

MICKLEHAM PRIMARY SCHOOL

STUDENT ENGAGEMENT POLICY

SCOPE

This policy applies to all members of the school community at Mickleham Primary School. For the purpose of this policy the term 'parents' applies to all parents, guardians and carers of students at Mickleham Primary School.

This policy will be made available upon request

AUTHORISATION

This policy was adopted at **Mickleham Primary School** at the School Council Meeting 16 December, 2009.

REVIEW DATE

This policy shall be reviewed on a **tri-annual basis** and updated if required.

INTRODUCTION

Mickleham Primary School has as its mission:

Together we strive to educate our children to reach their full potential and become productive members of the community.

We have a very strong belief that the education of our students is a partnership between the school, our families and the community. We believe that if we all feel a sense of belonging as part of an education community then our students will be better supported and more able to achieve their full potential. Mickleham Primary, as part of the Department of Education and Early Childhood Development, is committed to providing safe, secure and high quality learning. We strive to create a welcoming and safe school community where everyone is equal and encouraged and there are high expectations for students to learn.

DEFINITION

Student engagement can be define as three interrelated components; behavioural, emotional and cognitive.

Behavioural engagement: the students' participation in education.

This includes:

- The students commitment to and involvement in their learning
- The behaviour, social interactions and expectations of students, staff and families
- The extracurricular activities the school provides to maximise the opportunities for all children to learn

Emotional engagement: the students' emotional reactions to what happens at school.

This includes:

- Their reactions to their learning, their self confidence and self esteem in the classroom
- Their reactions to situations in the classroom and the yard
- Their sense of belonging or connectedness to school.

Cognitive: the students' investment in their learning

This includes:

- The students' intrinsic motivation to learn
- Their ability to self-regulate what they are doing and take responsibility for their own learning and actions
- Their ability to be independent learners

RATIONALE

The Department of Education and Early Childhood Development is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. At Mickleham Primary we believe that for our children to succeed and become productive members of society they need to be actively engaged in the learning journey. They need to feel supported and encouraged with their learning and the structures need to be in place to ensure that there is a safe, secure and stimulating learning environment. We also need to provide the programs and intervention needed for all children to be able to access high quality learning. Our Educational Philosophy provides the underlying principles we believe are necessary to actively engage our students.

Educational Philosophy

At Mickleham Primary School we believe that for our children to reach their full potential and become well adjusted and productive members of society in the future we need:

- An environment that stimulates, nurtures, challenges and encourages every individual.
- To foster an environment of tolerance and compassion
- To provide an education that develops literate, numerate, articulate and curious students who recognise and accept their strengths and weaknesses
- To develop students as independent learners who willing use the thinking skills necessary to solve problems.
- To provide a learning environment that promotes social skill development and appropriate behaviour
- To celebrate all achievements.

PURPOSE

This policy is to provide the guidelines and intent consistent with 'the DEECD: *Student Engagement Policy Guidelines*' in areas such as the encouragement of educational achievement and excellence, and the prevention of absences and inappropriate behaviour. The guidelines developed for Student Engagement at Mickleham Primary will reflect the intent of the school vision for "***belonging, achieving and valuing***".

These policy guidelines will reflect our **Vision** and we will actively work towards the achievement of our vision through all endeavours.

VISION

Belonging:

Mickleham Primary School is a friendly school with bright, inviting and exciting classroom environments. Opportunities are provided for all members of the community to be actively involved and included in the learning process. We develop respectful communication through our newsletter, website and the open, two-way conversations between families and school that inform each other of problems and achievements in a timely manner. We listen to and value each other, building the relationships that promote trust, respect and cooperation. We work together to build a sense of pride and a positive and safe school climate.

Achieving:

We provide a learning environment that is active and productive and gives our students a real purpose for what they are doing. Activities are stimulating and engaging, linking new knowledge with what students already know. Meaningful opportunities for dialogue are provided and thinking skills are promoted to help students become creative and imaginative problem solvers. Students are supported and challenged to improve their level of understanding. Teachers, families and students have high expectations for learning and student achievement is recognised and celebrated. A common language for literacy and numeracy is used as the curriculum develops throughout the school. Programs are provided to meet the individual needs of students and they are assisted to realise their potential by reflecting on their progress, setting goals and giving and receiving feedback. Teachers work together in teams, sharing expertise and supporting each other continually improving learning and teaching.

