



YEA PRIMARY SCHOOL

Student Engagement and Inclusion Policy

REGISTRATION REQUIREMENT 4.1 (A) I

The school community of Yea PS have a shared legal, moral and ethical responsibility for the wellbeing and engagement of all students from Foundation to Grade 6

Our School

Yea Primary School is a school of 138 students situated approximately 100km north-east of Melbourne and 40 km east of Seymour. It provides education to children in the township of Yea and surrounding districts.

The school has adopted the core values of respect, integrity, persistence, collaboration, creativity and empathy. These values are referred to frequently and underpin student and staff relationships.

A teamwork approach to curriculum planning promotes consistency of delivery throughout the school. Reading Recovery and programs of individual assistance are provided to students experiencing difficulty with reading and writing. ILIP's for all students who record a D or E on their previous report.

Art and Phys Ed are taken as specialist subject areas in 2017. The school provides literacy and numeracy support for students at risk. The upper three grades are divided into four groups for literacy.

The school's guiding principles are to provide a high quality education through a curriculum that has breadth, depth and relevance. The school is strongly committed to empowering children by placing an emphasis on literacy and numeracy and catering to the special needs and abilities of each student. The Kathy Walker philosophy is being implemented from F-6. Weekly lessons from Beijing are Skyped to every grade and a follow up session taken each Wednesday afternoon by a Mandarin speaking parent. Student welfare is addressed through the whole school implementation of Restorative Practice and a consistent discipline and welfare program throughout the school.

Students have the opportunity to learn drums, as well as participating in the Jump Rope for Heart Demonstration Skipping Team, Whole School Performance, Boite and Singing Group. The physical environment of the school enhances the learning atmosphere. Students use an art room and multi-purpose room in addition to well-equipped classrooms. Access to computers is extensive. Each classroom has an Interactive Whiteboard. The screen interfaces with a computer and is highly interactive and engaging. It is a form of innovative technology that allows students the opportunity to operate the whiteboard as a touch sensitive large computer screen. It acts as a digital hub, with the internet, webcams, a digital camera, a scanner, DVD player and video all having the ability to be linked into the system. The school has spacious grounds for sport and recreation. Students have the option of participating in a wide variety of additional programs. Parents and community members are always made welcome in the school, with volunteers being a vital aspect of the daily life.

Rights & Responsibilities

As members of the Yea community, students, teachers, and families have certain Rights and Responsibilities within our community. It is our basic belief is that all Teachers have the right to teach, learn and be safe and all Students have the right to learn and feel safe both physically and emotionally. Students, Teachers and Parents all share equal Responsibility in acting in ways that uphold each of our Rights.

Rules & Consequence

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Rules and Consequences are used to support our Rights & Responsibilities. This occurs via a staged response.

When a student is unable to use self-controlling thoughts to manage his/her emotions, and begins to act in a way that threatens our Rights and Responsibilities, then specific consequences and strategies are used to assist that student to take charge of him/her self.

Whole School Prevention Statement

Student Welfare is a shared responsibility between school, home and the community. The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students and the school as a whole and that help implement the aims of the policy. Refer to: '*Framework for Student Support Services 2002*'.

The school will implement and maintain programs such as: -

1. Primary Prevention-before there is a problem

Buddies

Student Awards

Breakfast program

SRC

Leadership programs

Committing to a whole school program of Restorative Practice and "circles" to develop resilience, social skills, conflict resolution and problem solving

Extra curricula activities: singing group, music lessons eg guitar, drumming
eg Dancing – term 3, skipping

Personal Development Program (school nurse)–Grades 5/6

All Foundation student seen by a nurse

Implement Safety Survey for students

Mentors – providing support for 'at risk' children

We map our school community to ascertain support needs and apply for grants as required

2. Early Intervention-when we start to think there may be a problem

Transition programs

Discussion with appropriate staff, parents and carers

Consultation with community agencies, chaplain, Hume Region, departmental personnel, SSSO

IILP, PSG meetings

Behaviour Support Plans

Establish student support groups where necessary

Monitor and respond to protracted student absences

Partnership with TAC, Berry Street: Psychologist for psychological and academic assessment

Follow protocols for Mandatory Reporting/Child First

Mentors – providing support for 'at risk' children

Reading Recovery

3. Intervention-a definite problem

Referral to specialist support, family engagement officer, SSSO, parents and carers

CAHMS

Gardening Group



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Regional Support

Restorative Practice: individual, small groups as appropriate

Counselling with support agencies

4. Restoring wellbeing-Post Intervention

Restorative Practice: individual, small groups as appropriate, parents and carers

Counselling with support agencies

Debriefing for staff, students and families

Our school will comply with all privacy issues in accordance with current legislation and departmental requirements – see separate Privacy policy.

