

STUDENT ENGAGEMENT

POLICY

AIM:

To provide a clearly understood policy that promotes student engagement, attendance and positive behaviour and has clearly defined and staged consequences for inappropriate behaviour.

SCHOOL PROFILE:

Wahgunyah Primary school is a small school located in the township of Wahgunyah, nestled on the banks of the Murray River in north-east Victoria. It is approximately 3 hours' drive from Melbourne, the state capital and is approximately 40 minutes' drive from the regional cities of Albury-Wodonga. The region is known for its wine industry and Wahgunyah is the home of Uncle Tobys, a major employer in the area.

The school has a stable enrolment of approximately 80 students, drawn from the local community and the nearby communities of Corowa and Rutherglen. At the end of 2012 we moved into a new, purpose built building which houses our four classrooms. Our new building is designed with today's learners in mind. It's light, open, and fosters a real sense of teamwork, collaboration and community. A central learning and resource area also serves the classrooms and provides flexibility for small group work and whole school assemblies. The school has well-kept grounds. Significant funds have been spent on establishing all-weather and multi-purpose playing fields, as well as attractive and challenging play equipment.

The school currently provides early intervention literacy and numeracy support, specialist science, visual art, music, French and physical education programs. The school offers a wide range of extra-curricular activities, camps and excursions. The school employs a wellbeing co-ordinator who provides in-class, small group and individual support for students and families in the role of prevention and early intervention.

The school embraces the *KidsMatter* framework which caters for the social, emotional and mental wellbeing of students, staff and families. This includes a focus on engaging with parents and carers, and explicitly teaching the skills of social and emotional learning.

WHOLE SCHOOL PREVENTION STATEMENT:

Wahgunyah Primary School has an expectation that children will be happy, confident, self-disciplined and motivated risk takers who strive for excellence whilst having respect for one's self and others. This is embodied in the school's values: Be your best. Show respect. Everyone belongs. The school seeks to engender a positive community spirit which encourages learning in a caring, family atmosphere, where children are the focus and individual needs are met. We seek to provide a safe and responsible school community in which children can learn and be valued as an individual. The school's values guide us in striving for such goals and provide the pillars on which student engagement is built.

RESILIENCY PROGRAM - BOUNCE BACK!

All classrooms conduct weekly sessions in the award-winning wellbeing and resilience program Bounce Back! Bounce Back offers practical strategies to help children and young people function well at school and in life.

Are teachers are able to provide learning opportunities that promote positive mental health, wellbeing and resilience for students and teachers plus safe and supportive class and school learning environments.

The benefits of this program include:

- It is a long-term, multi-year, multi-faceted whole-school program and not just an 'add-on'.
- It is a universal program taught to all students, not just selected students. However concepts and skills from the program can also be further consolidated in individual or small-group sessions.
- The components and teaching strategies in the program are all evidence-based
- It is taught by classroom teachers and based predominantly on children's literature (especially younger and older picture books) and follow-up language/literacy activities.
- There is a strong focus on circle time, cooperative learning approaches & educational games to build positive relationships, positive emotions and teach social-emotional skills.
- The social and emotional knowledge, skills and concepts in Bounce Back! are integrated with academic content wherever possible. Many aspects of the program can also be integrated with History, Social Studies, Health, Maths, Science, Music, Art & Drama
- The psychological content of Bounce Back! is predominantly drawn from two core models: Cognitive Psychology and Positive Psychology
- Parenting notes are provided on the Bounce Back topics so parents can be supporting the key messages in the home.

WONDERS OF WAHGUNYAH REWARD SYSTEM

At the beginning of the year, all students receive a green level WOW card. When they go above and beyond our school's expectations a teacher can reward them with a special hole-punch on their WOW card.

The three areas are taken straight from our school values (next page) all of which encompass what we like to call, 'The Wahgunyah Way'.

When the card is fully completed, the student moves on to a Bronze level, then Silver, and ultimately Gold. Each different level comes with privileges that the student can choose from to be rewarded for their achievements.

SCHOOL VALUES:

Be Your Best

- strive for the highest personal achievements in all aspects of schooling and individual and community action, work and life-long learning
- give recognition to those achieving high standards
- frequently encourage and acknowledge individual improvement
- celebrate school community achievements
- encourage awareness of broader life opportunities
- maintain high learning expectations
- set and meet high standards
- persist through challenges and difficulties in learning

Show Respect

- accept the right of others to hold different views to your own
- listen to others
- obey school rules
- acknowledge the strengths and abilities of others
- affirm cultural diversity within the school

Everyone Belongs

- fairness towards those who differ from one's own
- prepare to live, learn and work in communities that are diverse
- promote empathy and sympathy for others
- listen and respond to the concerns of children, staff and parents
- encourage principled, caring and reflective learners
- take care to balance the needs of all members of the school community

RIGHTS AND RESPONSIBILITIES:

We believe that each person should be treated fairly and that students, staff and parents have rights which will be recognised. We believe it is the right of every individual to feel safe in a supportive environment; to have an equal opportunity to learn and to have their individuality, ideas and property respected. With rights, come responsibilities.

Students

STUDENTS HAVE A RIGHT TO:	STUDENTS HAVE A RESPONSIBITLY TO:
<ul style="list-style-type: none">• feel safe in the classroom and playground• be treated fairly• be respected by their teachers, students and parents• their own opinions• feel they belong and are accepted• have their personal property respected and know their belongings are safe• use the resources of the school with permission• participate in school activities• learn new things• ask questions and share ideas• learn and achieve to a high standard• be rewarded for going above and beyond generally expected behaviour• have a clean room• have fun	<ul style="list-style-type: none">• be in control of their own thoughts and feelings, and make good choices• follow the school/class rules• act in a safe, responsible manner and to be supportive to fellow students.• respect other people and make them feel like they belong and are accepted• talk to teachers, students and parents with respect• be a positive role model• contribute to the physical and emotional safety of people in our school• respect the property of others and look after their own property• use technology and other resources responsibly• be prepared and punctual• play and to eat within the designated areas around the school• keep our school clean by putting rubbish in the bin• with appropriate support, complete work requirements• be open and honest with others• not give up

Staff

STAFF HAVE A RIGHT TO:	STAFF HAVE A RESPONSIBITLY TO:
<ul style="list-style-type: none">• be treated with respect and as a professional by students and parents• be valued for their contribution to the wider school• work in an environment that supports teamwork• feel safe in the classroom and playground• teach without disruption, in a clean and tidy environment	<ul style="list-style-type: none">• treat students and parents with respect• teach students to the best of their ability• make sure all students are safe• come to school on time and to be in the classroom on time• be in control of their thoughts and feelings• act as role models and provide suitable, interesting activities while maintaining a

<ul style="list-style-type: none"> • work in a pleasant, safe environment and to be treated with courtesy by all • implement appropriate management strategies for children who are interfering with the rights of others • contact parents and carers when necessary and to expect their support • be informed of any family situation or home issue that may affect a student's learning or behaviour • be trusted to undertake their role to the best of their ability • have their privacy protected • access professional learning that improves practice. 	<p>safe environment</p> <ul style="list-style-type: none"> • be consistent and fair in the implementation of the student management plan • be approachable, to listen and be prepared to consult with parents. • contribute to creating a positive work environment • value the work of others • engage in co-operative teamwork • undertake their role in a highly professional, organised and honest manner • maintain the privacy of others • be prepared to take on new and challenging situations • support the school to be the very best.
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Parents and Carers

PARENTS AND CARERS HAVE A RIGHT TO:	PARENTS AND CARERS HAVE A RESPONSIBILITIES TO:
<ul style="list-style-type: none"> • know their child is safe • know where their child is at all times • know their child is getting an excellent education • be kept informed of their child's learning progress and behaviour at school • have information on school processes and curriculum. • expect that they will be treated with respect in their interactions with all members of the school community • expect the school to work with them to ensure their child's potential is fully developed 	<ul style="list-style-type: none"> • send their child to school daily and on time • make sure their child has enough sleep at night • provide their child with lunch and a snack every day with a focus on healthy eating and waste wise packaging • reinforce the school's values and student engagement policy with their child • help their child with home learning • be respectful in their personal interactions with others in the school • use the school's Complaints Resolution Policy when there is an issue • actively follow up on issues which may arise and support the agreed outcomes • support and build resilience in their child • ensure they are well informed about their child's progress by attending interviews, reading reports and seeking answers to any questions they may have

SHARED EXPECTATIONS:

Each classroom teacher will develop their own Classroom Management Plan in consultation with the students at the beginning of each year. This plan should reflect the school's values, the shared rights and responsibilities of students, staff and parents and carers, and include the school processes which promote student engagement.