Valuing:

As a community we act respectfully and help each other, sharing ideas and views, and working toward understanding each other and what makes us unique. We all act as role models promoting our values and appropriate social skills, accepting responsibility for our actions. We build resilience and perseverance without fear of ridicule through physical activity and team sports and by providing a variety of individual and group activities that will challenge students in the classroom. We promote tolerance and compassion for the wider community and invite community members into the classroom to share their knowledge and experiences as well as taking students beyond the school gates to further extend their understanding.

Values

- Respect
- Responsibility
- Independent Learning
- Cooperation
- Integrity

SCHOOL PROFILE

Mickleham Primary School is a small, rural school with a current enrolment of 118. It is set on the edge of the Craigieburn growth corridor and is the only small school in the Somerton area. As well as being the local primary school for the students of the Mickleham and Yuroke area, it is also the closest primary school to the students living eight kilometres to our west in the Oaklands Junction area. Mickleham draws its enrolment from the Mickleham / Yuroke area 32.8%, Oaklands Junction 8.4%, with the remaining 58.8% coming from surrounding areas. Over 50% of our families make a conscious choice to drive past their local schools to bring their children to Mickleham for their primary school years. Parents believe that the smaller numbers and safe, caring and supportive community environment will better provide for their child / children's individual needs. The number of students enrolled fluctuates each year depending on the local population and the needs of the broader community.

The school has a history of catering for students with diverse needs academically, socially and behaviourally. Together the students receiving or requiring specific intervention either academic or oral language / speech represent 48% of the total school population. There are also larger percentages of students at both ends of the VELS levels than would be expected normally. The school Student Family Occupation (SFO) index is 0.5248 and 45% of students receive the Education Maintenance Allowance (EMA). We have low levels of students with English as a Second Language. There are currently five students receiving funding under the Program for Students with Disabilities (PSD). We employ 5 Education Support staff who assist our Integration students as well as the Literacy Intervention and Oral Language support programs. Students in need are provided with Individual Learning Plans to ensure they are given every opportunity to develop their potential.

We provide specialist programs in the Arts – music, visual and performing art; Library and Indonesian. Classroom teachers provide a physical education and sport program. We provide intervention support programs such as the Making a Difference – Literacy Support program for students in years 3, 4, 5 and 6. We provide a Speech and Oral Language Literacy support program for students identified with specific needs in this area and we also provide an Oral Language / Speech support program for students in the infant years with identified speech or expressive and receptive language concerns. We currently provide an additional teacher in the Early Years who enables smaller student groupings for the teaching of literacy and numeracy. The small school population results in composite grades and currently no two teachers have the same mix of students. The school is divided into two units enabling teachers to plan together and support each other with student learning. Units actively discuss student learning, moderate work and support each other in developing programs that will better cater for the needs of individual student.

We believe it is important for every member of the school community to feel connected to the school and have a sense of belonging. Our programs and philosophies reflect this belief. Parents and students are active participants in the decision making process and have the opportunity for a voice. Our vision for the school was a collaborative venture with all students, staff and parents provided with the opportunity to actively contribute. Our behaviour guidelines are designed to reflect the vision and school values. Classes devise a code of conduct collaboratively and our school expectations and consequences have been designed to reflect our values and provide staff, students and families with the guidelines to work together harmoniously.

WHOLE SCHOOL PREVENTION

At Mickleham Primary School our school culture is based on our school vision and mission. We acknowledge the strong correlation between student connectedness and engagement to student learning. All our decisions and programs are guided by the desire to improve student learning.

Staff work in learning teams supporting student learning across the grades. We are encouraging innovative pedagogy through the implementation of the E⁵ instructional model and the use of collegiate observations as a means of refining and improving teaching practices.

