

Werrimull P-12 School
**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*

March, 2010

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School Council President: Jim Pickering**

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1. School profile statement

Werrimull P-12 School is committed to developing lifelong learners who are confident and capable of achieving their full potential.

Werrimull P-12 School enrolment is small enough to foster a strong sense of community and develop positive teacher/student relationships, whilst large enough to offer an extensive range of curriculum opportunities from Prep to Year 12.

We foster a co-operative and supportive learning environment that is inclusive and responsive to the needs of all students.

We aim to develop independent learners who have a strong sense of self-worth and compassion for others.

Our vision will be realised through an enduring partnership involving all members of the Werrimull P-12 School and the wider community.

CONTEXT

Werrimull P-12 School is located in the Millewa region of far north-west Victoria, seventy five kilometres west of Mildura. We are a small school educating approximately 74 primary and secondary students who come from an area of 3000sq kilometres of Mallee farming country. We have 15 teachers and support staff.

Werrimull P-12 School's motto is "Striving to Achieve". Our school community is dedicated to the pursuit of excellence in all endeavours and is proud of its tradition of individual care. We value the right of every child to achieve to their full potential, both academically and physically and aim to create a positive environment in which students are encouraged to gain self confidence, self esteem and a sense of pride and direction.

Respect, Responsibility and Resilience are the values shared by our school community. These were developed in consultation with staff, students and the broader community and underpin all school policies, procedures and protocols.

A broad comprehensive curriculum to all students (P-10) covers each of the three strands of the Victorian Educational Learning Standards. A wide range of VCE and VET subjects are offered. Small class sizes offer the opportunity for extra individual attention and monitoring of students.

Literacy and Numeracy enhancement and individual needs are addressed through the following programs: You Can Do It, Nelson Maths, Reading Workshops, Reading Intervention (SELL), Netbook 1:1, Lexile Reading, Web 2 Tools, Waddington Spelling and Reading, Mathletics and Burt Word at a P-6 level. In the 7 – 10 learning areas we offer 1:1 Notebooks, accelerated maths, electives, specialist learning areas (authentic), MIP's and Work Experience programs. The whole school focus is on improving student outcomes and we use data to inform our teaching through On-Demand and TORCH and have set up Literacy & Numeracy block across the school to support the teaching and learning practice of "point-of-need". Literacy and

Numeracy across the curriculum is a priority therefore we have coordinators targeting these areas by supporting teachers and students in their learning.

Students are encouraged to participate in a variety of extra-curricular activities. These include House and interschool sports, camps, excursions and activities with other schools. Over the past two years we have had students participate in the Alpine and Snowy River School experience allowing them to develop their leadership and teamwork skills.

The physical environment of the school is spacious and pleasant. There are two flexible learning areas catering for individual learning needs, plus specially equipped rooms for Science, Art, Textiles, Materials and Technology and Food Technology. We have interactive white boards, laptops, Netbooks and iPods with which our students engage in 21st Century Education.

The school grounds are well maintained with excellent sporting facilities including a 16 metre swimming pool. We have a proud tradition of sporting excellence and regularly have students participate at state level in swimming, athletics and cross country.

2. Whole-school prevention statement

Werrimull P-12 school community aims to foster positive relationships and retain the dignity and rights of all students, staff, parents and carers. As such we maintain a whole school approach to promote respectful behaviours. The whole school community has shared expectations for the participation and behaviour of staff, students and their parents/carers.

We aim to:

1. ensure a safe and inclusive school environment for everyone.
2. support student learning, engagement and attendance through sustaining positive behaviour.
3. promote the concept of students achieving at their personal best.
4. create and maintain a positive, fair and respectful culture.
5. build a safe and supportive environment.
6. encourage positive and respectful relationships that value diversity, learning and well being.
7. encourage student participation and student voice.
8. proactively engage parents/carers.
9. support teachers to teach in optimum conditions and allow them to focus on building relationships with students and providing high quality teaching.
10. provide prevention (cognitive, behavioural and emotional) and intervention for all students at risk.

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. It 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.

Under the Act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

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 and 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. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider these human rights when making decisions and delivering services:

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper

consideration to human rights when making decisions.

Part of the monitoring of Human Rights will involve the completion of the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations of 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.

An education provider must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it takes into account the student’s learning needs and balances the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship on a person or organisation.

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). Examples of cyberbullying behaviour are:

- teasing and making fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

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 or other member of staff .

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression

- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. However, if a friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully .

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (the most common)

Includes:

- 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. intentionally brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

Includes:

- 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

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 the School Community

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 ambitions. • 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 are expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn. This 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 and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> • parents/carers have a right to 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 modeling 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.

4. Shared expectations

Effective schools share high expectations for the whole-school community.

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, be included and include others.

- **Honesty and Trustworthiness**

Be honest, sincere and seek the truth .

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.

Restorative Practices

Werrimull P-12 School has an ongoing commitment to the use of restorative practices with students. Where possible all staff should seek to embrace restorative practices and will as far as practical be encouraged to develop their skill and knowledge base in this approach.

Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote relationship management rather than behavior management
- separate the deed from the doer
- are systematic, not situational
- 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.

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 incur 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 may include one or more of the following:

- 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.

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 **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. However at times it can be very difficult to contact parents / carers. The person who is seeking to make contact with the parents / carers should make a reasonable attempt to contact the parents and document what attempts were made. This will include messages left and also notes made if the contact numbers provided are inaccurate.

- 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.

The principal should ensure that parents/carers are informed at least the day before the detention.

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

Note : When reference is made to the Principal – the term can include people in the school who are delegated the role of student management – this can include, the Assistant Principal and or Leading Teachers . It also includes people who may be acting in those positions. The decision to suspend a student should not be made by a person who is not at the Leading teacher / Principal class level.

Student Support Group

1. A Student Support Group may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students.
2. In general, they will be convened at the school, although they could occur at alternative locations agreed to by the school and parents.
3. These meetings are to be held at a time suitable both to the school and to the parents.
4. The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response.
5. As well as teachers, parents and student, the meeting could involve a person requested by the parents who is not acting for fee or reward, principal or nominee and any support staff who have been involved with the student and/or the student's family or who have particular relevant expertise.
6. If the principal considers it warranted, or the student or the student's parents request, the principal must ensure suitable language interpretation facilities are made available.
7. A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school. The statement should be verified by the parents and/or student and remain confidential.

Exclusion from normal classes – Internal Suspension

At times it may be necessary to withdraw a student from their normal classes as a result of a breach of the student code of conduct.

The decision to place a student on in school suspension will be made by the Leading Teacher, Assistant Principal or Principal.

When the decision is made to internally suspend the student:

- Parents should be notified prior to the internal suspension and also in writing.

- Classroom teachers will be notified and be expected to provide meaningful relevant work
- The student will be given an alternative recess and lunch break.
- They will be able to access well being support at any time.

Forms of Internal Suspension

Working in the back of other classes

- The student will be placed in the back of senior classes to complete work.
- The student will be given an alternative recess and lunch break.
- The Well-being Coordinator will develop a timetable for the students.
- They will be expected to work quietly in these classes.

Working in the Student Management Area

- The student will work from a desk in the student management area alone
- The student will be given an alternative recess and lunch break.
- The Well-being Coordinator will ensure that teachers have provided the student with meaningful work.

Exclusion – Suspension and expulsion

Parents are to be involved in exclusion procedures as stated, except where:

- the student is over 18 years of age
- the student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parents
- for any reason the parent is not available or cannot be contacted. In these circumstances the principal may then refer to the student over the age of 18 years of age in place of ‘a parent’. Where a student has a disability or impairment, the principal must make enquiries as to the student’s ability to represent himself or herself. After making such enquiries, if the principal is satisfied that the student lacks the ability to adequately represent himself or herself, the student cannot be referred to in place of ‘a parent’. In this case, as with a student under 18 years of age, the principal may regard as ‘a parent’ an adult whom the principal considers to be suitable and available to perform the role of the parent.

Suspension - General information

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

Procedures prior to suspension

With the exception of situations which require an immediate response, principals of schools should ensure that a range of options (and in particular those to accommodate

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

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

The principal must ensure that:

- (a) the behaviour, the educational needs of a student, disability, age of student and the residential and social circumstances of the student has been considered before suspending a pupil;
- (b) a pupil is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required;
- (c) the parent may be accompanied at that meeting by another person who is not acting for fee or reward;
- (d) if it is considered warranted by the pupil or the parent, the principal must ensure that suitable language interpretation facilities are available at the arranged meeting.

Grounds for suspension

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

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

Procedures for suspension

If the strategies outlined in 4.2.2 of the Student Engagement Policy Guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

- The principal must provide the parents of the student with a copy of the Procedures for suspension brochure and a notice of suspension (refer to

Appendix 13: Student Engagement Policy) on the day on which the suspension commences or within twenty four hours thereof.

- The principal shall also provide the president of the school council with a copy of the notice of suspension.
- At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.
- The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will include the principal, student support group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward.
- Conference proceedings must remain confidential.

A suspension conference is to be conducted **during the period of the suspension or as soon as practicable thereafter.**

- The period of suspension shall not be extended due to delays in holding a suspension conference.
- A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil's educational needs.

Period of suspension

- The maximum continuous period of time a pupil can be suspended at any one time is five school days.
- A pupil cannot be suspended for more than fifteen school days in a school year.
- The school shall provide appropriate and meaningful school work to the suspended pupil that is in line with classroom coursework.

Expulsion – General Information

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

Grounds for Expulsion

A principal may expel a student if;

- (a) the student does anything for which they can be suspended

(b) the student's behaviour is of such magnitude that it affects the health, safety and wellbeing of staff and students at the school.

Procedures prior to Expulsion

Prior to an expulsion the principal must ensure that;

- (a) a comprehensive range of strategies, consistent with a staged response has been implemented by the school;
- (b) despite these strategies, the student's inappropriate behaviour persists; and
- (c) the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard

Procedures for Expulsion

- (1) The principal is responsible for a student's expulsion. The principal must notify the regional director that a student support group is being convened to discuss expulsion.
- (2) The principal must convene a student support group meeting to;
 - (a) provide the student and the parents/carers with a Notice of Expulsion (before the day on which the expulsion commences.)
 - (b) provide a copy of the Procedures for Expulsion, to the student and the parents/carers
 - (c) identify the future educational, training and/or employment options most suited to the student's needs
- (3) The principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion to the regional director with a written expulsion report.

Transition Arrangements

If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student.

Expulsion Appeal Process

A principal's decision to expel a student can be appealed by the student or the student's parents/carers.

The principal must provide the student and parent/carers with an Expulsion Appeal proforma, at the final student support group meeting.

The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the principal must provide the regional director with a copy of the Expulsion Appeal with twenty-four hours.

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
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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