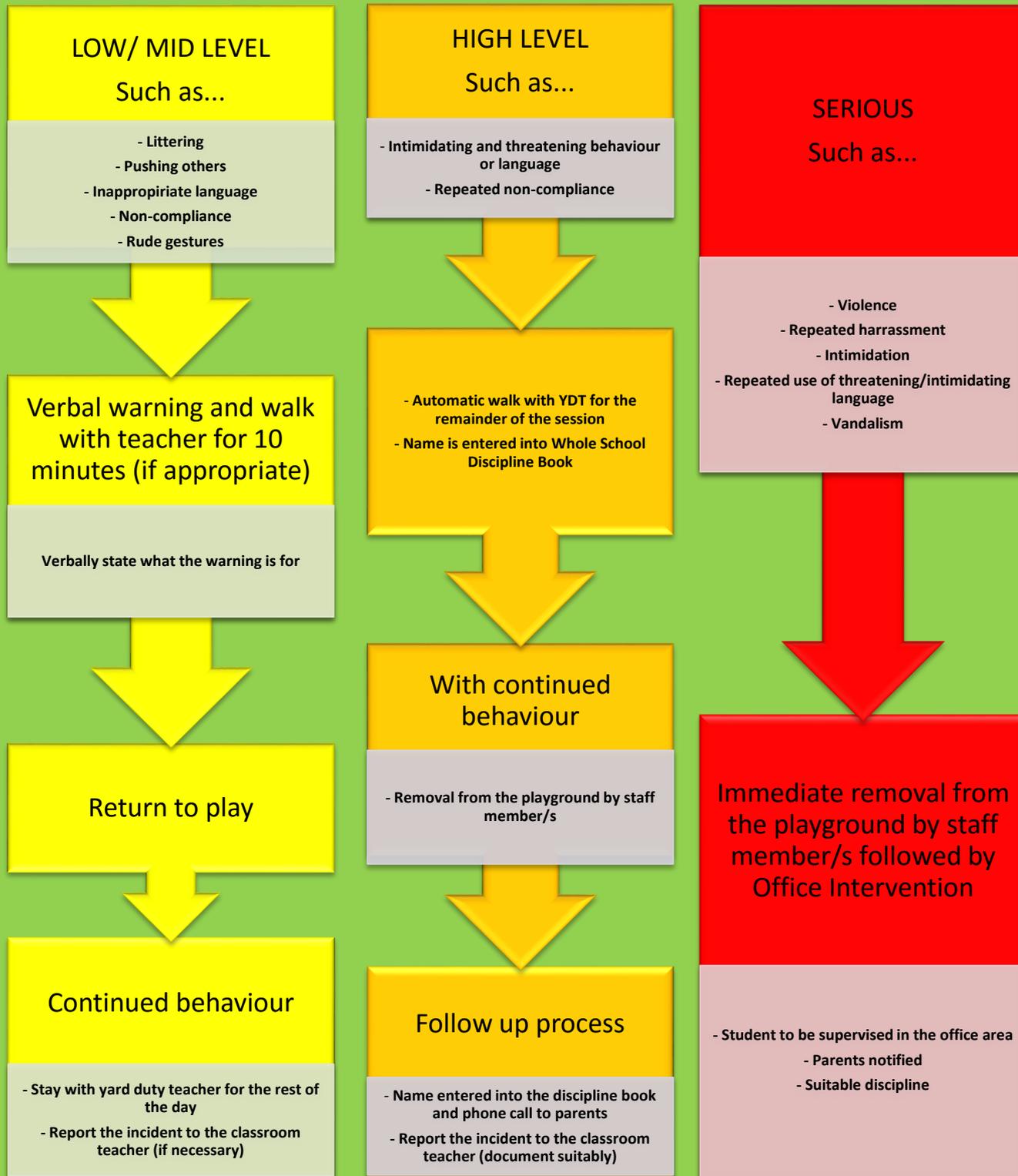


CLASSROOM BEHAVIOUR MANAGEMENT FLOWCHART





PLAYGROUND BEHAVIOUR MANAGEMENT FLOWCHART



Detention

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

Stage 4 response where the Principal/Assistant Principal must ensure that parents 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 parents.