At Mickleham Primary programs in place to engage students in their learning include:

- Social skills program promoting positive behaviours based on the school values
- Class meetings providing students with a voice in their education
- Leadership opportunities including Junior School Council and House leaders
- Early intervention

WHOLE SCHOOL VALUES

Value	Description	Actions
Respect	We show respect in the way we speak to each other and the way we treat each other.	Our actions show respect when we: <ul style="list-style-type: none"> • Treat others the way we want to be treated • Speak to each other politely - never using put downs or insults • Avoid physical contact that will hurt others • Play properly • Look after our school and property
Responsibility	We show we are taking responsibility by doing things that are expected and accepting the consequences for the things we do wrong:	Our actions are responsible when we: <ul style="list-style-type: none"> • Do what is required • Accept the consequences for what we do • Work and play correctly • Stay within the boundaries •
Independent Learning	We show independent learning when try our hardest, we learn from our mistakes and work on not making the same mistake again.	Our actions demonstrate independent learning when we: <ul style="list-style-type: none"> • Strive to achieve our best and never give up • Are prepared for school each day • Take risks and try to solve problems ourselves • Change our ways of doing things when we have made a mistake •
Cooperation	We show cooperation when we work together as a team, getting along with everyone and helping others out.	Our actions show we are cooperating when we: <ul style="list-style-type: none"> • Get along well with others • Find ways of working and playing together • Show good sportsmanship • Feel part of a team • Help and support each other •
Honesty and Integrity	We show honesty and integrity when we tell the truth, when we are trustworthy and when we act in a way that is mindful of others	Our actions show honesty and integrity when we: <ul style="list-style-type: none"> • Tell the truth and are honest • Act sensibly at all times • Consider how our actions may affect others

RIGHTS AND RESPONSIBILITIES**Whole School:**

Rights	Responsibilities
To be free of harassment	<ul style="list-style-type: none"> To ensure others are not harassed
To feel accepted and belonging as part of the school community	<ul style="list-style-type: none"> To include others in all activities To treat others equally
To be valued and treated with respect	<ul style="list-style-type: none"> To build positive relationships with the school community
To feel safe	<ul style="list-style-type: none"> To show consideration of all others To report any safety concerns
To report any incident or concern without fear of retribution	<ul style="list-style-type: none"> To report all incidents and concerns To follow up all incidents and concerns in a timely manner

Students:

Rights	Responsibilities
To work and play without interference	<ul style="list-style-type: none"> To allow others to work and play without interference To report any issue or concern to an adult, including bullying To follow the school values
To be treated fairly, courteously and consistently	<ul style="list-style-type: none"> To be polite, courteous and well mannered To work cooperatively with all others
To learn in a safe and supportive environment	<ul style="list-style-type: none"> To allow others to learn To follow the school values To behave in a manner that protects all others and the school environment
To access appropriate, quality programs that will meet their individual needs	<ul style="list-style-type: none"> To be receptive to learning To be at school, prepared for learning each day To be punctual and alert

Staff:

Rights	Responsibilities
To be treated with respect by students, parents and peers	<ul style="list-style-type: none"> To treat students in a way that develops self-esteem To act in the best interest of the students To communicate positively with parents and peers To maintain a professional relationship with parents, students, peers and the community
To expect students to follow the Engagement Guidelines	<ul style="list-style-type: none"> To follow the Engagement Guidelines To use logical and fair consequences consistently in line with the school behaviour guidelines To provide a Duty of Care to students To keep records of significant disciplinary actions To follow the school values
To expect students to be active participants in the learning	<ul style="list-style-type: none"> To assist students to learn to the best of their ability To provide an inclusive and differentiated curriculum To ensure all students achieve success To communicate student progress to parents and students To know the curriculum being taught To actively acknowledge parents as partners in the education process
To work in an environment that is safe and conducive to quality learning	<ul style="list-style-type: none"> To maintain the work environment in a safe and clean manner To report any unsafe work practices or concerns
To have collegiate support in the development of professional practice	<ul style="list-style-type: none"> To attend professional development To work cooperatively with colleagues in the pursuit of improved student learning To share expertise and knowledge

Parents:

Rights	Responsibilities
To expect that their child will be educated in a safe and supportive environment in which care, courtesy and respect for the rights of others are encourage	<ul style="list-style-type: none"> • To ensure their children attend school regularly and punctually • To ensure their children have the appropriate learning materials and attitude • To model a respectful, courteous and caring manner
To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident	<ul style="list-style-type: none"> • To promote respectful relationships • To have up to date contact details available to the school • To acknowledge teachers as partners in the education process
To be informed and involved in the education of their child	<ul style="list-style-type: none"> • To build a positive relationship with the school and class teacher • To support their child with their learning
To be informed of the schools Engagement Policy and Behavioural Guidelines	<ul style="list-style-type: none"> • To support the school in the implementation of the Engagement Policy and Behavioural Guidelines • To follow the school values

SHARED EXPECTATIONS**Staff Engagement**

The school leadership team will;

Meet regularly with the aim of leading the school in the improvement of student learning. The leadership team will set goals and action plans through the Strategic Plan and Annual Implementation Plan. They will follow through on actions and provide staff with timely communication and regular opportunities for input.

The leadership team will:

- Provide all staff with information relevant to their role, career and status;
- Ensure all staff have significant and professional work related issues discussed in a supportive, unhurried and private manner;
- Provide regular feedback in a positive and supportive manner.
- Provide staff with adequate time and resources to effectively undertake their professional responsibilities;
- Include all staff in appropriate decision making processes, through participation in, or representation on, committees and other forums

The school staff will;

- Be active participants in Professional Learning Teams, Improvement teams and school based activities
- Punctually attend required meetings, actively participating
- Work in a safe, healthy and non-discriminatory environment;
- Be provided with support and opportunities for professional development both within and outside the school, in accordance with their individual needs and career goals, and also the goals and priorities of the school;

Attendance

In compliance with Departmental procedures school staff will;

- Electronically mark the roll twice a day, once in the morning within 1/2 hour of the start of the day and again immediately after the lunch break
- Accurately use codes and proformas to record student absences
- Ask for a written explanation for each student absence, and follow up absences according to the Absence Protocol
- Date and sign absences notes prior to sending them to the office
- Notify the CASES21 operator in advance of students attending excursions
- Regularly communicate to students the importance of attending school

Behaviour

The school leadership team will;

- Actively support the school Engagement Policy
- Follow through any concerns or issues regarding students who repeatedly misbehave
- Inform parents of issues concerning student misbehaviour in the yard
- Follow DEECD guidelines pertaining to suspensions and expulsions
- Actively support staff in the implementation of the behaviour guidelines

The staff will;

- Actively support and follow the school Engagement Policy and behaviour guidelines
- Deal with all issues of misbehaviour fairly and impartially
- Keep parents informed of any concerns or issues regarding student misbehaviour within the classroom
- Follow up any misbehaviour concerns with parents in a timely manner
- Inform the leadership of any serious misbehaviour concerns within the classroom
- Keep accurate, impartial records of any issues investigated regarding student behaviour

Student Engagement

All students will;

- Be receptive to learning and actively participate throughout the school day
- Be at school, prepared for learning each day
- Be punctual and alert
- Work productively with other students and staff to gain the most from their learning
- Willingly join in all activities
- Support other students in the learning process

Attendance

Students are expected to:

- Attend school regularly and be punctual for all timetabled classes
- Discuss with their teacher procedures for catching up on any work missed through lateness or absence

Behaviour

All students are expected to;

- Act in a reasonable manner, considering the expectations of the school behaviour guidelines and class Code of Conduct
- Follow the school Engagement Policy
- Actively participate in the development of rules and a classroom code of conduct
- Act in a positive manner avoiding misbehaviour, role modelling positive relationships
- Take responsibility for their own behaviour and accept the consequence without complaint

Parents/Carers Engagement

Parents are expected to:

- Be an active partner in the learning process, taking an interest in their child's learning and supporting their efforts
- Support their children with their learning
- Attend school information nights, meetings and parent teacher interviews
- Ensure their children have the appropriate learning materials and attitudes
- Value the education their children receive
- Build a positive relationship with the classroom teachers and the school
- Support the school in the implementation of the Engagement Policy and the Behavioural guidelines
- Be a good role model in following the school values

Attendance

Parents are expected to:

- Be responsible for ensuring children attend school regularly and are punctual each day
- Notify the school of a student's absence on the first day back after that absence.
- Provide a written explanation to the school for each student absence
- Support their child's learning during consistent or prolonged absence
- Sign their child in at the office and provide an explanation if their child is late to school, and to sign their child out and provide an explanation if their child is leaving early
- Provide correct and up-to-date contact details for their child

Behaviour

Parents are expected to:

- Accept and support the school values and codes of conduct that exist across the school
- Act in a reasonable manner when unsure or unhappy with a situation
- Find out from the school what happened before reacting to what their child has told them
- Follow the school processes for solving concerns
 - contacting the Principal or if unavailable leaving a message for return call with the office
 - arranging an appointment / interview to discuss concerns
 - **under no circumstances direct contact be made to other students or parents**
- Work together with the school to solve any issues or concerns
- Accept that the school investigates incidents thoroughly before acting
- Accept and support the school with the consequences given
- Take responsibility for following through on consequences given
- Allow and trust the school to implement the codes of conduct without being undermined

SCHOOL ACTIONS

ATTENDANCE

We acknowledge that if children are to reach their full potential then they need to maximise their learning through high levels of attendance. Our aim is to have a school environment where children want to be at school and demand to be on time.

We will actively promote the importance of regular attendance through:

- Regular newsletter items with a focus on the importance of attendance
- Including information about the importance of attendance in information packs, parent handbooks and information nights
- The addition of a slogan promoting attendance on all notes that are sent home

At Mickleham Primary student attendance is the responsibility of all members of the school community. The Principal, Business Manager and Student Welfare Coordinator will be responsible for following up on unexplained absences and lengthy absences.

We aim to have an average student absence rate of 13 days.

The following strategies have been developed to improve student attendance:

- Make "It's Not OK to be Away" part of all communication from the school
- Making the curriculum interesting and exciting so that students want to attend
- Follow up of irregular attendance and unapproved absences
- Expecting students to catch up on work missed
- Promoting regular attendance through regular classroom discussions on the importance of attending and how absences effect learning
- Better communicating "What's Happening" with the students so that they are looking forward to coming to school
- Providing regular articles for parents on the importance of attendance and the impact of absence on student learning
- Providing regular communication of the data relating to absences so that parents are aware of the issues
- Highlighting to parents what are acceptable reasons for student absence
- Requiring parents to seek formal approval prior to taking students away from school for an extended family holiday (greater than 10 days)
- Better advertising to parents what is happening at school over the coming term as well as the term planners so that parents are aware of current curriculum
- Have students develop slogans for attendance that are then included on school correspondence