Beyond each Classroom Management Plan is a set of shared expectations across the whole school to help us remember our responsibilities:

- Mutual respect
- Attentive listening
- Appreciations/ No put downs
- The right to pass

STUDENT ATTENDANCE

At Wahgunyah Primary School we believe that regular attendance at school is crucial for learning and student engagement. In supporting families to ensure regular attendance:

- staff keep twice daily records of student attendance
- the school sends home regular notices to individual families regarding unexplained absences
- absence data is included in mid-year and end of year student reports
- the school celebrates students with 98% or more attendance across a term with special achievement awards presented at assembly
- the school promotes the benefits of regular attendance through the newsletter
- staff monitor unexplained, prolonged or regular absences and 'touch base' with the family and inform the principal
- support agencies, such as the Department of Human Services, are engaged to support families where absenteeism continues to be an issue.

SCHOOL ACTIONS & CONSEQUENCES

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required. A staged response provides a continuum of support for student well-being and engagement.

At Wahgunyah Primary School we believe that positive behaviour models are the best way to support student engagement. Below are examples of the different, whole school processes, that are used to support students and actively engage them in their learning.

VULNERABLE STUDENTS: A DO NO HARM APPROACH

Caution is taken when dealing with a student who may have past experiences of abuse, violence and/or trauma or who experience a mental health issue. When such students are experiencing a heightened emotional state certain behaviour management strategies may cause the student further emotional harm and/or trauma, resulting in an escalation of undesirable behaviour.

In such situations staff must seek assistance from the Principal. An appropriate intervention may include removing the stimuli (other student/s, staff member, potential weapon) rather than authoritatively challenging or physically restraining the student. The student is given time to calm down in order that they may process information more appropriately and think more rationally.

BEFORE THE DECISION TO SUSPEND THE PRINCIPAL MUST

- Ensure that suspension is appropriate to:
 - The behaviour for which the student is being suspended
 - The educational needs of the student
 - Any disability or mental illness of the student
 - The age of the student
 - The residence and circumstances of the student
- If the student is Aboriginal or Torres Strait Islander
 - Consider whether it is appropriate to contact a Koorie Education Coordinator
- Ensure
 - The student has been given an opportunity to be heard
 - Any information or documentation provided by the student and or their relevant person has been taken into account in making the decision
 - Other forms of action to address the behaviour which may lead to suspension have been considered

STUDENTS WITH DISABILITIES

Under section 32 of the Disability Discrimination Act 1992, education providers must comply with the Disability Standards for Education 2005. The Disability Standards for Education 2005 set standards for education and training providers, including Victorian government schools. To comply with the Standards education providers must make 'reasonable adjustments' to accommodate a student with a disability.

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

Prevention: whole school focusing on all students and staff across all settings

Early Intervention: targeted responses to problem behaviour

Intervention: intensive response to individual behaviour that persists after stages 1&2

1. Prevention	2. Early Intervention	3. Intervention
<ul style="list-style-type: none"> • actively teach the school values • verbal recognition of positive behaviours • acknowledgements and praise (6:1 ratio) • plan and teach a curriculum that caters for different learning styles • displays and celebration of student work • parent / teacher interviews and mid-year / end of year reporting • extra-curricular activities such as sports, camps and excursions • differentiation of curriculum • classroom management plans in all classrooms • Playground and Classroom Flowcharts • whole school reward systems: House points, Principal's Awards, assembly presentations, newsletter recognition • classroom reward systems such as merit certificates, WOW card hole punches • cross age tutoring • student voice through regular student leadership meetings • student goal setting • differentiated curriculum for individual students • explicit teaching of Social and Emotional Learning • links with the community and parents and carers through regular afternoon teas and <i>Story Time</i> sessions • provision of resources and programs for parents and carers 	<p><i>Includes all of the previous processes, plus:</i></p> <ul style="list-style-type: none"> • verbal reminders • warning systems • organisation of the class, routines, planning (prepare the child for the situation and the situation for the child) • WOW Card reward system • communication diary with home • parent discussions • restorative practices • individual and small group support programs such as <i>Friends for Life</i>, <i>KEAPS</i> and <i>Calmer Classrooms</i> 	<p><i>Includes all of the previous processes, plus:</i></p> <ul style="list-style-type: none"> • individual learning plans (ILPs) • individual behaviour plans/contracts • student support group meetings (SSGs) • parent meetings • organisational tools • individual curriculum • involvement of support agencies, social workers and GP. • relationships with police and other services • crisis plan for aggressive students

BULLYING AND CYBER BULLYING

"Bullying is a repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear (Department of Education 2015). It can involve such things as:

Direct Physical Bullying:

- Grabbing, aggressive staring, hitting, pinching, kicking, pushing & shoving, damaging property.
- Taking or knocking a person's books or belongings out of their hands or off their desk.

Direct Verbal Bullying:

- Publicly excluding a person from your group.
- Teasing and name calling.
- Homophobic or racist remarks.

Indirect Bullying:

- An action designed to harm someone's social reputation and/or cause humiliation.
- Lying and spreading rumours.
- Playing nasty jokes to embarrass and humiliate.
- Mimicking.
- Encouraging others to socially exclude someone.
- Damaging someone's social reputation or social acceptance.

Cyber bullying:

- Is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

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 (copyright).
- Visiting appropriate online places/chatrooms/sites and social media outlets.

Behaving safely online means:

- Protecting your own privacy and personal information (formerly stranger danger)
- Selecting appropriate spaces to work and network
- Protecting the privacy of others (sharing personal information or images)
- Being proactive in letting someone know if there is 'something not quite right'. At home this would be a parent/carer, at school a teacher.

If you are being bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Seek support from bystanders.
- Discuss the matter with a student leader, teacher, parent, Principal or adult.
- Find ways that you can "Bully- Proof" yourself with strategies and a support network.

WHAT BULLYING 'IS NOT'

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. It's important to unpack any anti-social situations and look for answers as to why relationships breakdown, or actions have occurred. Often it can be a misunderstanding, jealousy, paranoia or miscommunication that it stems from. Parents should always confirm with their child what their role in the situation was. Did they use the catastrophe scale? Did they confirm their feelings with the other person? Did they ask questions to make sure they had all the information before making any assumptions?

Mutual conflict

This involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution, or their own way. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike

It's normal that throughout a child's schooling and lifetime that they will come across people with differences of opinion, interests and personalities that will make it difficult for some friendships to develop or maintain at the same level. Friendships can be cyclical and will often break down, rebuild or change entirely in the intensity, especially if there is someone new in the social group. It is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts

Nastiness, name calling or physical and aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of nastiness or physical aggression will not be accepted or condoned within the school.

SCHOOL DETENTION PROCEDURES

Detention is used when a student's behaviour in the playground and/or classroom undermines the rights of other students and/or teachers (see Rights and Responsibilities).

Duration of detention

Students in Foundation to Year 2: approximately 15 minutes

Students in Year 3 to Year 6: approximately 25 minutes

Students must be given an opportunity to get a drink and go to the bathroom prior to returning to class from any detention.

Detention Process

- Detention will take place during Lunch time every day in the historic building
- Students will report to the historic building with the teacher responsible for giving them the detention who will get the student started on the reflection sheet (APPENDIX 5 and 6). The Wellbeing Coordinator or delegated staff member will check in with the student regularly to ensure the student is on task and to clarify any questions the student may have. The teacher will return prior to the end of the detention to ensure the student's readiness to accept responsibility for their actions and make an apology. This is vital to maintain a positive relationship between student and teacher moving forward.
- Teachers will be supported by the Principal and other teachers to cover any duties that may clash with this time.
- If a child refuses to begin the task within a reasonable period of time the teacher will clarify the task with the student and if any additional support is required. The student is also warned that they can be suspended for not following teacher instructions as this is considered overt refusal of teacher instruction.
- If child still refuses to begin, the principal will be notified and a decision to suspend the child will be considered for overtly refusing teacher instructions. If the child is suspended, the parents will then be notified and informed of the dates/duration of the suspension (1 – 5 days).