Corporal punishment is prohibited at Yea Primary School.

Individual Behaviour Plans

From time to time, some students may require additional support due to issues such as changes in circumstances that impact in their emotional wellbeing. An Individual Learning Plan for Emotional Intelligence will be developed as required.

There is a whole school approach to reinforcing and supporting behavioural expectations and consequences. Consistency is then maintained for all students across the school.

Equity

Yea PS community is strongly committed to achieving Equity. Equity means we provide the resources that each individual needs to support emotional, social, behavioural and cognitive wellbeing and growth.

As we believe in treating everyone fairly we acknowledge that we cannot treat everyone the same and that from time to time everyone's needs vary.

Expectations

The expectations of the schools of the Yea community are:

- That Equity occurs
- Student attendance is at or above 90%
- All people respect themselves, others and their environment
- That we value diversity
- That we adhere to Uniform and Sunsmart policies
- That bullying and harassment in any form is not acceptable
- That prohibited activities will not occur
- That conduct when travelling to and from school and during school activities will be appropriate
- That students remain in the school grounds unless permitted to leave
- That all staff follow our engagement policy

Bullying



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At Yea PS it is the right and responsibility of anybody who is aware that bullying is occurring to report it to an appropriate adult. Reporting to the class teacher, duty teacher, Principal, or support staff will ensure action will be taken.

Parents who become aware of bullying are encouraged to report this and can be assured it will be followed up. Victims will be supported through a Restorative Practice Approach. Confidentiality will at all times be respected.

A person is bullied when one or more other people expose them regularly and over a period of time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. It may take many forms including:

- Physical bullying - includes fighting, pushing, shoving, punching, kicking, aggressive play fights or any unwanted touching that is used to harm, hurt or intimidate. It also includes any deliberate property damage.
- Verbal bullying – includes name calling, putting people down (both to their face and behind their back), intimidating noises and teasing people about their race, religion, appearance, family or friends.
- Visual bullying – offensive notes or electronic material either hand written or computer generated, damaging other people's possessions, giving people looks and non-verbal signs which are used to intimidate them.
- Exclusion – deliberately leaving people out of activities or treating them as if they don't exist, spreading rumours, deliberately making social invitations in front of them but not to them.
- Extortion- using stand-over tactics to control someone else's behaviour eg Give up possessions, buy food or drink, or do the work for them, picking on others, using threats.
- Sexual bullying – touching or brushing past in a sexual manner, sexually oriented jokes, drawing or writing about someone's body, unwanted advances of a sexual nature, using rude names and asking questions about others personal lives.
- Cyber bullying – Bullying that is carried out through an internet service, such as email, chat room, blog or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS). Examples of cyber bullying include teasing, spreading rumours online, ending unwanted messages, or defamation

Yea Primary School will adopt a four-phase approach to bullying.

A Primary Prevention

- Professional development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- A bullying survey and yard survey will be administered and acted upon twice annually.
- School and class norms will be established and be embodied in daily practice.
- 'Bounceback' implemented across the school.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- The curriculum to include anti-bullying messages and strategies eg: 'The Friendly Schools' and 'No Blame Approach to Bullying' programs.
- Student Representative Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.
- Electives and structured activities available to students at lunch breaks.



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B. Early Intervention

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.

C. Intervention

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- If student bullying, including cyber bullying, persists parents will be contacted. If staff bullying persists the Principal will commence formal disciplinary action.

D. Post Violation

- Consequences implemented will be consistent with the school's Behaviour Management Program.



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Student Rights & Responsibilities

<i>Students have the right:</i>	<i>Students are responsible for:</i>
To learn and achieve to their individual potential.	Allowing others to learn and play without interference.
To feel happy and safe in the classroom and playground.	Contributing to the best of their ability in all school activities.
To be accepted as an individual.	Accepting others as individuals with differing backgrounds, personalities and interests.
To be treated and spoken to fairly and respectfully by teachers, students and parents.	Treating and speaking to all members of the school community in a fair and respectful manner.
To learn and play in a clean, tidy and safe environment.	Keeping our school clean by eating food in the designated areas and putting all rubbish in the bin. Actively participate in clean up time.
To ask questions and share ideas.	Listening to and valuing others opinions and ideas.
To be rewarded for "Having a Go"	Careful and acceptable use of school facilities and equipment.
To participate in school activities.	Contributing to the physical and emotional safety of people in our school.
To be rewarded for making strong choices.	Playing safely within the designated areas around the school.
To report areas of concern to staff.	Being in control of their own thoughts and feelings, and making strong choices.
	Coming into class at the beginning of the day and after each break on time.
	Being positive ambassadors for the school at all times.
	Wearing correct school uniform including hats and maintaining personal cleanliness.
	Students are responsible for bringing their required work to school in the time given.
	Bringing mobile phones, PSP & DS to the office and collect them at the end of the day.