BEHAVIOURAL CONSEQUENCES**Students are expected to:**

To promote RESPECT student could choose to:	Respect is difficult when a student:	Appropriate responses to minor/initial incidents	Major or Repeated Incidents
<ul style="list-style-type: none"> • Treat others the way they want to be treated – without any aggression • Speak to each other politely - never using put downs or insults • Avoid physical contact that will hurt others • Always play fairly and safely • Look after our school property and play equipment 	<ul style="list-style-type: none"> • Is physically aggressive • Speaks using inappropriate speech or put downs • Swears • Hurts another child through their poor choices • Does not look after the school property • Back chats or argues with staff 	<ul style="list-style-type: none"> • Time Out for yard misbehaviour. 10 – 15 minutes • Classroom misbehaviour follows the class code of conduct 	<ul style="list-style-type: none"> • Increase in time out given • Parent meeting • After School Detention • Suspension for severe misbehaviour endangering others
To promote RESPONSIBILITY student could choose to:	Responsibility is difficult when a student:	Appropriate responses to minor/initial incidents	Major or Repeated Incidents
<ul style="list-style-type: none"> • Follow the rules of the school and classroom • Accept consequences appropriately • Apply themselves to their learning • Be good role models for others 	<ul style="list-style-type: none"> • Is outside the school boundaries or playing in inappropriate areas • Is not taking responsibility for their actions by accepting consequences • Not following the required rules 	<ul style="list-style-type: none"> • Time Out for yard misbehaviour. 15 minutes • Classroom misbehaviour follows the class code of conduct 	<ul style="list-style-type: none"> • Increase in time out given • Parent meeting • After School Detention
To promote COOPERATION student could choose to:	Cooperation is difficult when a student:	Appropriate responses to minor/initial incidents	Major or Repeated Incidents
<ul style="list-style-type: none"> • Show good sportsmanship • Help and supporting others • Play with others who are lonely • Work together well 	<ul style="list-style-type: none"> • Does not include others • Prevents others from participating • Plays in a dangerous or inappropriate manner • Interferes with others games or learning 	<ul style="list-style-type: none"> • Walk and talk with teacher • Time Out for yard misbehaviour -15mins • Classroom misbehaviour follows the class code of conduct 	<ul style="list-style-type: none"> • Increase in time out given • Parent Meeting • After School Detention
To promote INDEPENDENT LEARNING student could choose to:	Independent Learning is difficult when a student:	Appropriate responses to minor/initial incidents	Major or Repeated Incidents
<ul style="list-style-type: none"> • Play well with others • Have – a – go to solve problems • Being prepared for what they are doing 	<ul style="list-style-type: none"> • Comes to school unprepared for learning • Isn't prepared to have a go 	<ul style="list-style-type: none"> • Classroom misbehaviour follows the class code of conduct 	<ul style="list-style-type: none"> • Staying in at recess or lunchtime to complete work
To promote HONESTY AND INTEGRITY a student could choose to:	Honesty and Integrity is difficult when a student:	Appropriate responses to minor/initial incidents	Major or Repeated Incidents
<ul style="list-style-type: none"> • Tell the truth • Consider others before making choices • Make good choices 	<ul style="list-style-type: none"> • Deliberately damages property • Lies or covers things up • Is rude and impolite towards others 	<ul style="list-style-type: none"> • Time Out for yard misbehaviour 15 minutes • Classroom behaviour follows the class code of conduct 	<ul style="list-style-type: none"> • Increase in time out given • Parent Meeting • After School Detention

Detention*School Commitment:*

- The school is prepared to run after school detention if this is deemed necessary.
- Detention will be supervised by the Principal and the student will be expected to complete a written task appropriate for the value broken.
- Classroom teachers will run in class detentions for part of lunch or recess if students are required to complete work not finished as a result of poor choices.

Student Support Group

- A [Student Support Group](#) may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students.

A Student Support Group is established for every student who is considered to have behavioural concerns. Members of the group include the parents, the classroom teacher and the principal. The SSG meets regularly, at least three or four times a year and more often if needed. The purpose of the SSG is to discuss the concerns of the student, plan achievable goals and monitor progress. A member of a SSG can initiate a meeting at any time.

Responsibilities of the members of the SSG**Principal**

- Provides information to parents about specific support programs available to facilitate a student's participation in the school's education program
- Facilitates the collaborative processes of the Student Support Group by offering support to all members and ensuring their equal participation.
- Either convene or nominate a convenor to chair the Student Support Group meetings – ensuring accurate records of meetings are kept and provided to all members.
- Facilitates access to counselling or community based programs that may assist the child

Classroom Teacher

- Provide the Student Support Group with current information regarding the student's progress and behaviour both within the classroom and the yard. They assist in determining future educational goals and behaviour management strategies.
- Ensure that the student has access to the school's educational programs
- Plan and Implement the classroom content of the Individual Educational Program. Other staff having daily contact with the student in the classroom or out in the yard does so under the direction of the classroom teacher.

Parent/Guardian/Carer

- Provide a holistic understanding of the child and provide ongoing involvement in their education
- Provide information on the effectiveness and practicality of particular strategies and programs
- Provide knowledge and experience of previous events that may influence programming decisions
- Contribute to the goals and strategies that will support the education and behaviour management of their child.

Exclusion

Expulsion is only used as a last resort when the behaviour of the child is excess and the safety of all children and staff is threatened.

- Parent involvement is required through the SSG process and further meetings prior to any consideration are given to a student being expelled.
- Parents are to be considered when looking for a new placement for a child who is to be expelled.