By the end of the day, the teacher will:

1. Record the incident on Compass
2. Fill out the detention slip (APPENDIX 4)
3. Scan a copy to teacher's email and also to Principal's email
4. Place hard copy of the detention slip in an envelope and send home
5. Make telephone (or in person) contact with one of the child's parents to explain the incident

The following day the class teacher will:

1. Continue to check that the paperwork is returned (if not, the teacher will make contact with the parents)
2. Once the detention slip is returned, it is to be placed in the student's file

REMOVAL FROM CLASS

Occasionally a student's behaviour will have a significant impact on the other student's ability to learn and the teacher's ability to teach. Where a child has received multiple warnings for disruptive behaviour, they may be removed from the class as part of their classroom's progressive discipline plan.

Removal to a withdrawal space -

If a student behaves in a way that undermines the rights of other students or teachers (see rights and responsibilities), in the classroom, they may be removed from class to an assigned withdrawal space (middle area or buddy classroom) for a short period of time (no longer than 45 minutes). After this time, the student should be able to accept responsibility for their misbehaviour and make an appropriate apology. If they are not willing or able to accept responsibility, then they may be provided with more time or given a formal detention.

Removal to Principal -

Sending a student to the Principal is deemed a serious consequence that can be given if a student displays complete, non-compliant or dangerous behaviour. In this instance, the same procedure for a detention should be followed by the classroom teacher.

Process

1. Teacher sends for the Principal
2. Principal will come to the classroom and remove student
3. Student will sit in the office for 15 minutes to calm down and then discuss their choices with the Principal
4. The Principal will explain when the student will complete their detention (recess/lunch/after school) and begin work on any uncompleted work while in office.

Consequence for continued misbehaviour/non-compliance

1. If the student is unable to accept responsibility for their behaviour and continues to behave in a manner that negatively impacts on the rights and responsibilities of others, then the Principal will contact parents/carers who will be notified of their child's suspension and the dates/duration of the suspension (1 – 5 days).

Before returning to school/classroom:

1. Students are to apologise for their behaviour and make a plan to catch up on any work they may have missed out on (recess, lunch or overnight).
2. If the child is suspended a re-entry meeting must be held before the student can return. This is held with the student, parent/s, classroom teacher and Principal, Student Engagement Staff and Student Support Officer (if available). A Return to School Agreement must be read through and signed by student, parents and staff.

Repeat Offenders:

If a student is given 3 detentions in a single school term (or earlier if their behaviour is deemed serious by the Principal) students will be placed on a Behaviour Contract (APPENDIX 8 and 9). When a student is placed a behaviour contract a meeting will be scheduled including the relevant school staff, parents/carers and the student. Whilst on a behaviour contract the student will lose privileges and access to excursions/incursions.

BEHAVIOUR CONTRACT

The purpose of this contract is to encourage the student to make positive and respectful behavioural choices, which will in turn make a positive impact in their attitudes and learning habits at school.

The conditions of the contract include:

- The student being placed on a two-week behaviour plan

- The classroom teacher will complete a daily behavioural tracking slip for the student
- Following the two-week period the student's behaviour will be reviewed and discussed
- During the two-week period:
 - I. The student will not be eligible to represent the school on offsite activities
 - II. The student will be on a restricted/supervised play timetable during recess and lunch
 - III. Incidences of any mid or high level behaviour will result in an immediate suspension

The initial meeting with parents/carers will provide the opportunity to discuss two behaviours that the school deems most in need of improvement and how the student may be rewarded for positive behaviour (maintaining equity for all). The school recommends rewards such as; a phone call from the teacher, a note in the diary, or something that is in line with the student's interests. The school is responsible for maintaining daily communication with the student's parents during this period.

The contract will also include school based intervention strategies. This is where the school will record the strategies that are in place to support the positive behaviour of the student.

SUSPENSION AND EXPULSION:

When considering suspension or expulsion, schools are required to follow Department procedures.

SUSPENSION PROCEDURE

When: Under Ministerial Order no 625 – Procedures for Suspension and Expulsion; grounds for Suspension.

A principal may suspend a student if, whilst attending school, travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student;

- a) Behaves in such a way as to pose danger, whether actual, perceived or threatened, to the health safety or wellbeing of any person.
- b) Causes significant damage or destruction of property.
- c) Commits or attempts to commit or is knowingly involved in the theft of property.
- d) Possesses uses or sells or deliberately assists another person to possess, use or illicit substances or weapons.
- e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.
- f) Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age, breastfeeding, gender, identity, disability, impairment, industrial activity, lawful sexual activity, marital status, parental status or status as a carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.
- g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

How:

1. The Principal will initiate the suspension of a student.
2. Work is sent home with the student to complete.

Returning to School:

- No student can return to class/school before a Re-Entry meeting is held between student, parent, class teacher and Principal and any other relevant staff.
- Student, parents and staff must read through and sign the return to school agreement
- May include a formal discipline meeting to consider student's future at school that involves: student, class teacher, Principal, Parent, Support worker (if relevant)

Frequent Suspensions:

1. Individual Behaviour Management Plan is developed to protect the Rights of all Students and Teachers, and assist the student to control his/her behaviour
2. Departmental Senior Advisor contacted (conference at the highest level)
3. Modified Timetable: exploration into changes to the school day
4. Behaviour Review Conference: to advise the student and their family that the Principal is considering expulsion.

EXPULSION PROCEDURE

When: Under Ministerial Order no 625 – Procedures for Suspension and Expulsion; grounds for Suspension.

A principal may expel a student if, whilst attending school, travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student;

- Does anything mentioned in the Grounds for Suspension (a) to (g) and
- The student's behaviour is of such magnitude, that having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs, expulsion is the only mechanism.

How:

- The Principal will initiate the expulsion of a student.
- Work is sent home with the student to complete.
- A Behaviour Review Conference will be held to advise the student and family that the principal is considering whether to expel the student.

EXPECTED OUTCOMES:

Wahgunyah Primary School will foster positive and promote behaviour guided by clearly defined and staged consequences promoting student engagement and wellbeing.

EVALUATION:

In accordance with the Policy Review table, the Student Engagement Policy will be scheduled for review in 2019.

This policy was last ratified by School Council in....

November, 2016

APPENDIX

1. WOW Card
2. Behaviour Management Flowchart: Playground
3. Behaviour Management Flowchart: Classroom
4. Detention slip
5. Detention Reflection sheet (senior)
6. Detention Reflection sheet (junior)
7. Behavioural Consequences flow chart
8. Behaviour Contract sheet
9. Behavioural tracking sheet example
10. Return to School Agreement
11. Department Procedures for Suspension
12. Department procedures for Expulsion

Name: _____	
Show Respect	Wonder Of  Wahgunyah Include Everyone
	Be Your Best



WOW CARD REWARDS

BRONZE	SILVER	GOLD
Principal's Chair for a day or 1 Free Hot Lunch or 1 Afternoon of free time	Lunch with the Principal* or 1 Afternoon at plantation	A Day out with Mr Reid* (Pool, Bowling, Movies etc.)

*Lunch with Principal is in last week of each term *A day out with Mr Reid will occur in the last week of Term 4

At Wahgunyah Primary School we be our best, show respect and make sure everyone belongs

Student responsibility in the playground

To help everyone safely enjoy their time in the yard we will:

- try to solve our problems by talking them through
- go to a teacher on duty if we can't solve the problem ourselves
- behave in a way that does not harm people, clothing or property
- play safely at all times
- wear a hat from September to April and shoes at all times. No hat, no play. Must sit in shade.
- stay within school boundaries
- walk on concrete and around corners
- be quiet in the quiet area
- stay away from out of bounds areas (breeze way, behind sports shed, water tanks)
- stay away from wet and muddy areas
- not enter classrooms without permission
- eat our food at the green table
- play appropriate games - no tackling, brandy, playing with sticks or fighting
- climb only on playground equipment
- return to class when the first bell rings and be assembled outside the classroom before the second bell rings.

To help protect our environment we will:

- leave trees, shrubs and wildlife alone
- put all rubbish and recycling in the bins provided
- return sports equipment and other materials to.