In consultation with staff, students and parents, we believe that:

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Staff Rights & Responsibilities

In consultation with staff, students and parents, we believe that:

Staff have the right to:	Staff are responsible for:
To be treated with respect by students, parents and other staff members.	Treating students, parents and other staff members fairly and respectfully.
To feel safe in the school environment.	Maintaining a school environment where all students have the opportunity to learn and play happily without interference from others.
To teach without disruption, in a clean, tidy and safe environment.	Discussing and reinforcing school rules and expectations.
To be able to express their opinion in a professional forum.	Displaying consistency in student management dealings.
To be provided with materials to enable effective and purposeful teaching.	Providing appropriate levels of supervision for students both inside and outside the classroom.
	Providing an environment which maximises the opportunity of all students to strive for excellence.
	Contributing to development of quality units of work through team planning sessions.
	Coming to school on time and prepared for effective teaching.
	Taking into account parent's suggestions and opinions in relations to their child's education.
	Being in control of their own thoughts, feelings and actions.
	Provide reports that reflect an accurate assessment of student achievement.
	Developing a working relationship with families.
	Mandatorily reporting welfare concerns
	Responsible for contributing to meetings and professional discussions.

Yea Primary School
Parent Rights & Responsibilities



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In consultation with staff, students and parents, we believe that:

<i>Parents have the right:</i>	<i>Parents are responsible for:</i>
To know their child is safe.	Being aware of school rules and encouraging acceptable social behaviour.
To be kept informed of their child's learning progress and behaviour at school.	Following children's progress with interest and enthusiasm by participating in scheduled learning and behaviour meetings.
To know where their child is at all times.	Providing the school with up to date contact information.
To know their child is getting an excellent education.	Ensuring children attend school regularly (attendance rate of 90% or higher) and punctually and to provide explanations for all school absences.
To participate in their child's education.	Ensuring their child has enough sleep at night and is provided with breakfast before starting school each day.
To receive an accurate report that reflects their child's learning.	Providing their child with a healthy lunch and snack everyday.
To feel comfortable approaching their child's teacher in a calm manner at an appropriate time.	Supporting the schools homework and reading at home philosophy.
	Sending their child to school in correct school uniform.
	Providing positive support to our school, programs and activities.
	Being courteous when dealing with other members of the school community.
	Communicate any issues and concerns to the classroom teacher or principal.
	Return notices and payments to the school by the due date.
	Express their views directly and openly to relevant people in the school.

Yea PS Shared Expectations & School Actions & Consequences

Attendance



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Student Expectations	Actions	Consequences	
		Positive	Staged Response
Students will attend school on a regular basis.	Minimal absences for genuine reasons only, such as illness.	Classroom recognition of regular attendance.	Contact parents for all absences. ILIP or KILP
Students will be at school ready and on time.	Students follow established classroom and homework routines	Awards/Rewards are given at assembly and sent home to families	Inform families of lateness and discuss ramifications
Parent Expectations			
Parents encourage and support students in regular attendance.	Notify school of absences – phone/note/email Limit absence to genuine reasons	Level of attendance recorded on school reports and highlighted to families at interviews. Develop goals and strategies for non-attendance.	Meeting with staff. Student Welfare officer. Outside agency support Letter from school or RD to families where non-attendance is habitual Absent days recorded on report
Parents will have children ready, willing and able to learn.	At school on time. Food provided Appropriate clean uniform and footwear	Students accessing school programs successfully. Able to reach full learning potential	Assist with homework for missed school work due to unexplained absence/late. SSSO staff Outside agency support
Staff Expectations			
Create engaging programs that cater for individual needs	ILPs and KILPs Provide an engaging, positive environment conducive to learning. Establish class routines	Positive and productive classroom environment. Explicit, purposeful teaching	Communicate readily with parents about both positive and negative information about their students. Seek feedback from parents and students



