



# STUDENT ENGAGEMENT POLICY

Endorsed July 27 <sup>th</sup> 2010
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## INTRODUCTION

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### **Student Engagement**

At Hurstbridge Primary School student engagement has three interrelated components: behavioural, emotional and cognitive engagement.

*Behavioural engagement* refers to students' participation in education, including the academic, social and extracurricular activities of our school.

*Emotional engagement* encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to our school.

*Cognitive engagement* relates to a students' investment in learning and their intrinsic motivation and self-regulation.

## RATIONALE

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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 Hurstbridge we believe students will reach their full educational potential when they are happy, healthy and safe, when there is a positive school culture that is fair and respectful and when they are engaged and supported in their learning.

## PURPOSE

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To relate to and be consistent with the 'Effective Schools are Engaging Schools: Student Engagement Policy Guidelines', in areas such as the encouragement of educational achievement and excellence, prevention of absences and discouraging inappropriate behaviour.

At Hurstbridge Primary School we will

- Foster a healthy school culture in which high levels of achievement take place within a positive social Environment.
- Provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure.
- Provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated.
- Maximise student learning opportunities and performance through ensuring students are engaged in their learning.
- Provide genuine opportunities for student/parent participation and student/parent voice.
- Build a school environment based on positive behaviours and values.
- Provide both prevention (using cognitive, behavioural and emotional strategies) and intervention for all students at risk.

## **IMPLEMENTATION**

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### **Section 1: School profile**

Hurstbridge Primary School is in a developed area in Melbourne's northern suburbs and located in the city of Hurstbridge. The school, reached its peak enrolment of 520 students in 2008. In 2010, the current enrolment was 489 with 21 classrooms. It is expected to maintain a similar enrolment level over the next 5 years.

The school has a small number of economically disadvantaged students with approximately 66 of our families entitled to receive Educational Maintenance Allowance. We have a number of students who travel from the surrounding suburbs to attend. At present we have 5 Program for Students with Disabilities (PSD) students identified and funded. A total of 3 Integration Aides support these students.

The school is student and curriculum focused. It strives for and encourages maximum achievement in all areas of teaching and learning and student wellbeing. Specialist programs include: LOTE (Italian), Music, PE, Art and Library. A variety of extra-curricular programs are offered: interschool sport, excursions, incursions and camps. Extension Programs offered include: art, numeracy and literacy. Our extension programs are annually evaluated and developed in response to students needs.

The school aims for its students to develop as global citizens. It purses this objective through presenting carefully planned and targeted programs that are designed to meet the needs of all students. We provide social skills programs such as You Can Do It and Bully Busters. A whole school approach to Drug Education is taught throughout the school that is developmentally and age appropriate.

We are focused on monitoring student attendance and as a consequence are introducing a variety of positive strategies to encourage regular student attendance such as 'It's Not Okay to Be Away'.

In 2010 the school will be focusing on developing an emotionally resilient and safe school. Staff will participate in Restorative Practices and Calmer Classrooms training and will be supported to implement whole school strategies and approaches.

### **Section 2: Whole School Prevention**

At Hurstbridge Primary School our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy developed using the Departments e<sup>5</sup> instructional model and VELs.

Opportunities that contribute to the school and effectively engage students in their learning are:

- Pro-social behaviours are promoted through programs such as: You Can Do It.
- Student Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester.
- Student Leadership programs such as: junior school council, peer mediation, house and school captains and other roles of responsibility provide opportunities for students to influence change within the school community.
- Student voice is encouraged through the Junior School Council
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school's programs such as assisting in the classroom, on excursions and at school events.
- Intervening early to identify/respond to student needs for social and emotional support.
- Providing a range of opportunities for students to be involved and feel connected to the community.
- Recognising and responding to the diverse needs of our students through the PSD Support program.

- Adaption of current pedagogical knowledge and thinking to engage students in meaningful learning experiences.
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.
- Whole school approach to Restorative Practices to encourage engagement; build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to the changing demographics.
- Professional learning is given high priority to ensure strategies and approaches are adopted and implemented.

### Hurstbridge Primary School Values:

<b>Respect</b>	<i>An attitude of admiration or esteem</i>	Respect means: <input type="checkbox"/> Being a proactive listener, being considerate, preserving dignity
<b>Honesty</b>	<i>Being truthful</i>	Honesty means: <input type="checkbox"/> Telling the truth, owning up to decisions, behaviours, actions and mistakes, sharing thoughts and feelings with trusted people.
<b>Integrity</b>	<i>Doing what is right</i>	Integrity means: <input type="checkbox"/> Acting in a way that you know to be honest, truthful and moral.
<b>Tolerance</b>	<i>Being accepting of others</i>	Tolerance means: <input type="checkbox"/> Being fair to people who may differ from our own thoughts and feelings.
<b>Cooperation</b>	<i>Working with others as a team</i>	Cooperation means: <input type="checkbox"/> Encouraging others, negotiating and compromising as a team.
<b>Trust</b>	<i>Confidence to rely on others</i>	Trust means: <input type="checkbox"/> Believing in another person and being able to rely on them.