Teacher responsibility in the playground

To help everyone safely enjoy their time in the yard we will:

- be on time for yard duty
- roam the yard and ensure students are playing safely
- listen to student concerns and assist with problem solving using a restorative approach
- apply consequences for students who misbehave
- wear a hat in accordance with our Sunsmart policy
- at change over, discuss any issues with the new yard duty teacher
- take high visibility vest on duty
- Follow up any behaviour with other teachers or parents

Low Level

- not following rules of games
- disrupting the play of others
- playing in the toilets
- minor infringements of student responsibilities in the playground (as listed to the left)



Friendly reminder or warning by teacher

For example:

- "What are you doing?"
- "What should you be doing?"
- Restate student responsibilities.



RETURN TO PLAY



Continued misbehaviour

- Move on to Mid-Level consequences

Mid Level

- taking things that belong to others
- swearing and inappropriate language
- damaging property or misuse of equipment
- teasing or excluding others
- dangerous play (sticks, stones, tackling)
- continually playing in sun without a hat
- playing in out of bounds areas
- running around corners and on concrete



Yard duty teacher to apply appropriate and logical consequences

For example:

- walk with yard duty teacher
- withdrawal from playground (green bench) for 10 – 20 minutes



RETURN TO PLAY



Continued misbehaviour

- Move on to High-Level consequences (recorded on Compass)

High Level

- Physically hurting others
- Threatening others
- frequently refusing reasonable teacher requests
- back-chatting
- abusive language / rude gestures
- anti-social play
- intense teasing



Send to office

Follow up by teacher and Principal. Will result in:

- withdrawal from playground and/or detention (parents notified by teacher on duty and detention slip sent home)

May also result in:

- temporary or permanent plan for playing in the playground

Behaviour and consequences to be recorded on Compass.

Ongoing offences will lead to:

- an individual behaviour plan/contract



RETURN TO PLAY WITH ONGOING MONITORING

Serious

- Physically hurting others (seriously or potentially seriously)
- bullying
- harassment
- intimidation
- racism
- leaving school grounds



1. Get immediate assistance
2. Student removed from playground to Principal's office



Follow up by Principal

Will result in:

- Immediate withdrawal from playground and/or detention (parents notified by Principal or teacher on duty and detention slip sent home)

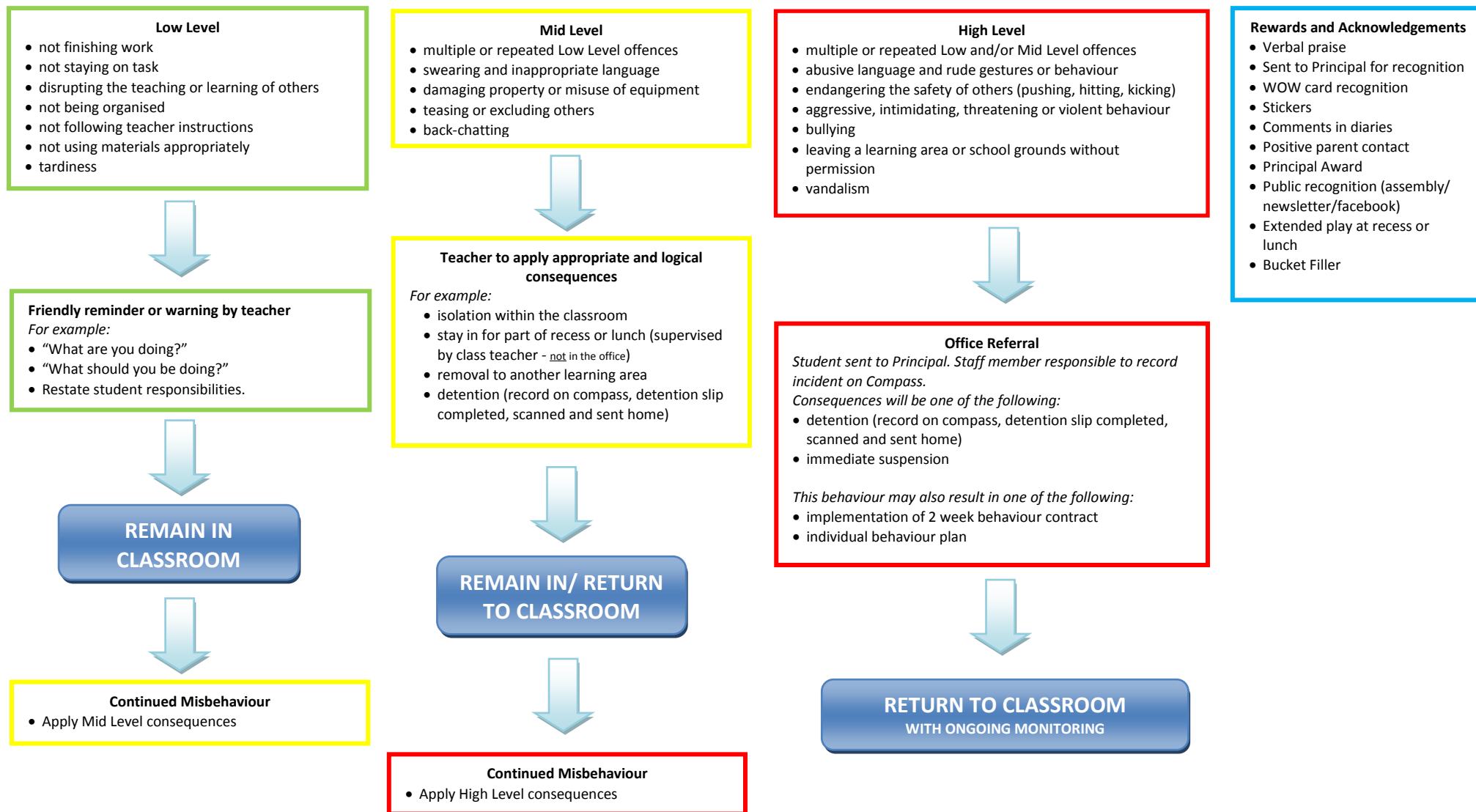
OR

- Immediate suspension (internal or external depending on severity)

May also result in:

- temporary or permanent plan for the playground
- an individual behaviour plan/contract
- community service
- engagement of outside services such as social workers
- re-entry meeting to discuss behaviour and responsibilities.
- Expulsion

At Wahgunyah Primary School we be our best, show respect and make sure everyone belongs



Wahgunyah Primary School Detention Notification							
Name of Student:						Class:	
Date of detention:		Detentions this term:	1 st	2 nd	3 rd	Parents contacted:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reason for detention:						Consequence:	
<div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div>						<input type="checkbox"/> Recess/Lunch detention <input type="checkbox"/> Removal from class <input type="checkbox"/> After school detention Was required to: <input type="checkbox"/> Make a formal apology	
Teacher's name:			Principal's signature:				
<i>Please complete the below sections and return to the school office tomorrow</i>							
Parent name:			Parent signature:				
Parent comment:	<input type="checkbox"/> I have spoken with my child regarding this matter. <input type="checkbox"/> I would like to be contacted to arrange a meeting to discuss this matter further.						

DETENTION REFLECTION SHEET



SAYING SORRY

Write a sincere apology to each person affected by your inappropriate behaviour. Choose your words carefully. It is important they accept your apology. Write your name at the end.

Dear

I'm sorry for

.....

.....

.....

I was feeling

.....because

.....

.....

It would have been better if I

.....

.....

Signed Date

Earning Back Respect & Trust

What will you do, for others, to show them that making things better between you is important and necessary? Find something to do that is worthwhile, helpful and takes time and effort on your part.

.....

.....

.....

.....(Wilson McCaskill 2005)

DETENTION REFLECTION SHEET

SAYING SORRY

Fill in the boxes below regarding your inappropriate behaviour. You can write down what happened or draw a picture. Make sure to say sorry to the people/person involved.

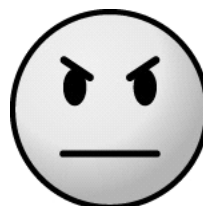
Dear,

I'm sorry for:

(draw)

I was feeling:

(circle)



I should have:

(draw)

To make up for upsetting you I will:

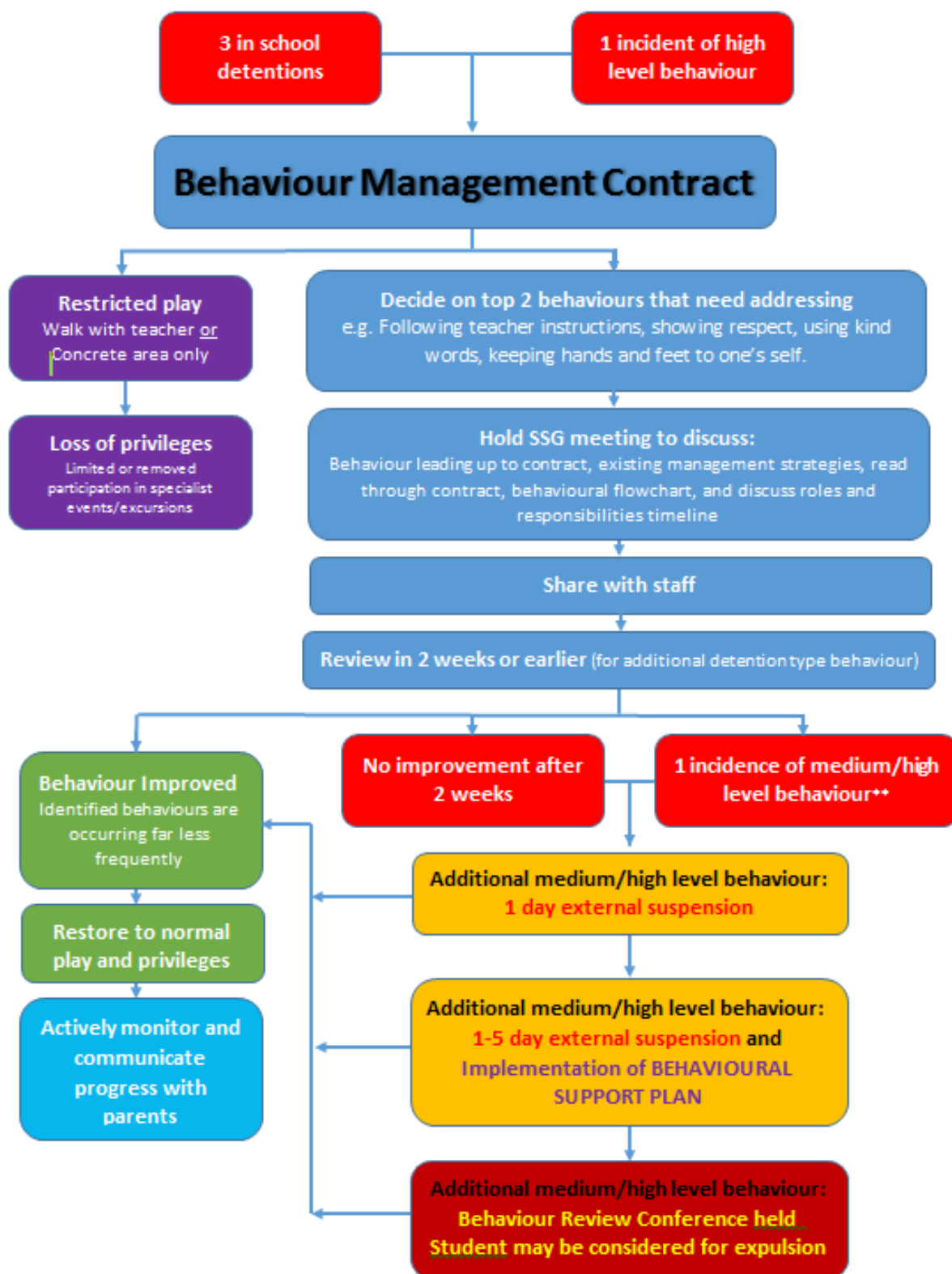
(draw)

Signed Date

Teacher:.....

Behavioural Consequences Flowchart

When a student has received 3* detentions (consequences from medium to high level behaviours) within one school term, the child will be placed on a 'Behaviour Management Contract'. The contract will be in place for two weeks where normal play and privileges will be restored if progress has been made.



* Principal may initiate Behaviour Management Contract early if deemed appropriate.

** The 2 week contract period will begin again if a student was to receive a detention during the contract period

Wahgunyah Primary School's Behaviour Contract



Student Name: _____ Class Teacher: _____

Parent/s: _____

Purpose:

The purpose of this plan is to encourage the student in positive, effective and respectful behaviors, attitudes and learning habits at school. Safe and appropriate behavior is essential to ensure his/her continued enrolment here at Wahgunyah Primary School.

Aims:

- To provide support for the student with his/her behaviour at school
- To ensure the student exhibits safe, respectful and responsive behaviour at school

Expectations:

The student will:

- Comply with class and school rules, and teacher instructions and expectations
- Not interfere with the learning of other students or the teacher's capacity to teach
- Accept the conditions of this contract specifically the removal of privileges

Conditions:

- The student will be placed on a two week Behaviour Management Plan
- Following the two week period the student's behaviour will be reviewed and a further meeting will need to take place.
- During the two week period:
 - I. the student will not be eligible to represent the school in offsite activities
 - II. the student will be on a restricted/supervised play timetable during recess and lunch
 - III. incidences of any mid or high level behaviour will result in an immediate suspension

Management Strategies:

- School and parents will regularly communicate (daily)
- Class teacher will use a behaviour tracking slip encouraging positive behavior in two areas that the school feels are most in need of improvement.

Area 1: _____

Area 2: _____

Intervention Strategies:

As a school we will ensure the following measures are in place to support your child's behaviour:

- _____
- _____
- _____

Implementation: ____/____/____

Review: ____/____/____

Signed: _____ Parent/s _____ Parent/s

Signed: _____ Student _____ Teacher

Signed: _____ School (Principal)

Behaviour Tracker slip (example)

Student NAME Date: Day of contract: 1 of 10	Before School 8:40 – 9:00	Morning Session 9:00 – 10:55	Recess 1 11:00 – 11:15	Recess 2 11:15 – 11:30	Middle Session 11:30 – 1:05	Lunch 1 1:05 – 1:20	Lunch 2 1:20 – 1:35	Afternoon Session	After School 3:05 – 3:20
Behaviour 1									
Behaviour 2									
Optional									
comments									

Front

At school _____ needs to:



Complete work

Listen to teachers
Follow instructionsKeep my
hands and feet to myselfAsk for help if
needed

Rewards for lots OR all ticks	Consequences for more than 3 crosses
Drawing during DEAR time At 2:40pm: 20 minutes computer time A good phone call to Mum	Recess/Lunch detention 1 day suspension (as per flowchart)

Back

POST SUSPENSION



Return to School Agreement

I _____(student name) acknowledge that I made poor choices that resulted in my suspension. From now on I agree to act in a way (my words and actions) that respect the rights and safety of all the people in my school every day.

I also agree to behave in accordance with the Wahgunyah Way:

- To be my best
- To show respect
- And to ensure everyone belongs

If I fail to keep my agreements and meet the general expectations Wahgunyah Primary has for all of its students, I will accept the consequences as outlined in the Student Engagement Policy. This will include one or more of the following;

- ☐ Detention
- ☐ Loss of privileges (including recess/lunch play and/or camps)
- ☐ 1-3 day external suspension
- ☐ 2 week behaviour contract

Please sign the appropriate section below to indicate you know and understand the conditions of your re-entry to school.

Signed: (student) Signed:(parent/carer)

Signed:(teacher) Signed: (principal)

Date:.....



PROCEDURES FOR SUSPENSION

INFORMATION FOR PARENTS* FOLLOWING YOUR CHILD'S SUSPENSION

This brochure must be given to the student's relevant person with the *Notice of Suspension*.

This brochure provides the following information for students and their relevant person:

- What to do if you have any concerns about your child's suspension
- How schools can support students after a suspension
- Where to go for further information and support.

For extra information on the suspension process, including roles and responsibilities, and what you can expect to have occurred prior to suspension, see www.education.vic.gov.au/school/parents/behaviour/Pages/faqs.aspx

MY CHILD HAS BEEN SUSPENDED, WHAT DOES THIS MEAN?

Suspension is a disciplinary measure that involves temporary removal of a student from classes or school approved activities for a specified period of time. Your child will be allowed to return to class or the school approved activity after the set period of suspension.

WHAT WILL THE PRINCIPAL HAVE CONSIDERED BEFORE SUSPENSION?

Before a student can be suspended, the principal must ensure that:

- The student has had the opportunity to be heard
- Any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding suspension
- Other forms of action to address the behaviour for which the student is being suspended have been considered.

WHAT IS AN IMMEDIATE SUSPENSION?

Immediate suspensions can occur only if a student behaves in such a way that would provide the basis for a suspension ordinarily, and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

If the principal has determined that an immediate suspension is appropriate in the circumstances, school staff should have attempted to immediately

notify you of this decision, and the need to collect your child as soon as is practicable.

If you were not able to be contacted and/or you were unable to make arrangements for the collection of your child, the principal should have made arrangements for your child to be adequately supervised until the end of the school day or the conclusion of the school approved activity.

It is important to remember that even though the time frames for an immediate suspension differ from a suspension implemented under normal circumstances, the process is the same and the principal must ensure that your child has had the opportunity to be heard and that his or her circumstances are taken into account.

HOW LONG CAN MY CHILD BE SUSPENDED FOR?

The maximum continuous period of time a student may be suspended at any one time is 5 school days.

In addition, a student cannot be suspended for more than 15 days in a school year without written approval from the Regional Director.

WHAT SHOULD I DO IF I AM NOT SURE IF MY CHILD'S BEHAVIOUR WARRANTED A SUSPENSION?

Every school is required to have a *Student Engagement Policy* which sets out the school community's shared expectation in the areas of student engagement, respectful behaviour, attendance and acts as a reference point for how your school will respond to individual student circumstance.

You may also like to ask your school for a copy of their *Student Engagement Policy* or you can check their website to access it. This policy will set out the behavioural expectations within your school and will be a useful reference point in determining whether these expectations have been breached.

www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx

Suspensions are a serious disciplinary measure and are best reserved for incidents when other measures have not produced a satisfactory outcome.

Your child can be suspended if, whilst attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), they –

- Behave in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Cause significant damage to or destruction of property;
- Commit or attempts to commit or is knowingly involved in the theft of property;
- Possess, use or sell or deliberately assist another person to possess, use or sell illicit substances or weapons;
- Fail to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Consistently engage in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- Consistently behave in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

It is the principal's responsibility to determine whether to suspend a student in any specific circumstances. If you have any concerns about the suspension process or your child's behaviour, you are encouraged to contact the principal to discuss your child, your concerns, and the reasons and grounds for the suspension.

It is important to remember that you can request a meeting with the principal at any point during a suspension process, even if the suspension has already been implemented.

If you do not feel your concerns have been addressed, you can contact the Community Liaison Officer in your closest departmental regional office or one of the other support services listed at the end of this brochure.

WHAT IS AN IN-SCHOOL SUSPENSION? WHAT DOES IT MEAN FOR MY CHILD?

An in-school suspension means that a student remains on school grounds under supervision but does not attend class. This may include:

- Pairing the student up with an experienced teacher or appropriate staff member for the day and accompanying that teacher to classes
- Participating in a work-based in-school suspension (e.g. working outdoors or preparation of educational materials)
- Providing a dedicated room or area where students can complete their in-school suspension under appropriate supervision.

It may also take on a different form depending on the particular school and circumstances.

It is important to remember that whilst this is different from a traditional 'out-of-school' suspension, the process for both is the same and you should receive the same notification and documentation.

WHAT INFORMATION SHOULD THE SCHOOL PROVIDE ME WITH WHEN SUSPENDING MY CHILD?

When a principal determines that a suspension is appropriate, the school must provide both you and your child with the following documents:

- *Notice of Suspension* and
- This brochure.

The principal should also provide you with the following information:

- The reasons for the suspension
- The school days on which the suspension will occur
- Where the suspension will occur (i.e. on school premises or otherwise)

- The contact details for additional support services for you and your child as appropriate
- The arrangements made for the provision of appropriate school work for your child for the period of the suspension.

Notes:

- (1) If your child is suspended for 3 days or less, the principal should ensure that he or she is provided with meaningful work to complete whilst they are absent from school.
- (2) If your child has been suspended for more than 3 days, the principal should ensure that a *Student Absence Learning Plan* and a *Return to School Plan* are provided.

WHAT WILL MY CHILD DO WHEN THEY ARE SUSPENDED? DOES THE SCHOOL HAVE TO PROVIDE HIM/HER WITH WORK?

It is expected that for a suspension of three days or under, a student is given meaningful work to complete. If a student is suspended for over three days, it is expected that a *Student Absence Plan* and a *Return to School Plan* are developed. Templates of these plans can be found at www.education.vic.gov.au/school/principals/participation/Pages/resources.aspx

WHAT HAPPENS AT THE END OF THE SUSPENSION?

Once the period of suspension has ended, your child should be supported to return to school.

If your child has been suspended for a period of three or more school days, it is recommended that a post-suspension Student Support Group meeting be held with the school, you and your child. You can also request that a Student Support Group meeting is held if you feel your child needs additional support when returning to school or to address any behavioural issues that may have led to the incident that result in a suspension.

The purpose of this meeting is to provide an opportunity to discuss the following:

- The *Student Absence Learning Plan* and the school work completed during the period of suspension
- The strategies to be developed within and outside of the school to meet the educational, social and emotional needs of your child
- The respective responsibilities of you, your child, the school staff and other professionals in supporting these strategies.

For more information on Student Support Group meetings see www.education.vic.gov.au/school/principals/spag/participation/Pages/supportgroups.aspx

For more information on what supports are available to schools see *Strategies and Supports Available to Schools* www.education.vic.gov.au/school/principals/participation/Pages/interventions.aspx

CAN I APPEAL A SUSPENSION?

There is no process for appealing a suspension.

If you have any concerns about your child's suspension, you should immediately discuss these concerns with the school principal.

If you do not believe that your concerns have been adequately addressed by the school principal, you may contact the Community Liaison Officer at your local regional office.

If you still believe that your concerns have not been adequately addressed by the regional office, you can write to your Regional Director or the Deputy Secretary, Regional Support Group to lodge a formal complaint.

Additional information, phone numbers and further contact details regarding parent complaints can be found on the DEECD website at www.education.vic.gov.au/about/contact/parentcomplaint.htm

WHO CAN I CONTACT FOR MORE INFORMATION OR SUPPORT?

The procedures for suspension and expulsion are detailed in the Student Engagement and Inclusion Guidance which can be found by visiting: www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx

FAQs for parents regarding suspension and expulsion are available at:

www.education.vic.gov.au/school/parents/behaviour/Pages/faqs.aspx

If you require additional information and support, you should contact the Community Liaison Officer at your closest regional office (contact details next page).

THE SUSPENSION PROCESS

ESTABLISHING THE GROUNDS FOR SUSPENSION

- The principal must first establish whether a suspension is an available option:
 - Did the behaviour occur whilst at school, travelling to or from school or at a school approved activity?
 - Does the behaviour meet one or more of the grounds for suspension?
- The principal must take into account whether a suspension is appropriate to the behaviour, the student's education needs and any other relevant circumstances.
- Before implementing a suspension, the principal must ensure that:
 - The student has had the opportunity to be heard
 - That any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding the suspension
 - Other forms of action to address the behaviour for which the student is being suspended have been considered and implemented.
- The principal must decide on the duration of the suspension bearing in mind that:
 - A student cannot be suspended for more than five consecutive school days and written approval from the Regional Director is required if the total number of days the student has been suspended in the year is more than 15 days
 - If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

SUSPENSION WITH AN IMMEDIATE EFFECT

- In some instances, the principal may consider that due to the severity of the situation and the possibility of immediate threat to another person, they may need to implement immediate action.
- Under these circumstances, the school must provide supervision until the student can be collected or until the end of the school day.
- When a suspension with an immediate effect is implemented on school camp or excursion and the student is unable to be collected, then they will need to be supervised until the end of the activity.