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Encourage regular attendance of students	Acknowledge all students who are on time and at school. The teacher checks all absences and late arrivals. Monitor attendance – CASES process. Group to monitor 'at risk' students.	Positive phone calls reflecting attendance and punctuality.	Follow up concerns with principal. Meet with parents. Link with outside agencies. Develop attendance plan. Support with food and/or clothing when required.
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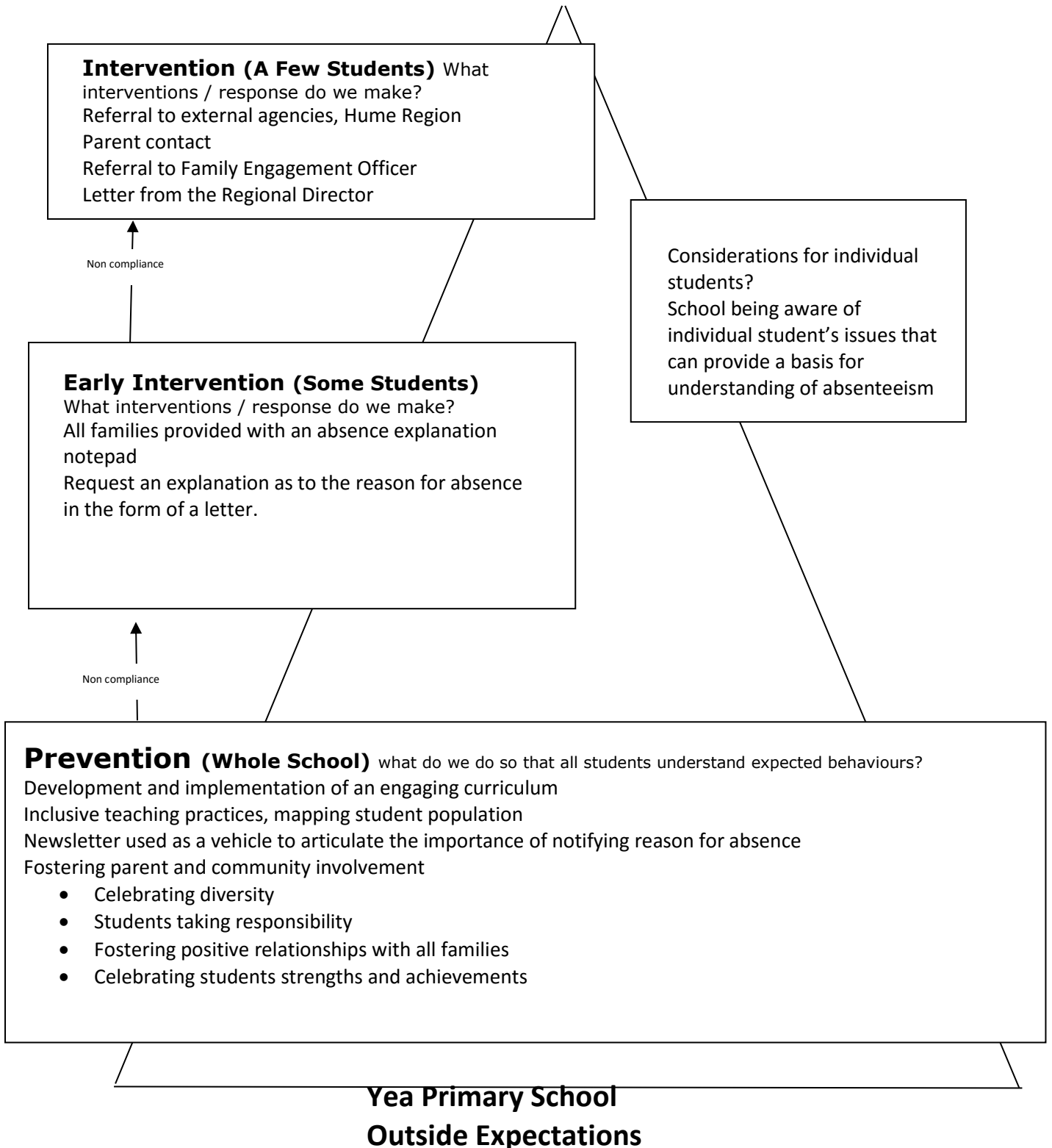
Student Attendance



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A STAGED RESPONSE





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Rights	Rules	Negative Consequences	Positive Consequences
Students, Teachers and Visitors have the Right to learn and play in a clean environment	<p>Food must be eaten in the classroom or designated area.</p> <p>All rubbish is put in the bin.</p> <p>Chewing gum is not permitted at school.</p>	<p>Child is directed back to their classroom or designated area.</p> <p>Child picks up their rubbish and places it in the bin.</p> <p>Child places their chewing gum in the bin.</p> <p><u>Repeat Offenders</u> Yard duty picking up rubbish. (Plastic bags & gloves supplied)</p>	<p>Verbal praise</p> <p>Public recognition- Clean up award</p>
Students, Teachers and Visitors have the Right to be safe in the playground.	<p>We play in the designated play areas.</p> <p>We do not play in the toilets or run around buildings.</p> <p>We play all kicking games on the oval and other ball games on the courts.</p> <p>We play cooperatively and by the rules of the games we play.</p> <p>We wear a hat in Terms 1 & 4</p>	<p>Child is directed to appropriate playing area.</p> <p><u>Repeat Offenders</u> Time In process implemented</p> <p>Child is directed to appropriate area.</p> <p><u>Repeat Offenders</u> Time In process implemented</p> <p>Restorative Practice language used to reinforce positive behaviour.</p> <p>Child is encouraged to play cooperatively and by the rules</p> <p><u>Repeat Offenders</u> Time In process implemented</p> <p>No Hat-No Play. Children play in designated shade area.</p>	<p>Verbal praise</p> <p>Public recognition Award/Certificate</p>
Rights	Rules	Negative Consequences	Positive Consequences
	We do not throw sand, rocks or sticks.	Time In process implemented In school suspension	



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	We walk our bikes / scooters in and out of school. We must obey all lawful requirements for our chosen method of transport (including wearing of helmets)	Children are asked to return to their entry or exit point and exhibit the appropriate behaviour. <u>Repeat Offenders</u> Will lose the privilege of riding to school.	
Students, Teachers and Visitors have the Right to be treated with respect by all members of the school community. <i>This means we treat others as we would like to be treated</i>	We do not take equipment / property from another student, staff member or the school. We do not swear at another student/staff member Pushing and shoving is not tolerated. We do not hit others. We do not tease, bully or harass another student. Overt refusal to follow teacher instructions is not permitted. Swearing directed at a teacher will not be tolerated.	3 Step process Time In process implemented In school suspension Exclusion	Verbal praise Public recognition Award/Certificate

NOTE:

1) The teacher who witnesses an incident will determine if Time In is to be applied. The Principal will determine whether In school suspension or exclusion is used as a consequence. The Principal will take into account –

- i) the severity of the incident
- ii) whether the behaviour has been addressed previously.

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Yea PS Inside Expectations

Rights	Rules	Negative Consequences	Positive Consequences
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Students have the Right to learn and achieve.	<p>We do not distract other students or classes.</p> <p>We respect each other's property.</p> <p>We complete our work quietly and to the best of our ability.</p>	<p><u>5 STEP PROCESS</u></p> <ul style="list-style-type: none"> • Verbal/non verbal reminder • Time-out in classroom at recess or lunchtime • Removal to another class • Exit to office • Time In process 	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p>
Teachers have the Right to teach without interruptions	<p>We follow all teacher instructions.</p> <p>We are punctual, we enter the room in an orderly way and we are organised and ready for work at the appropriate times.</p> <p>We use manners- please, thank you, excuse me etc.</p>	<p><u>5 STEP PROCESS</u></p> <ul style="list-style-type: none"> • Verbal/non verbal reminder • Time-out in classroom at recess or lunchtime • Removal to another class • Exit to office • Time in Process 	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p>
Students and Teachers have the Right to feel safe- emotionally and physically	<p>We do not hurt another student or staff member, physically or emotionally.</p> <p>We do not use behaviour that is offensive, degrading or insulting to others.</p> <p>Dangerous items must never be brought to school.</p>	<p>Exit to office</p> <p>In school suspension</p> <p>Exclusion</p>	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p>
Students have the Right to be part of the Yea community.	<p>We must respect, return and take care of all school property. Vandalism or theft will not be tolerated.</p>	<p>Exit to office</p> <p>In school suspension</p> <p><u>Note -</u> Intentional damage must be made good or replaced.</p>	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p>
Rights	Rules	Negative Consequences	Positive Consequences
Students have the Right to be part of our community.	<p>We wear tidy and correct school uniform every day.</p>	<p>Verbal/non verbal reminder</p>	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p>



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	We do not wear any jewellery, other than: watch, sleepers/studs.	A note home explaining school policy. Verbal/non verbal reminder A note home explaining school policy.	Note home
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NOTE:

- 1) If a child is removed to the office the Principal will decide whether it is also appropriate to organise a meeting with the classroom teacher, the child and his/her parents to discuss their classroom behaviour.

- 2) When determining whether Suspension will be used as a consequence for a child removed to the office, the Principal will take into account –
 - i. the severity of the incident
 - ii. whether the behaviour has been addressed previously.

This policy should be read in conjunction with all other school policies including:

- Anti Bullying
- Attendance
- Drug Education
- Multicultural Diversity
- Student Dress Code and Uniform
- Student Welfare
- Mandatory Reporting

Student Behaviour



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A STAGED RESPONSE

Intervention (A Few Students) What interventions / response do we make?
Support by SSSO, Hume Region, External Practitioners
PSG meetings, ILLP
Suspension

Non compliance

Early Intervention (Some Students) What interventions / response do we make?
Use of circles
Individual behaviour management strategies both written and verbal
Students learning to use "I" statements and SALT concept
Restorative discussions
Time in

Non compliance

Considerations for individual students?
Staff being aware of additional learning needs, physiological & behavioural issues of individual students

Prevention (Whole School) What do we do so that all students understand expected behaviours?
Weekly Awards: Individual values, Sportsmanship, Classroom award related to 6 school values
Promotion of positive behaviours through role modelling and being explicitly taught and discussed by all grades
Newsletter used to inform families of expectations and expected behaviours.
Chaplain to support discussion of values with staff at Prep information session
Whole school classroom response process explicitly taught and implemented
School expectation of social behaviours



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Student Engagement Policy Guidelines

Procedures for Suspension

This brochure addresses issues around suspension from school and is for parents/carers of suspended students. It covers:

- the Student Engagement Policy
- shared expectations for student engagement, attendance and behaviour
- how schools can support students before and after a suspension.

It also lists contacts for further advice and support.

Student Engagement Policy

The Student Engagement Policy aims to ensure a safe and inclusive school environment for every one. It also outlines the school community's expectations for student engagement, attendance and behaviour.

Your school's Student Engagement Policy should:

- create a positive, fair and respectful culture
- build a safe and supportive environment
- encourage positive and respectful relationships that value diversity
- encourage student participation and student voice
- proactively engage parents/carers.

Shared expectations

The whole school community must be involved in developing shared expectations for the participation and behaviour of staff, students and their parents/carers. Part of this is ensuring students respect themselves, their peers and their teachers and are well behaved. When this does not happen, a staged response will be used by the school to support improved behaviour.

A staged response

The student support group is an important part of prevention and early intervention strategies for students with learning and behaviour issues.

It should involve you, your child (if appropriate), the school principal (or their delegate), your child's main classroom teacher or year level coordinator and any professionals who have been supporting you or your child. You can also bring along a friend or family member, as long as they are not acting for a fee or reward.

The student support group works out what your child's learning, social, emotional, behavioural and environmental needs are to ensure they get the best support and resources available. If required, the student support group can refer you or your child to community support agencies for specialist interventions.



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What has to happen before a suspension occurs?

In order to suspend a student a principal must ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of your child and that these strategies have not helped your child demonstrate more positive behaviour.

A student support group is then set up to explain to you and your child that a suspension is being considered. All participants in the meeting should try and to begin a process of effective communication and identify issues that are of concern to you, your child or the school.

The student support group then develops a range of strategies to support you and your child in addressing these areas of concern.

Reasons for suspension

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

- (a) threaten or constitute a danger to the health, safety or wellbeing of any person
- (b) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- (c) possess, use, or deliberately assist another person to use prohibited drugs or substances
- (d) fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- (e) consistently interfere with the wellbeing, safety or educational opportunities of any other student
- (f) consistently vilify, defame, degrade or humiliate 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.

How long is a suspension for?

The maximum suspension is five school days in a row and no more than 15 school days a year, unless permission is granted by the Department of Education and Early Childhood Development's regional director for a longer period of suspension. Suspensions cannot continue over the school holiday period into the following term.



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Procedures for suspension

When a principal decides on suspension, a student support group meeting is set up to:

- explain to you and your child why, when and where the suspension will happen (e.g. in-school or out of school)
- provide contact details for additional support services
- develop, in conjunction with you, your child (if appropriate) and your child's teacher/year level coordinator, a Student Absence Learning Plan outlining school work to be done during the suspension.

If your child is suspended, the school must provide you and your child with a Notice of Suspension and a copy of this brochure before the suspension begins.

If the suspension is for five consecutive days, the principal must also provide you with details of the post-suspension student support group meeting.

Immediate suspension

A student can be suspended immediately if their behaviour warrants ordinary suspension or if they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In the case of immediate suspension you will be told without delay and a student support group will be held within 48 hours to ensure appropriate support for your child is in place. The school must provide you and your child with a Notice of Suspension and a copy of this brochure at the student support group.

Post-suspension student support group

If the suspension is for five consecutive days you and your child must attend a post-suspension student support group on the day your child returns to school to:

- review the Student Absence Learning Plan and the school work completed during suspension
- develop a Return to School Plan
- develop strategies within and outside of the school to meet your child's educational, social and emotional needs
- discuss the ongoing responsibilities of you, your child, the school and any other professional at the meeting.

