

Glenroy College

**Student Engagement
&
Well-Being Policy**



**Produced in consultation
with the school community**

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

November, 2012

**Principal: Paul Dingle
School Council President: Alex Porczak**

Table of contents

1 SCHOOL PROFILE STATEMENT	3
2 WHOLE-SCHOOL PREVENTION STATEMENT	4
3 RIGHTS AND RESPONSIBILITIES	5
4. SHARED EXPECTATIONS	8
5. SCHOOL ACTIONS AND CONSEQUENCES	10
<u>REFERENCES</u>	<u>15</u>

Section 1: School profile statement

Glenroy College is committed to the provision of learning in a year 7-12 co-educational context, and as such provides an alternative for families in Coburg, Glenroy and Broadmeadows. In 2011 the College was funded on 446 students. Glenroy College students come from culturally diverse backgrounds, with twenty different languages being represented within family homes. Apart from English, Arabic (89), Turkish (42) and Samoan (31) have the largest representation.

Students who come from the local primary schools range in reading levels from grade 2 up to year 8. Recognising this, the College has adopted the Higher Reliability Literacy Teaching Practices presented through the region by John Munro. Over a period of two years these have been presented to staff and put into practice in all classrooms from years 7 through to 12. These strategies are of benefit to all students. More capable students at year 7 & 8 were catered for from 2006 to 2008 through our SOAR program and in 2009 we introduced the Acceleration Program of year 7. The Acceleration Program no caters for students from year 7 to 9. Year 10 students are able to select a VCE subject.

In addition to this the College has adopted strategies developed through Professional Learning Teams such as;

- Student Led Conferences with a focus on students informing parents about what they have learned as well as working with their pastoral care teacher and parents to set goals for the next term.
- Testing regimen including Auditory Processing, TORCH, NAPLAN, On Demand Maths and English
- Developing appropriate resourcing of a numeracy strategy
- Focusing on Developmental Management
- Recognition of the power of rubrics in assessing student work

All of these have been supported by:

- Developing and documenting agreed practices amongst staff in all learning areas about what a good classroom looks like and how class time should be used.
- Creating opportunities to develop and document curriculum in teams for years 7 to 11
- Developing teaching teams with a focus on a particular class as well as the allocation of time for teams to meet, analyse data and guidelines about meeting practices
- Re-defining the role of pastoral care across the College
- Introducing the Drop Everything And Read program, where every student reads for an allocated 15 minutes at the start of period 3 everyday.

We have continued to look for solutions to improving student outcomes, retention and pathways with the development of our internship program – an alternative vocational program at Year 10 - changes to our work experience program, ongoing support of VCAL (Victorian Certificate of Applied Learning), offering VCAL to a Senior level and supporting students to attend VETis at external providers.

The college aims to move all components of the Parent Opinion Survey into the third quartile by 2013 upon the completion of our next Strategic Plan cycle. At the same time we have the following aims for our Attitudes to School survey:

- Classroom Behaviour improve into 3rd quartile
- Stimulating Learning improve into the 3rd quartile
- School Connectedness improve into 3rd quartile
- Student Morale and Distress improve 25%
- Teacher Effectiveness and Empathy improve 50%

At the time of writing this report, the college had sixteen students funded under the PSD program, varying from level 1 to 6 and coming from years 7 to 11. Integration aides support students with disabilities and negotiated programs designed to meet their specific needs are developed.

Section 2: Whole-school prevention statement

College prevention programs already in place include the following:

Across all levels:

- Developmental Management Practices
- Achievement Improvement Zone – including student management with Ramon Lewis, literacy with John Munro.
- Literacy initiatives – Drop Everything And Read, Higher Reliability Literacy Teaching Practices
- Professional Learning
- Pastoral Care Program
- Strong Welfare Team with focus across all year levels, via Student Welfare Co-ordinator, Chaplains, School Nurse, Student Wellbeing Program Manager, Docs in Schools Program, Student Support Services Officer (SSSO), Integration Team, Careers Manager, Student Engagement and Wellbeing Leading Teacher, Pathways and Transition Leading Teacher

Year 7:

- Start Up
- Bullying
- Cyberbullying
- Girls' Puberty & Healthy Relationships
- Class Captains

Year 8:

- Body Image
- Mental health/anger management
- Class Captains

Year 9:

- Finding My Place
- Try A Trade
- GOALS
- Contraception
- Discrimination, law & Sexuality
- Class Captains

Year 10:

- CASA
- TRACKS
- Contraception
- emPOWERme
- World Vision
- Student Leadership

Year 11:

- Student Leadership
- Lions' Club Debating
- World Vision
- Career Choice Day - ABCN

Year 12:

- Mentoring
- School Captains & Vice Captains

Section 3: Rights and responsibilities

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3.2 Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

3.5 Bullying and harassment

Definitions

Harassment: is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

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

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

Subtle: (The most common)

They include:

- Offensive staring and leering.