NOTIFICATION

- As soon as is practical, the principal must:
 - Give verbal notification to the student and their relevant person of the intention to suspend the student, the reason/s for the suspension, the school days on which it will occur and where it will occur
 - Provide the student and their relevant person with the *Notice of Suspension* and the *Procedures for Suspension* brochure prior to the day on which the suspension occurs (or on the day a suspension is implemented, if it is a suspension with immediate effect)
 - Provide contact details for additional support services to the student and their relevant person.
- Where appropriate, or if requested, a Student Support Group or another meeting with the student and their relevant person can be convened.

DURING SUSPENSION

- Prior to the day on which the suspension occurs, or on the day a suspension is implemented with immediate effect:
 - If the student is suspended for three days or less, the school must arrange for appropriate school work to be supplied
 - If a student is being suspended for more than three days, a *Student Absence Learning Plan* and a *Return to School Plan* must be developed and provided to the student and their relevant person.

SUPPORT AND FOLLOW-UP

- Following the suspension, it may be appropriate to convene a meeting with the student and their relevant person to discuss the behaviour that led to the suspension. A relevant person can also request a meeting at any time during the suspension process.
- For students that have been suspended for five days or where they have received three or more suspensions in a year, then it is recommended that the school convene a Student Support Group meeting with the student, their relevant person and other personnel to discuss the behaviour that led to the suspension/s and the range of strategies to address the concerns.

SUSPENSION PROCESS CHECKLIST

It is not a requirement of the suspension process that this checklist be completed; it is intended to guide principals through the requirements expected of them under Ministerial Order 625.

■ IS SUSPENSION AN AVAILABLE OPTION?

- ☐ The student's behaviour must have occurred:
 - ☐ While attending school; or
 - ☐ Travelling to or from school; or
 - ☐ While engaged in any school activity away from the school , including travelling to or from that activity.
- ☐ One or more of the following grounds for suspension must be applicable:
 - ☐ Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - ☐ Causing significant damage to or destruction of property;
 - ☐ Committing or attempting to commit or is knowingly involved in the theft of property;
 - ☐ Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
 - ☐ Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - ☐ Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
 - ☐ Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

■ PRINCIPAL MUST MAKE A DECISION TO SUSPEND

- ☐ I have ensured that suspension is appropriate to:
 - ☐ The behaviour for which the student is being suspended
 - ☐ The educational needs of the student
 - ☐ Any disability or mental illness of the student
 - ☐ The age of the student
 - ☐ The residential and social circumstances of the student.
- ☐ If the student is **Aboriginal** or **Torres Strait Islander**:
 - ☐ I have considered whether it is appropriate to contact a Koorie Education Coordinator.
- ☐ As part of my considerations, I have ensured that:
 - ☐ The student has been given an opportunity to be heard
 - ☐ Any information or documentation provided by the student and or their relevant person has been taken into account in making the decision
 - ☐ Other forms of action to address the behaviour which may lead to suspension have been considered.

■ DETAILS OF SUSPENSION

- If it is a **suspension with an immediate effect**, I have ensured that the following grounds have been met:
 - The student behaved in a way that would provide the basis for a suspension; and
 - The behaviour is such that the student is putting the health, safety, and wellbeing of themselves, staff or other students at significant risk.
- I have also ensured that:
 - I have contacted the relevant person to advise them of the suspension with immediate effect and have requested that the student be collected by the relevant person or an emergency contact
 - I have arranged adequate supervision for the student until he/she can be collected by the relevant person or emergency contact, or until the end of the school day or school activity in the case of school camps or excursions.
- If the suspension is **not to take effect immediately**, I have determined a **start date** for the suspension.
- I have determined the **period of the suspension** and have ensured that:
 - The period of suspension does not exceed 5 school days
 - The suspension will not result in the student being suspended for more than 15 days in a school year
 - If this suspension does result in the student being suspended for over 15 days in the school year, I have sought written approval from the Regional Director
 - I have considered the likely disruption to the student's learning before imposing a suspension for a period that is longer than the days left in a term.
- I have determined **where** the suspension will occur:
 - In-school suspension
 - External suspension.

■ PROCEDURE PRIOR TO SUSPENSION

Before the suspension has commenced, I have done the following:

- Given verbal notification to the student and the relevant person of:
 - The reason/s for the suspension
 - The school days on which the suspension will occur
 - Where the suspension will occur (i.e. in-school or external suspension)
 - Contact details for additional support services for the student and the relevant person as appropriate.
- Arranged for appropriate school work to be provided to the student for the period of the suspension:
 - Where the student is suspended for 3 days or less, I have provided meaningful work
 - Where the student is suspended for more than 3 days, a *Student Absence Learning Plan* and *Return to School Plan* have been developed.
- Provided student and their relevant person with the following documentation:
 - *Notice of Suspension*
 - *Student Absence Learning Plan* (if applicable)
 - *Return to School Plan* (if applicable)
 - Information brochure *Procedures following Suspension*.
 - Recorded the suspension on CASES21.



Department of Education and
Early Childhood Development

NOTICE OF SUSPENSION

SCHOOL INFORMATION

SCHOOL NAME	
SCHOOL NUMBER	TELEPHONE
CONTACT PERSON'S NAME	
CONTACT NUMBER	

STUDENT INFORMATION

NAME	
DATE OF BIRTH	YEAR LEVEL
VSN	
TELEPHONE	
EMAIL	
ADDRESS	

RELEVANT PERSON DETAILS

NAME
RELATIONSHIP TO STUDENT
TELEPHONE
EMAIL
ADDRESS

SUSPENSION DETAILS

CURRENT SUSPENSION

FROM / /

TO / /
(inclusive)

TOTAL NUMBER OF DAYS
FOR THIS SUSPENSION

TOTAL NUMBER OF DAYS FOR
SUSPENSIONS IN THIS SCHOOL
(including current suspension)

PREVIOUS SUSPENSION/S (IF ANY) IN THIS SCHOOL YEAR

FROM / TO / NUMBER OF DAYS

FROM / TO / NUMBER OF DAYS

FROM / TO / NUMBER OF DAYS

FROM / TO / NUMBER OF DAYS

TOTAL NUMBER
OF DAYS

PREVIOUS SUSPENSION/S (IF ANY) IN PREVIOUS SCHOOL YEARS

YEAR FROM / TO / NUMBER OF DAYS

YEAR FROM / TO / NUMBER OF DAYS

YEAR FROM / TO / NUMBER OF DAYS

YEAR FROM / TO / NUMBER OF DAYS

TOTAL NUMBER
OF DAYS

GROUNDINGS FOR SUSPENSION

UNDER MINISTERIAL ORDER 625, THIS STUDENT WAS SUSPENDED FOR:
(please tick)

- | | |
|---|---|
| <input type="checkbox"/> Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person; | <input type="checkbox"/> Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; |
| <input type="checkbox"/> Causing significant damage to or destruction of property; | |
| <input type="checkbox"/> Committing or attempting to commit or is knowingly involved in the theft of property; | |
| <input type="checkbox"/> Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons; | <input type="checkbox"/> Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student. |
| <input type="checkbox"/> Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person; | |

REASONS FOR SUSPENSION

Details of student's behaviour (including time and date) and the evidence (and witnesses) relied upon to support the grounds for suspension.

STUDENT HAS BEEN GIVEN OPPORTUNITY TO BE HEARD

Include details of any meetings with the student and their relevant person, and any information or documentation provided by the student / relevant person.

OTHER FORMS OF ACTION TO ADDRESS THE BEHAVIOUR THAT HAVE BEEN CONSIDERED

Specify details of other strategies or supports that have been considered/implemented to address the behaviour. For additional information on supports available please see the Supports Available to Schools section of the *Student Engagement and Inclusion Guidance* document.

DATE OF POST-SUSPENSION STUDENT SUPPORT GROUP
if applicable

PRINCIPAL'S NAME

SIGNATURE

DATE

/ /

THE EXPULSION PROCESS

ESTABLISHING THE GROUNDS FOR EXPULSION

- The principal must consider whether expulsion is an available option:
 - Did the behaviour occur whilst at school, travelling to or from school or at a school approved activity?
 - Does the behaviour meet one or more of the grounds for expulsion?
 - Is the behaviour of such magnitude that expulsion is the only available mechanism?
- When considering an expulsion for a student in out-of-home-care the principal must notify the relevant Regional Director.
- When considering an expulsion for an overseas student the principal must notify the International Education Division of the Department.