Suspension complaint process

It is best to raise any concerns you have about your child's suspension at the start of the student support group meeting. If, at the end of this meeting, you feel your complaint has not been adequately addressed then you should speak to the school principal.

The Department of Education and Early Childhood Development website provides additional information, phone numbers and further contact details for parent complaints.

Go to <http://www.education.vic.gov.au/about/contact/parentcomplaint.htm>



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Contacts for information and support

Department of Education and Early Childhood Development
Regional Offices.

A full list of regional office phone numbers can be found at:
www.education.vic.gov.au/schoolsonline/Regions.asp

Parents Victoria

Phone: 9380 2158 or 1800 032 023 (rural callers only)

Website: www.parentsvictoria.asn.au

Child and Adolescent Mental Health Services

Phone: 1300 767 299

Website: www.health.vic.gov.au/mentalhealth/services/child/

Children's Protection Society

Phone: 9450 0900

Website: www.cps.org.au/

Australian Childhood Foundation

Phone: 9874 3922

Website: www.childhood.org.au/website/default.asp

Association of School Councils in Victoria

Phone: 9808 2499

Website: www.asciv.org.au/ASCIV/Welcome.html

Victorian Council of School Organisations

Phone: 9429 5900

Website: www.viccsso.org.au/

Victorian Multicultural Commission

Phone: 9208 3184

Website: www.multicultural.vic.gov.au/

Victorian Aboriginal Education Association Inc.

Phone: 9416 3833

Website: www.vaeai.org.au/news/newsletter/2001dec/index.htm



YEA PRIMARY SCHOOL

Student Engagement and Inclusion Policy



Student Engagement Policy Guidelines Procedures for Expulsion

This brochure addresses issues around expulsion from school and is for parents/carers of expelled students. It covers:

- the Student Engagement Policy
- shared expectations for student engagement, attendance and behaviour
- how schools can support students before and after an expulsion

It also lists contacts for further advice and support.

Student Engagement Policy

The Student Engagement Policy aims to ensure a safe and inclusive school environment for every one. It also outlines your school community's expectations for student engagement, attendance and behaviour.

Your school's Student Engagement Policy should:

- create a positive, fair and respectful culture
- build a safe and supportive environment
- encourage positive and respectful relationships that value diversity
- encourage student participation and student voice
- proactively engage parents/carers.

Shared expectations

The whole school community must be involved in developing shared expectations for the participation and behaviour of staff, students and their parents/carers. Part of this is ensuring students respect themselves, their peers and their teachers and are well behaved. When this does not happen, a staged response will be used by the school to support improved behaviour.

A staged response

The student support group is an important part of prevention and early intervention strategies for students with learning and behaviour issues.

It should involve you, your child (if appropriate), the school principal (or their delegate), your child's main classroom teacher or year level coordinator and any professionals who have been supporting you or your child. You can also bring along a friend or family member, as long as they are not acting for a fee or reward.

The student support group works out what your child's learning, social, emotional, behavioural and environmental needs are to ensure they get the best support and resources available. If required, the student support group can refer you or your child to community support agencies for specialist interventions in partnership with the student support group.



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What has to happen before expulsion?

In order to expel a student, a principal must ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of your child and that these strategies have not helped your child demonstrate more positive behaviour.

A student support group is then set up to explain to you and your child that an expulsion is being considered. All participants in the meeting should try and to begin a process of effective communication and identify issues that are of concern to you, your child or the school.

When can expulsion occur?

Students can be expelled if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

- (a) threaten or constitute a danger to the health, safety or wellbeing of any person
- (b) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- (c) possess, use, or deliberately assist another person to use prohibited drugs or substances
- (d) fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- (e) consistently interfere with the wellbeing, safety or educational opportunities of any other student
- (f) consistently vilify, defame, degrade or humiliate 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.

AND

The student's behaviour is of such magnitude that it is the only option left after balancing the need for the student's continued education against the health, safety and wellbeing of other students and staff.

Expulsion procedures

Prior to expulsion, a student support group is convened to discuss the expulsion and allow you and your child an opportunity to be heard. At this meeting a Notice of Expulsion is given to you and your child, along with this brochure and a copy of the Expulsion Appeal proforma. The Department of Education and Early Childhood Development's regional director (or nominee) will also attend the student support group.

For students in Out of Home Care, the principal must ensure the meeting is attended by the DHS case manager and the student's primary carer or person the student normally lives with.