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

Explicit: (obvious)

They include:

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

Bullying can involve such things as;

- Grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- Publicly excluding a person from your group
- Taking or breaking a person's property
- Knocking a person's books or belongings out of their hands or off their desk
- Teasing a person because of their looks

Cyberbullying

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

- The language you use and the things you say
- How you treat others
- Respecting people's property (eg copyright)
- Visiting appropriate places
- Behaving safely online means:
 - Protecting your own privacy and personal information (we used to call it 'stranger danger')
 - Selecting appropriate spaces to work and contribute
 - Protecting the privacy of others (this can be sharing personal information or images)
 - Being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

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

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • Participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers, all other members of the school community and all school property. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning This involves setting goals and managing resources to achieve these goals. • Communicate with parents regarding their child's learning

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to</p> <ul style="list-style-type: none"> • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • Use a range of teaching strategies and resources to engage students in effective learning.

Section 4: Shared expectations

What are the individual expectations of staff (include behaviour and attendance), students (include behaviour and attendance) and parents (include behaviour and attendance)?

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

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

- Care and Compassion
- Care for self and others
- Integrity
- Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- Doing Your Best
- Seek to accomplish something worthy and admirable, try hard, pursue excellence
- Respect
- Treat others with consideration and regard, respect another person’s point of view
- Fair Go
- Pursue and protect the common good where all people are treated fairly for a just society
- Responsibility
- Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- Freedom
- Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- Understanding, Tolerance and Inclusion
- Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- Honesty and Trustworthiness
- Be honest, sincere and seek the truth

Values at Glenroy College:

Value	This means	Behaviour to Demonstrate Values
Pursuit of Excellence	<ul style="list-style-type: none"> • Fostering high standards of performance • Striving to achieve the best outcomes • All members of our school community will strive for personal and professional improvement • Encouraging and supporting each other in our roles • Recognising and acknowledging individual and team efforts • Sharing knowledge, expertise and resources to continuously improve performance • Innovative programs • Learning technologies • Broad curriculum – teaching & learning • Enrichment activities 	<ul style="list-style-type: none"> • I always strive to do my best • I review my performance to identify strengths and areas for improvement • I work as part of a team to achieve outcomes • I evaluate my performance against best practice benchmarks • I acknowledge individual and team efforts formally and informally

Student Engagement and Well-Being Policy

Respect for the individual	<ul style="list-style-type: none"> • Acknowledging interdependence and reliance on others • Acknowledging the achievement of others • Valuing and appreciating difference • Showing knowledge of and sensitivity to the needs and circumstances of others • Acknowledging the strengths and skills of others • Understanding and appreciating that there are different cultures, religions, experiences, sexuality and backgrounds around us and they enrich our lives • Accepting that every person has inherent worth 	<ul style="list-style-type: none"> • I treat all people in a generous, courteous and considerate manner • I actively listen to other people's view points • I give others positive feedback • I give advice in a constructive manner • I speak well of all people at the college • I accept difference through showing tolerance and respect for others • I respect a person's right to express their individuality • I promote the richness of our diverse college community
Integrity	<ul style="list-style-type: none"> • Committing to agreed values and related behaviours • Acting in an honest, sincere and consistent manner • Acting in an ethical manner and fostering ethical behaviour • Treating people in an honest, open and respectful manner • Seeking to add value to each students education • Fostering a mindset which acknowledges student needs and priorities • Working within agreed policies and practices 	<ul style="list-style-type: none"> • I am able to seek assistance from peers when I cannot solve a problem • I act in a respectful manner • I follow through on communication • I think and check facts before acting • I give people the benefit of the doubt rather than jump to conclusions • I always look for positive outcomes and solutions to situations • I am responsive to student needs • I maintain an objective viewpoint • I am well prepared for my commitments (on time, reliable)
Teamwork	<ul style="list-style-type: none"> • Sharing knowledge, ideas and goals (group benefit as distinct from individual) • Ensuring the opportunity for all members of our community to participate in college projects • Understanding and accepting the differing roles and responsibilities of team members • Recognising the abilities of team members • Combining effort in order to achieve collective outcomes • Collaborative decision making • Student-teacher-parent relationships • Involvement for all members of our college • Partnerships with the community • Responsibility to each other • Work together to improve the quality of education 	<ul style="list-style-type: none"> • I actively participate and contribute in group work • I actively support others and listen to their inputs • I provide opportunities for collaborative work • I consult with others • I share my skills with others • I accept communal responsibilities for a healthy and safe workplace • I cooperate with others
Healthy Environment	<ul style="list-style-type: none"> • Demonstrating sensitive and caring responses to others • Understanding and respecting others' needs and responding appropriately • Achieving positive outcomes • Acting in a supportive manner towards others 	<ul style="list-style-type: none"> • I take time to listen • I smile and communicate positively with others • I assist others at busy times • I provide support and care when appropriate