Mill Park Primary School is permitted to detain students but will take into account family circumstances and negotiate with parents where appropriate.

Detention Guidelines

- Detention will be held during lunchtimes for 20 minutes
- Detention will be held in the supervising teachers gallery
- Every staff member will have a turn at supervising
- Children on detention should be sitting, doing nothing during the 20 minutes
- Detention will be given for the following reasons:
 - physical aggression/violence towards others
 - name placed in Year Level or PLT discipline book 3 times
 - disrespectful behaviour to adults/teachers
 - poor behaviour at excursions/school events
- Parents will be notified the day prior to detention

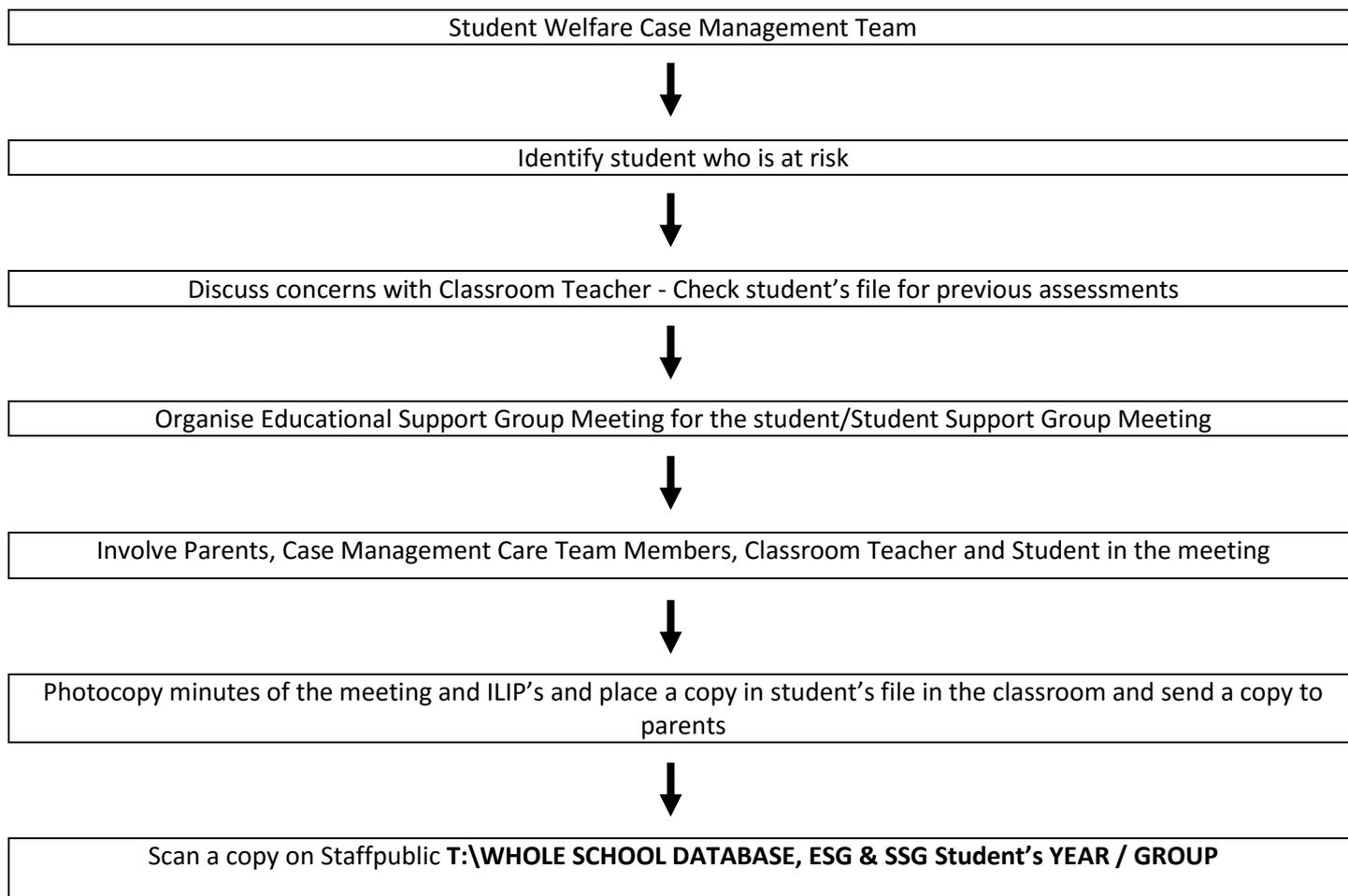
Student Support Group (SSG) and Education Support Group (ESG) meetings