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Pathways and transitions

The student support group must identify your child's most suitable future educational, training and/or employment options and work together to ensure that there are good transition arrangements in place.

Following the student support group, if the principal determines that enrolment at another school or a registered training organisation is the best option for your child then the whole student support group must work towards this.

What happens after an expulsion?

The principal and regional director (or nominee) are responsible for making sure that your child is enrolled in another school or registered training organisation or that an appropriate employment opportunity is identified. The principal and the regional director (or nominee) must then schedule a meeting with any new school or registered training organisation, and ensure all information relevant to your child is forwarded in accordance with the *Information Privacy Act 2000*.

If you would like to appeal your child's expulsion, you must do so within 10 school days from the start of the expulsion.

Contacts for information and support

Department of Education and Early Childhood Development Regional Offices. A full list of regional office phone numbers can be found at: www.education.vic.gov.au/schoolsonline/Regions.asp

Parents Victoria

Phone: 9380 2158 or 1800 032 023 (rural callers only)

Website: www.parents.victoria.asn.au

Child and Adolescent Mental Health Services

Phone: 1300 767 299

Website: www.health.vic.gov.au/mentalhealth/services/child/

Children's Protection Society

Phone: 9450 0900

Website: www.cps.org.au/

Australian Childhood Foundation

Phone: 9874 3922

Website: www.childhood.org.au/website/default.asp

Association of School Councils in Victoria

Phone: 9808 2499

Website: www.asciv.org.au/ASCIV/Welcome.html

Victorian Council of School Organisations

Phone: 9429 5900

Website: www.viccs.o.org.au/

Victorian Multicultural Commission

Phone: 9208 3184

Website: www.multicultural.vic.gov.au/

Victorian Aboriginal Education Association Inc.

Phone: 9416 3833

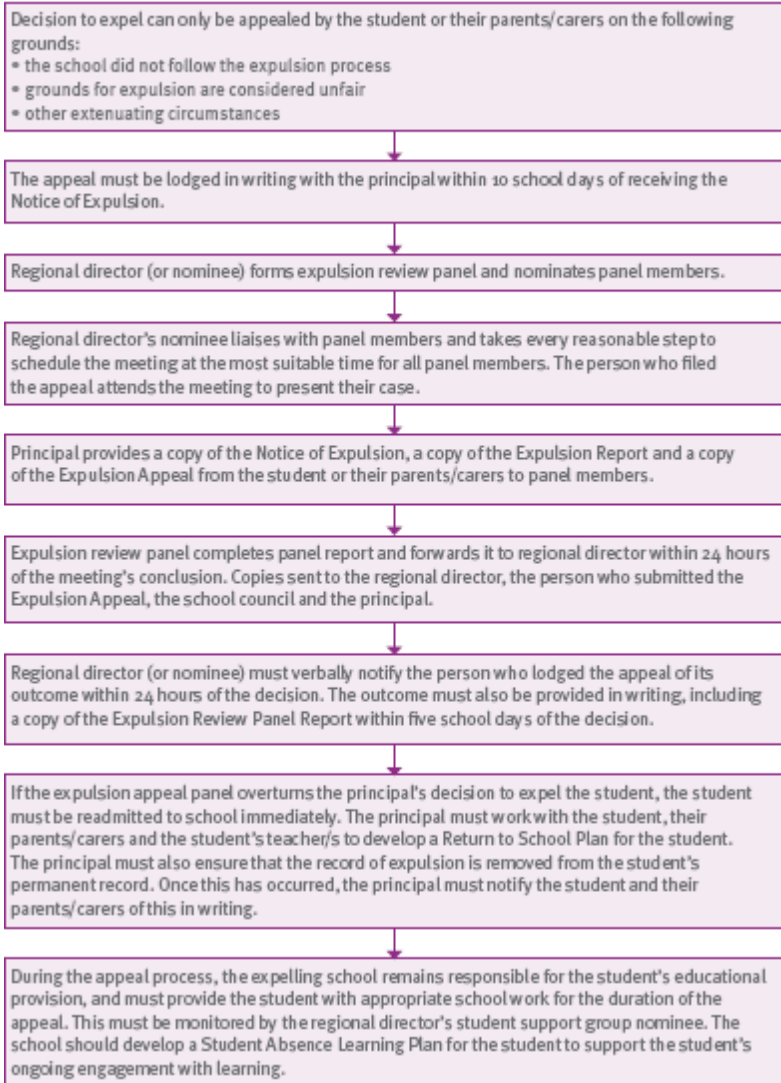
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How can I appeal an expulsion?



Date Ratified at School Council _____ Principal signature _____

S.C. President signature _____ Next Review Date _____