Suspension - General information

- *Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.*

Procedures prior to suspension

Prior to any student being suspended the following procedures are required to be followed:

- The student code of conduct and yard code of conduct are followed and consequences applied in a fair and consistent manner
- Any student who displays behaviour that is excessive or continuously a problems will initiate the Student Support Group process
- Parents will then be contacted prior to the implementation of a suspension

Grounds for suspension

A student will only be suspended for the following reasons:

- The behaviour of the student is such that they are a danger to themselves, other students or staff.
- The student is bullying another child according to the definition of bullying as defined in the "No bullying" policy of the school.
- The student is wilfully damaging school property
- The students behaviour has escalated and they are continually disrupting the learning of other children or creating problems within the yard – the steps involved in the classroom and yard codes of conduct are not working for this child.

Procedures for suspension

Procedures for suspension:

- The incident is investigated thoroughly and all information recorded impartially
- The parents are contacted regarding the incident and a meeting held
- The student has previously been warned of the likelihood of a suspension if similar behaviour occurs in the future.
- A suspension is given and all necessary paperwork completed with a copy given to the parents, School Council President and kept in the school as a permanent record

Period of suspension

- Repeated inappropriate behaviour in the classroom or in the classroom – 1 day in house suspension
 - Wilful damage to property – 1 day suspension
 - Violent behaviour – 2 days suspension
- Consequent behaviours of the same nature will double the suspension times

Expulsion – General Information

The School Principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted (refer to [Appendix 2: Staged Response checklist](#): Student Engagement Policy).

Grounds for Expulsion

Students will only be expelled when all other measures have failed

- The Student Support Group has failed to modify the inappropriate behaviour of the child
- The student has been suspended several times and persists in inappropriate behaviours
- The behaviour exhibited is extremely violent and is creating a danger to others that is unable to be managed through school procedures

Procedures prior to Expulsion

Prior to any expulsion several meetings will need to have been held with parents and a Student Support Group will be in place with strategies tried to improve behaviour. It will need to be determined that all possible strategies have been tried and have failed in modifying the behaviours

Procedures for Expulsion

- The Principal will inform the Regional Director that a Student Support Group meeting is being held to discuss the expulsion of a student
- With regional representation the SSG will meet to discuss the expulsion which will consider future educational opportunities for the student and decide on a course of action that is to be taken.
- Parents will be given a Notice of Expulsion before the day on which the expulsion commences and a copy of the information brochure *Procedures for Expulsion* which outlines details of the appeal process
- A copy of the notice will be given to the School Council President and a further copy forwarded to the Regional Director
- A report will be sent to the Regional Director outlining a brief history of the behaviours of the student over their time at the school, strategies that have been used to modify behaviour, details of arrangements that have been made to ensure the student has access to continuing education and recommendations for further actions either at school or through local, community, regional or system level that may be needed to support the student in the future.
- The Principal with support from the regional director (or nominee) will ensure that the student is enrolled at another school.

Transition Arrangements

- The Principal will schedule a meeting with destination school to ensure a smooth transition
- The Principal will ensure all relevant information is passed on to the enrolling school.

Expulsion Appeal Process

Should the parents / carers of an expelled student choose to appeal on the following grounds:

- That the expulsion process was not followed by the school
- Reasons for which the student was expelled are considered unfair
- Other extenuation circumstances

The Principal will provide the student and parents/carers with an Expulsion Appeal proforma

The appeal must be lodged with the principal within 10 school days of receiving the notice of expulsion.

The regional director will form a panel consisting of:

- The regional director's nominee
- The school council president (or nominee)
- The principal of another school

No member of the expulsion review panel will have a direct interest in the case.

The attendance of qualified legal practitioners or other agents acting for fee or reward on behalf of any member of or participant in the appeal process is not permitted.

The purpose the review panel is to provide an opportunity for a student and parents/carers to be heard and to review the decision to expel the student. The panel will make a written recommendation to the principal, who must act on the recommendation.

The review panel is to be held as early as possible within 10 days of the regional director receiving the appeal notification.

The Principal must provide the following documentation to the expulsion review panel:

- A copy of the Notice of Expulsion
- A copy of the Expulsion Report
- A copy of the Expulsion Appeal from the student or their parents /carers

The panel will complete a report which must be forwarded to the regional director within 24 hours of the conclusion of the meeting. Copies of this report must be provided to the regional director, the person who submitted the Expulsion Appeal, the school council president and the principal.

If the review panel overturns the decision of the principal then the student will be readmitted to the school immediately.