INVESTIGATION

- Before implementing an expulsion, the principal must undertake a thorough investigation to establish the relevant behaviours, who committed those behaviours, the context in which the behaviour was committed and any other relevant circumstances in relation to the behaviour.
- The principal should also consider any alternative disciplinary measures that may be appropriate to address the behaviour of the student.

REGIONAL APPROVED SUPPORT PERSON

- As part of their investigation the principal must seek the support of a person on the Regional Approved List to assist with the following:
 - Considering alternative disciplinary measures
 - Considering appropriate alternative education, training or employment options that may be suitable for the student
 - Attending the Behaviour Review Conference (if appropriate).
- The Regional Approved Support Person should also ensure that all options are considered and support transition arrangements where appropriate.

BEHAVIOUR REVIEW CONFERENCE

- The principal must convene a Behaviour Review Conference:
 - To inform the student and the relevant person about the reasons expulsion is being considered and the evidence to support this
 - To provide the student and the relevant person with an opportunity to respond and be heard
 - To discuss and identify future educational, training or employment options that may be suitable for the student should the principal decide to expel the student
 - To identify a course of action in the event that a decision is made to expel the student
 - To provide the student and the relevant person with the information document *Procedures for Expulsion*.

FINAL DECISION AND IMPLEMENTATION

- After the Behaviour Review Conference, the principal must consider all of the relevant matters and make a decision about whether to expel the student.
- The student and the relevant person must be notified of their decision within 48 hours of the conclusion of the Behaviour Review Conference.
- If the principal decides to expel the student, they must:
 - Provide the student and the relevant person with the *Notice of Expulsion* and *Expulsion Appeal Form*
 - Prepare an *Expulsion Report*
 - Provide the Regional Director with the *Notice of Expulsion* and the *Expulsion Report* within 24 hours of the expulsion taking effect
 - Record the expulsion in CASES21.

TRANSITION AND SUPPORT

- Following the decision to expel the student, the principal, in consultation with the regional office, must implement the plan of action that was devised at the Behaviour Review Conference.
- If there is going to be a significant delay in making further education or employment arrangement for the student, the principal must develop a *Student Absence Learning Plan* and continue to provide the student with appropriate work until the transition is made.

EXPULSION PROCESS CHECKLIST

It is not a requirement of the expulsion process that this checklist be completed; it is intended to guide principals through the requirements expected of them under Ministerial Order 625.

■ IS EXPULSION AN AVAILABLE OPTION?

- ☐ The student's behaviour must have occurred:
 - ☐ While attending school; or
 - ☐ Travelling to or from school; or
 - ☐ While engaged in any school activity away from the school , including travelling to or from that activity.
- ☐ One of more of the following grounds for expulsion must be applicable:
 - ☐ Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - ☐ Causing significant damage to or destruction of property;
 - ☐ Committing or attempting to commit or is knowingly involved in the theft of property;
 - ☐ Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
 - ☐ Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - ☐ Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
 - ☐ Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.
- ☐ The student's behaviour must be of such magnitude that expulsion is the only available mechanism.
 - ☐ I have considered the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and need to maintain the effectiveness of the school's educational programs.
 - ☐ For students with a history of behavioural issues, I can confirm that sufficient prior interventions have been put in place. (Note: this is not a requirement under Ministerial Order 625 but a ground for appeal under the Order.)

■ PROCEDURES PRIOR TO EXPULSION

- ☐ I have identified the student's relevant person and/or arranged for the appointment of a suitable person.
- ☐ I have considered alternative discipline measures for this student.
- ☐ I have considered appropriate education, training and employment options that may be available to student should a decision be made to expel the student.
- ☐ I have nominated a person from the **Regional Approved List** to assist with:
 - ☐ Attending a Behaviour Review Conference with the student (if appropriate)
 - ☐ Considering alternative disciplinary measures
 - ☐ Considering appropriate alternative education/training and/or employment options
 - ☐ Assisting in the implementation of the course of action agreed at the Behaviour Review Conference.

- ☐ If the student is in **out-of-home care**, I have informed the Regional Director that expulsion of the student is being considered.
- ☐ If the student is an **international student**, I have informed the International Education Division in central office, DEECD.
- ☐ If the student is an **Aboriginal** or **Torres Strait Islander**, I have considered contacting the Koorie Education Coordinator.
- ☐ If the student has a disability such that transition arrangements may be difficult to establish (as a guide this might include students on Level 4 or above of **Program for Students with a Disability** as well as other students who may or may not be funded) I have considered contacting the regional office for assistance.

■ PRIOR TO THE BEHAVIOUR REVIEW CONFERENCE

- ☐ I have contacted the student and their relevant person to arrange a Behaviour Review Conference prior to making a decision about whether to expel a student. I have advised them of the following:
 - ☐ The date, time and place for the Behaviour Review Conference
 - ☐ That they are encouraged to attend the meeting
 - ☐ That they may be accompanied by an independent support person of their choice who is not acting for fee or reward
 - ☐ That they are entitled to have an interpreter present and that relevant arrangements will be made if required
 - ☐ That if the relevant person is unable or unwilling to attend, the relevant person or the student may nominate another person to attend the Behaviour Review Conference
 - ☐ That if the student and / or the relevant person do not attend the meeting, a decision about whether to expel the student may be made at that meeting. If an expulsion is decided, the course of action may, therefore, be determined without the benefit of hearing from a student and their relevant person.
- ☐ I have made reasonable attempts to schedule a Behaviour Review Conference at a date, time and place that allows the student and the relevant person to attend.
- ☐ I have determined whether an interpreter is required by any person attending the Behaviour Review Conference and have arranged for such assistance to be present at the meeting.

■ THE BEHAVIOUR REVIEW CONFERENCE

- ☐ I have made reasonable attempts to ensure that the following people are present at the Behaviour Review Conference:
 - ☐ The student
 - ☐ The relevant person, and their independent support person (if required)
 - ☐ Nominee from the Regional Approved List
 - ☐ Interpreter (if required).
- ☐ I have included the following discussion points on the agenda for the meeting:
 - ☐ Expulsion of the student is being considered
 - ☐ Grounds for expulsion that are being considered
 - ☐ Evidence to support a finding that the student has engaged in the conduct that warrants expulsion
 - ☐ Advising the student and the relevant person that this is an opportunity to respond and to be heard
 - ☐ Development of a course of action in the event that a decision to expel the student is made including future educational, training and/or employments options.
- ☐ I have provided the student and the relevant person with the following documentation:
 - ☐ Information document *Procedures for Expulsion*.

- If the student and the relevant person did not attend the Behaviour Review Conference:
 - I have ensured that documentation of the key points discussed at the meeting are sent to the student and the relevant person.

■ DECISION TO EXPEL

- I have properly, fairly and without bias considered all of the relevant matters in making my decision, including:
 - The behaviour for which the student is being expelled
 - The educational needs of the student
 - Any disability or mental illness of the student
 - The age of the student
 - The residential and social circumstances of the student
 - The need to maintain the health safety and wellbeing of other students and staff at the school
 - The need to maintain the effectiveness of the school's educational programs.
- I have notified the student and the relevant person of my decision within 48 hours of the conclusion of the Behaviour Review Conference.

■ IF A DECISION IS MADE TO EXPEL

- I have provided the student and the relevant person with the following documents:
 - *Notice of Expulsion*
 - *Expulsion Appeal Form*
- I have prepared a written *Expulsion Report*
- I have provided the following documents to the Regional Director, within 24 hours of the expulsion taking effect:
 - *Notice of Expulsion*
 - *Expulsion Report*
- I have recorded the expulsion in CASES21.

■ PROCEDURES FOLLOWING EXPULSION

- I have ensured that the student is provided with educational and developmental opportunities as soon as practicable after the expulsion.
- In the case of a student of compulsory school age, I have ensured that the student is:
 - Enrolled at another registered school; or
 - Enrolled at a registered training organisation; or
 - Engaged in employment.
- In the case of a student who is beyond compulsory school age, I have provided the student and their relevant person with information about other schools, registered training organisations or employment agencies that may provide suitable opportunities for the student.
- If there is to be a significant delay in making further educational/employment arrangements, I have ensured that a *Student Absence Learning Plan* has been developed and will continue to provide the student with appropriate work.