### Section 3: Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) 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 emphasizes the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992 (in conjunction with DEECD Disability Standards for Education 2005)*
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

The following policies need to be considered and consistent with implementing effective practice within the school community.

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| 1. <i>Anti bullying and Cyber bullying policy</i> | 24. <i>Equal Opportunity policy</i>                      |
| 2. <i>Smoke Free Schools policy</i>               | 25. <i>Gifted and Talented policy</i>                    |
| 3. <i>Drug Education policy</i>                   | 26. <i>Homework Policy</i>                               |
| 4. <i>Attendance policy</i>                       | 27. <i>Occupational Health and Safety policy</i>         |
| 5. <i>Complaints and Resolutions policy</i>       | 28. <i>Personal Growth policy</i>                        |
| 6. <i>Uniform policy</i>                          | 29. <i>Pupil Placement policy</i>                        |
| 7. <i>Enrolment policy</i>                        | 30. <i>Social Service policy</i>                         |
| 8. <i>First Aid policy</i>                        | 31. <i>Sponsorship policy</i>                            |
| 9. <i>Internet Usage policy</i>                   | 32. <i>Students with Significant Health Needs policy</i> |
| 10. <i>Medication policy</i>                      | 33. <i>Teaching and Learning policy</i>                  |
| 11. <i>Multicultural Diversity policy</i>         | 34. <i>Consolidation / Acceleration policy</i>           |
| 12. <i>Parent Engagement policy</i>               | 35. <i>Anaphylaxis policy</i>                            |
| 13. <i>Sexual Harassment policy</i>               | 36. <i>Student Belongings policy</i>                     |
| 14. <i>Special Needs policy</i>                   | 37. <i>Assessment and Reporting policy</i>               |
| 15. <i>Transition policy</i>                      | 38. <i>Disabilities and Impairments policy</i>           |
| 16. <i>Yard Supervision policy</i>                | 39. <i>Drug Related Incidents policy</i>                 |
| 17. <i>Heights Safety policy</i>                  | 40. <i>Headlice policy</i>                               |
| 18. <i>Grief Management policy</i>                | 41. <i>Privacy policy</i>                                |
| 19. <i>Student Leadership policy</i>              | 42. <i>Student Health policy</i>                         |
| 20. <i>Cultural Diversity policy</i>              | 43. <i>Sunsmart policy</i>                               |
| 21. <i>Asthma policy</i>                          | 44. <i>Mandatory Reporting policy</i>                    |
| 22. <i>Curriculum policy</i>                      | 45. <i>Community policy</i>                              |
| 23. <i>Emergency Management policy</i>            | 46. <i>Prohibited Substance policy</i>                   |

At Hurstbridge Primary School we expect high standards of student behaviour based on cooperation, mutual responsibility and self discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

**Whole School Rights and Responsibilities:**

<b>Rights</b>	<b>Responsibilities</b>
To be free of harassment	To ensure others are not harassed
To receive support in difficult situations from the school community	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community

**Students:**

<b>Rights</b>	<b>Responsibilities</b>
To work and play without interference	To allow others to work and play without interference  To report bullying to an adult
To be treated fairly and courteously	To be polite, courteous and well mannered
To learn in a secure environment	To allow others to learn

**Staff:**

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect by students, parents and peers	To treat students in a way that develops self-esteem  To communicate positively with parents and peers
To expect students to follow the Engagement Guidelines	To follow the Engagement Guidelines.  To use logical consequences and restorative practices  To provide a Duty of Care to students  To keep records of significant disciplinary actions
To expect students to learn	To assist students to learn  To provide an inclusive and differentiated curriculum

	<p>To provide an inclusive and differentiated curriculum</p> <p>To ensure all students achieve success</p> <p>To communicate student progress to parents</p>
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**Parents:**

<b>Rights</b>	<b>Responsibilities</b>
To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Ensure students attend school and have the appropriate learning materials and attitude
To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident	Promote respectful relationships
To be treated with respect by students, teachers and peers.	To communicate positively with all members of the school community.

**Section 4: Shared Expectations**

Hurstbridge Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviors for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

**1. Staff Engagement**

The school leadership team will;

- Uphold the right of every child to receive an education up to the compulsory age of schooling
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs.