	<ul style="list-style-type: none"> • Being aware of other people’s concerns and boundaries • Support of the physical environment • Student and staff health and well being programs • Defusing tension and panic 	<ul style="list-style-type: none"> • I listen/respond objectively • I share resources • I laugh, smile and show joy • I celebrate joyful events with my peers • I place all rubbish in bins
--	--	--

School expectations include:

Inclusive teaching practices

- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning

Developmental Management Practices

The school is committed to the use of Developmental Management practices with students. The Practices

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

Diversity in the school community

The school aims to address diversity by:

- Maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- Attracting highly skilled and diverse staff making the school a preferred employer
- Increasing the range of knowledge, skills and experiences available in the workforce
- Enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems

Section 5: School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

- Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:
 - Understanding the student’s background and needs
 - Ensuring a clear understanding of expectations by both students and teachers
 - Providing consistent school and classroom environments
 - Scaffolding the student’s learning program.
 - Broader support strategies will include:
 - Involving and supporting the parents/carers,
 - Involving the student wellbeing coordinator, managed individual pathways or careers coordinators
 - Tutoring/peer tutoring
 - Mentoring and/or counselling
 - Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
 - Developing individualised flexible learning, behaviour or attendance plans
 - Providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
 - Involving community support agencies.

Actions and consequences at Glenroy College include the following:

ISSUE	ACTIONS	CONSEQUENCES
Lateness to school	<ul style="list-style-type: none"> • SMS to parent/guardian that morning • Details entered on Ice Age (Student Management Tool) by period 1 teacher • If a note is not provided, the teacher also enters a lunch detention for that day on Ice Age • If s note is provided, Attendance Staff will call home to confirm its validity • 5 times in a term – parent contact by Home Group / Level Leader to discuss strategies to improve punctuality 	<ul style="list-style-type: none"> • If a note is not provided, lunch detention will be issued • Five times with a note in a term – lunch detention
Lateness to class	<ul style="list-style-type: none"> • Teacher records lateness in their mark book • Teacher enters detention on Ice Age for third offence in a term • Teacher contacts Home Group Teacher for subsequent offences • Home Group Teacher maintains accurate records 	<ul style="list-style-type: none"> • First offence – warning • Second offence in a term – student kept back at next break for ten minutes to discuss the importance of getting to class on time • Third offence in a term – lunch detention • Subsequent offences in a term – Pastoral Care contacted by class teacher
Absences	<ul style="list-style-type: none"> • If a student is absent, parents will be notified by SMS • Phone calls will be made by attendance staff if no mobile number is available 	<ul style="list-style-type: none"> • If student fails to explain an absence with a note or via a phone call after one week, the Pastoral Care teacher should enter a lunch detention on Ice Age
Truantiing	<ul style="list-style-type: none"> • Parents notified by SMS • Parents contacted by Home Group Teacher / Level Leader when they become aware • Home Group Teacher to maintain accurate 	<ul style="list-style-type: none"> • Conversation with student about the importance of attending all classes • Two lunch detentions for any class missed – work to be completed from