A Student Support Group meeting may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students. In general, they will be convened at the school, although they could occur at alternative locations agreed to by the school and parents.

These meetings are to be held at a time suitable both to the school and to the parents. The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response. As well as teachers, parents and students, the meeting could involve a person requested by the parents who is not acting for fee or reward, principal or nominee and any support staff who have been involved with the student and/or the student's family or who have particular relevant expertise.

If the principal considers it warranted, or the student or the student's parents 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 parents and/or student and remain confidential.

STUDENT SUPPORT GROUP MEETING (SSG) AND EDUCATION SUPPORT GROUP (ESG) FLOWCHART



Expulsion

Details of suspension and expulsion procedures are discussed below, however, it should be noted that parents are to be involved in expulsion 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 parents
- For any reason the parent 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'.

Suspension - General information

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension 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

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

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

The principal must ensure that:

The behaviour, 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 student

A student is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required

The parent may be accompanied at that meeting by another person who is not acting for fee or reward

If it is considered warranted by the student or the parent, the principal must ensure that suitable language interpretation facilities are available at the meeting arranged.

Grounds for suspension

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

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

Procedures for suspension

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the child or young person. It is important that intervention strategies meet the following criteria.

- Targeted interventions should be based on systemic collection and analysis of ongoing data.
- Intervention strategies should include the teaching and/or building of prosocial replacement behaviours.
- Progress should be measured and support reduced slowly and gradually.
- Intervention practices should occur in the classroom as the first option and should always involve the classroom teacher/s.
- Both academic and social strategies should be addressed.
- Partnerships should involve and support parents/carers.

The formation of a student support group is a critical element in the staged response. Failure to achieve an acceptable change in behaviour 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 also 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 can request a suspension conference. The principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.

The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, student support group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential.

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

Period of Suspension

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

The school shall provide appropriate and meaningful school work to the suspended student that is in line with classroom coursework.

Post Suspension

The classroom teacher must make a date of post-suspension **SSG** Student Support Group meeting. (only required if suspension is for five school days).

Expulsion – General Information

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

Grounds for Expulsion

A principal may expel a student if:

- The student does anything for which they can be suspended
- The student's behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school
- The student has a documented history, including 15 school days of suspension. The school must be able to demonstrate at this stage that all possible interventions have been implemented and documented

Procedures prior to Expulsion

Prior to an expulsion the principal must ensure that:

- A comprehensive range of strategies, consistent with a staged response has been implemented by the school;
- Despite these strategies, the student's inappropriate behaviour persists; and
- The student and parents/carers 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 parents/carers 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 parents/carers
- 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 within twenty-four hours.

Explanation of the circumstances leading to suspension

Outcomes of the student support groups

Date/s of student support groups:

Attendees:

Strategies discussed:

Supports (school based or external) provided to the student:

Date of post-suspension student support group
(only required if suspension is for five school days):

Additional information (if required)

Checklist

Each of these boxes must be ticked and the Notice of Suspension endorsed by the Principal before the student can be suspended.

Student absence learning plan agreed upon at student support group is attached (for documentation purposes) and has been provided to the student and their parents/carers.

- All other relevant information is attached.
- A copy of the Notice of Suspension has been provided to the student, parents/carer and the School Council President.
- The student and their parents/carers have been provided with a copy of the information brochure Procedures for Suspension.

Principal _____

Date _____