The staff will;

- Develop flexible pedagogical styles to engage different learners
- Deliver curriculum and assessment that challenges and extends students learning
- Develop positive relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice developing a positive school culture

### **(i) Attendance**

In compliance with Departmental procedures school staff will;

- Promote regular attendance with all members of the school community and;
- Monitor and follow up on absences

### **(ii) Behavior**

Hurstbridge Primary School will support and promote positive behaviors by developing and implementing shared behavioral expectations with the school community through a staged response.

The school leadership team will;

- Lead and promote preventative approaches to behavioral issues
- Monitor the profile of behavior issues at the school and the effectiveness of implemented strategies
- Provide professional development for staff to build their capacity to promote positive behaviors.

The staff will;

- Use Student Engagement policy as a basis for negotiating class-based shared expectations with students
- Teach students social competencies through curriculum content and pedagogical approach
- Employ behavior management strategies that reflect the behaviors expected from students
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behavior management approach

## **2. Student Engagement**

All students are expected to;

- respect, value and learn from the differences of others;
- have high expectations that they can learn;
- reflect on and learn from their own differences;

### **(i) Attendance**

All students are expected to come to school every school day throughout the year. (If students cannot attend their parents/carer must provide a suitable explanation to the school).

### **(ii) Behavior**

All students will;

- Support each other's learning by behaving in a way that is curious and respectful
- Have high expectations that they can learn
- Be considerate and supportive of others
- Demonstrate behavior and attitudes that support the wellbeing and learning for all and contributes to a positive college environment that safe, inclusive and happy
- Understand that bullying, including cyber-bullying, violence, property damage,

inappropriate language and disrupting the learning of other students is unacceptable

### **3. Parents/Carers Engagement**

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers should also help the school to provide student-centered responses by providing all relevant information to the school
- Parents/carers are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school
- Parents/carers will work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner

#### **(i) Attendance**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

#### **(ii) Behaviour**

Parents/carers should understand the schools behavioral expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

### **Section 5: School Actions**

#### **Attendance**

At Hurstbridge Primary School absences often mean students miss important stages in the development of their learning, causing them to find 'catching up' difficult. The following are ways in which we promote school attendance;

- Attendance practices reflect DEECD philosophy of 'It's Not OK to be Away'.
- All student absences/lateness are recorded twice a day (morning and afternoon) by teachers, are aggregated on to our CASES database and communicated to DEECD (refer to Appendix 10 & 11: Student Engagement Policy).
- The school recognises illness as a reasonable ground for an absence.
- Clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations
- The Attendance Coordinator will closely monitor student attendance through the evaluation of the following student absence reports on CASES21.
- The Student Mapping Tool (SARS) will be utilised to identify students who are at risk of poor attendance and possible disengagement from school.
- If within three days of the initial absence parents/carers have not provided an explanation/satisfactory explanation contact will be made by the classroom teacher or nominated representative.
- The professional responsible for Welfare or the Principal will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences (refer to Appendix 6: Student Engagement Policy).
- Ongoing unexplained absences/lateness, or lack of cooperation regarding



student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed (refer to Appendix 7: Student Engagement Policy). Unresolved attendance issues may be reported by the Principal to the Department of Human Services.

- Student attendance figures will appear on the student's mid-year and end of year reports.
- DEECD and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modeling of punctuality is expected and regularly monitored.
- All absence notes and records of communication will be retained and stored at the school for a minimum period of 12 months.

**Students are expected to play safely, show respect, learn, be honest, care and be responsible.**

### **Detention**

Teachers may require a student to finish school work which 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.

### **Children's General School Rules:**

- Move and play safely,
- Care for yourself, others and property and the environment,
- Resolve problems calmly, fairly and sensibly,
- Respect others through your speech, manners and behaviour;
- Work and perform as well as you can and allow others to do the same.

### **Children's Classroom Rules**

The Classroom Rules listed below are not exhaustive and each teacher will possess his/her own individual classroom operational rules. The rules listed here are **school requirements** and are common to each grade in our school.

- During each day there will be teaching learning sessions which are known as **on task, totally quiet time**. These are times when for maximum learning to occur, full concentration and attention to a task is required. During this time classroom noise and external interruptions will be kept at a minimum.
- Appropriate manners, politeness and courtesy will be observed at all times by all children.
- Some classroom sessions require co-operative discussion and interaction time between peers. These times are known as **low talking time**. This time involves on task discussion about work activities.
- During work sessions, children are to remain in their designated work location, eg. on floor or at seats. Children must have permission to leave the room.
- To ensure that equity of teaching time is given to students and to maintain classroom order, children must raise their hand if they wish to speak during lesson time.

- To be consistent with the social conventions of courtesy and consideration for others, children do not speak when anyone else is speaking.

### **Preventative Discipline and a Supportive Learning Environment.**

To allow teaching and learning to occur in an atmosphere of order, co-operation and encouragement, the following practices are employed:

- Clear rules are established and observed in each class;
- Playground do's and do nots are discussed at the beginning of each year in each grade with reference to the 5 school rules. School rules will continue to be reiterated throughout the year at area assemblies, school assemblies and at grade level with the arrival of new children to the school or as the need arises. Curriculum is organised to cater for a range of abilities;
- Clear expectations are set out about work, work standards and deadlines;
- Resources used in classes are appropriate and accessible for all children;
- Programs are offered which provide student support, extension and leadership opportunities. These include: Educational Psychology, Speech Pathology, Intervention, Reading Recovery, Counselling, Tournament of the Minds, Gateways, Maths, Science, computer and English Competitions, Junior School Council, Peer Support Leadership and Public Speaking opportunities;
- Pupil recognition programs are provided to reward excellence and positive behaviour (house points, pupil of the week, classroom rewards; Principal's Award);
- Programs are provided to promote a culture where children's relationships are positive, caring and non-discriminatory (Anti-Bullying Program, Buddy System, Peer Support Program).
- Programs and policies are provided which include a Health Promoting School Environment. These include: Pupil Welfare Policy, First Aid Policy, Medication Policy, Mandatory Reporting Policy, Drugs Policy, Personal Safety Program, Religious Education Program, Visiting Nurse Program, Camp Program, PE/Sports Program and Cybersafety.

### **Corrective/Supportive Discipline Program.**

Teachers will use a range of strategies to maintain an effective and positive learning environment and positive relationships:

- Restate established classroom or general school rules;
- Give choices and their consequences;
- Re-direct potential conflict, allow for cooling off period;
- Employ conflict resolution strategies;
- Reward positive behaviour.

To ensure that a sense of co-operation is maintained between teachers and children, teachers may use a range of follow-up strategies:

- Discussions with the student after the initial problem/conflict has subsided;
- Re-establishing work relationships;
- Re-affirming respect for each other;

### **Disciplinary Measures: a graded series of sanctions.**

When a student violates the schools' values, teachers should invoke consequences that are commensurate with the rules which have been breached. Rules must be clearly explained so

that students understand why they have been punished. The student should understand the connection between the behaviour and the consequence. Consequences are graded in severity, with emphasis on students being accountable and learning to take responsibility for their behaviour.

The children's graded consequences entry point may vary to take into account the age, disabilities and impairments of students and other individual circumstances.

**The graded consequences are:**

- Verbal warning;
- 5 minutes time out for a second offence
- 10 minutes time out for a third offence
- 20 minutes time out for the fourth offence
- Sent to the Principal or Assistant Principal and parents contacted
- Lunchtime supervision (no more than half of a designated recess);

**Other possible consequences include:**

- Referral of child with their school work to Pupil Welfare Officer or Principal;
- Discipline meeting involving parents/guardian/teachers. This may occur if a breach of school rule is considered serious or if a pattern of inappropriate behaviour becomes apparent. The purpose of these meetings is to exchange information and to cooperatively facilitate solutions to behavioural problems;
- Suspension;
- Expulsion;
- Referral to outside authority, eg. Police.

**Exclusion**

Details of suspension and expulsion procedures are discussed below, however, it should be noted that 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 behavior 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 behavior and performance
- The strategies being developed within the school to meet the educational needs of the student
- The possibility of suspension, should that behavior continue
- The responsibilities of the parents, should suspension be considered necessary

(1) The principal must ensure that –

(a) The behavior, the educational needs of a student, disability, age of student and the residential or 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 meeting arranged.

### **Grounds for suspension**

(1) 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 being 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 behavior and suspension is imposed, the following steps are to be taken:

(1) 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.

(2) The principal shall also provide the president of the school council with a copy of the notice of suspension.

(3) 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.

- (a) The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve 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.

(4) 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) 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 (refer to Appendix 2: Staged Response checklist: Student Engagement Policy).

### **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 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 behavior 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 students' 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 their parents/carers with a Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) before the day on which the expulsion commences
- (b) Provide a copy of the Procedures for expulsion, to the student and their parents/carers
- (c) Identify the future educational, training and/or employment options most suited to the students needs
- (d) A principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) to the regional director with a written expulsion report (refer to Appendix 16: Student Engagement Policy).

### **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 (refer to Appendix 18: Student Engagement Policy), 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.

**EVALUATION**

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To be evaluated as part of the cyclic policy evaluation.