Student Engagement and Well-Being Policy

	<p>and up to date records</p> <ul style="list-style-type: none"> • Parent called by Home Group Teacher / Level Leader and a Student Support Group meeting is held for repeat offenders 	the class
Leaving class without permission	<ul style="list-style-type: none"> • Teacher enters detention on Ice Age and contacts Home Group teacher, who maintains accurate records • Parents contacted by Home Group teacher 	<ul style="list-style-type: none"> • Lunch detention
Lack of equipment in class	<ul style="list-style-type: none"> • Teacher records lack of equipment in their mark book • Teacher enters detention on Ice Age for third offence in a term • Teacher contacts Home Group Teacher for subsequent offences • Home Group Teacher maintains accurate records 	<ul style="list-style-type: none"> • First offence – warning • Second offence in a term – student kept back at next break for ten minutes to discuss the importance of having equipment in class • Third offence in a term – lunch detention • Subsequent offences in a term – Pastoral Care contacted by class teacher • If Pastoral Care Teacher sees a pattern, they should contact parents
Prohibited items in class (eg: mobile phone, ipod, wearing hat, bags, etc)	<ul style="list-style-type: none"> • First offence: warning • Second offence: confiscation. All items should be passed on to the Student Manager or Assistant Principal, apart from phones which are signed into a locked cupboard in the general office, where parents pick them up. 	<ul style="list-style-type: none"> • Refusal to hand over the item will result in a warning that suspension is a possibility. Failure to co-operate after warning will result in Principal or Assistant Principal being informed and consequences being meted out. These may include suspension from school.
Failure to complete homework	<ul style="list-style-type: none"> • Teacher records lack of homework in their mark book • Teacher enters detention on Ice Age for third offence in a term • Teacher contacts parent after third offence • Teacher attends detention to assist student to catch up 	<ul style="list-style-type: none"> • First offence – warning • Second offence in a term – student kept back at next break for ten minutes to discuss the importance of homework in class • Third offence in a term – lunch detention • Subsequent offences in a term – Home Group Teacher contacted by class teacher • If Home Group Teacher sees a pattern, they should contact parents
Students at risk of failing	<ul style="list-style-type: none"> • Level Leaders / Home Group Teachers to collect data from all teachers • Parents informed by Level Leaders / Home Group Teachers 	<ul style="list-style-type: none"> • Students may be asked to stay in during breaks or after school to catch up on work • Students may be required to repeat a year • Alternative placements may be investigated
Students at risk of disengagement	<ul style="list-style-type: none"> • Teachers to inform Level Leader / Home Group Teachers • Referral to member of welfare staff 	<ul style="list-style-type: none"> • Alternative placements may be investigated
Students at risk at home	<ul style="list-style-type: none"> • Teachers to inform member of welfare staff 	

	<ul style="list-style-type: none"> • Referral to member of welfare staff • DHS may be notified 	
Students at risk via risk taking behaviour	<ul style="list-style-type: none"> • Teachers to inform member of welfare staff • Parents informed • Referral to member of welfare staff 	
Bullying	<ul style="list-style-type: none"> • All reports of bullying must be taken seriously, investigated and dealt with by staff • Victims may be referred for counselling from a member of the welfare team 	<ul style="list-style-type: none"> • Vary from warning for first minor offence to suspension for ongoing or major bullying • May involve many other consequences
Fighting	<ul style="list-style-type: none"> • If in class, students excluded via red form (sent separately) • If out of class, students escorted to Home Group / Level Leader 	<ul style="list-style-type: none"> • Principal or Assistant Principal consulted and consequences meted out. These may include suspension from school.
Inappropriate behaviour in class	<ul style="list-style-type: none"> • See below 	

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR IN CLASS

There is a hierarchy of consequences and a sequence of steps to follow in order that inappropriate behaviour is managed by classroom teachers and support is provided to them in cases where students do not respond as required.

Warning

- This should involve a clear communication to students that their behaviour is inappropriate and how it is affecting others.
- Isolation within the classroom
- This need not be complete separation from all other students, but involves moving either the misbehaving student or other students so that the offender is in some way apart from others and under closer supervision. While the student's inappropriate behaviour is rejected, this step should not involve exclusion of the student from class activities.
- Teacher controlled consequence.
- The teacher will impose an appropriate and reasonable consequence with the aim of reinforcing the type of behaviour that is appropriate. For example – stay back after class for a discussion; assist with neatening the room up at the end of the session.

Detention

Detention should be given if the student has failed to respond to the actions of the teacher and should be recorded on Ice Age. Entering a detention automatically generates as SMS to parents informing them of the date and time of the detention.

Exclusion from class (Relocations)

When a student has displayed a consistent pattern of disruptive and uncooperative behaviour, even after all attempts listed above, they may be excluded from the class, Where the misbehaviour is such that it needs to be dealt with immediately and cannot be suitably dealt with in the classroom, the student should be excluded from class with a red form. Such behaviour includes violence, abusive language to the teacher and refusal to follow clear and reasonable instructions. The Home Group / Level Leader shall determine a suitable punishment, after appropriate investigation and consultation, which may include suspension from school. In both instances, students must take their relocation form to the attendance office in A block of preference:

The teacher issuing the relocation, must follow up with the student (email, call, in person)

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are

Engaging Schools Student Engagement Policy Guidelines . Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

Withdrawal of privileges

Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.

Detention

Teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Where students are required to undertake school work after school, the time should not exceed forty-five minutes. The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf