Definition

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive. **Behavioural engagement** refers to students’ participation in education, including the academic, social and extra-curricular activities of the school. **Emotional engagement** encompasses students’ emotional reactions in the classroom and in the school and measures a Student’s sense of belonging or connectedness to the school. **Cognitive engagement** relates to a student’s investment in learning and their intrinsic motivation and self-regulation.

Rationale

The Department of Education and Training is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.
Purpose

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 inappropriate behaviour:

• To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
• To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
• To 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
• To maximise student learning opportunities and performance through engagement
• To provide genuine opportunities for student/parent participation and student/parent voice
• To build a school environment based on positive behaviours and values
• To provide prevention (cognitive, behavioural and emotional) and intervention for all students at risk

Section 1: School Profile

Preston West Primary School is located on Murray Road Preston in the City of Darebin. While located in a residential area the school is in close proximity to the Preston Market and High Street Shopping precinct. The main school is a double storey brick building that was built in 1915. A gymnasium built in 2010 also accommodates a music room and the Before and After School Care Service. Preston West also includes a two storey classroom block, eight portables, spacious play areas and landscaped gardens. The school has a rich history of educational excellence serving the community for over 100 years.

The enrolment has continued to increase from 314 in 2007 to 650 at the beginning of the 2016 school year. The trend for increased enrolments will continue in the next few years. School facilities have expanded to meet this need. Preston West has seen a significant change in the overall socio-economic profile from a low - mid to a high profile. There are 34 home languages other than English.

Our purpose is to provide a safe, stimulating and supportive environment that develops all students to their full potential - academically, socially and personally. Additional programs are conducted in intervention, Physical Education, Art, Music, English as an Additional Language (EAL), Music and Language (Italian).

The school aims for its students to develop as responsible, caring citizens. It purses this objective through presenting carefully planned and targeted programs that are designed to meet the needs of all students. We provide the resilience and self - development program – Bounce Back. A whole school approach to Health Education is taught throughout the school. Preston West is committed to improving the achievement of all students through the provision of a challenging academic program based on the Australian Curriculum AusVELS.
Section 2: Whole School Prevention

At Preston West 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 the Bounce Back Program and professional learning teams that encourage innovative pedagogy developed using the Powerful Teaching and Learning model and AusVELS.

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

- Pro-social behaviours are promoted through programs.
- Student Leadership programs such as: Junior School Council, Behaviour Buddies, House Captains / Vice Captains, Environmental Leaders, Technology Monitors and other roles of responsibility provide opportunities for students to influence change within the school community.
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school’s programs such as Parental Involvement through School Council, the Parent’s Club and parent helpers in the classroom and open sessions.
- Intervening early to identify/respond to student needs for social and emotional support.
- Recognising and responding to the diverse needs of our students through English as an Additional Language programs, intervention learning programs and cultural days.
- 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 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 for teachers is given high priority to ensure strategies and approaches are adopted and implemented.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Working with others as a team&lt;br&gt;Making good decisions</td>
<td>Leadership means:&lt;br&gt;- Leading others to choose to take the right course of action.&lt;br&gt;- Telling the truth, owning up to decisions, behaviours, actions and mistakes&lt;br&gt;- Sharing thoughts and feelings with trusted people&lt;br&gt;- Encouraging others, negotiating and compromising as a team</td>
</tr>
<tr>
<td><strong>Excellence</strong></td>
<td>An attitude of admiration or esteem&lt;br&gt;Discovering new things to improve knowledge and skills</td>
<td>Excellence means:&lt;br&gt;- Achieving to the best of our abilities in our learning and behaviour.&lt;br&gt;- Considering other people’s feelings and safety, helping people, showing appreciation&lt;br&gt;- Being punctual and organised for school, following instructions and directions</td>
</tr>
<tr>
<td><strong>Acceptance</strong></td>
<td>Accepting of differences</td>
<td>Acceptance means:&lt;br&gt;- Accepting consequences of decisions and actions&lt;br&gt;- Accepting others&lt;br&gt;- Accepting the opinions of others.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Looking after yourself and being considerate</td>
<td>Respect means:&lt;br&gt;- Preserving the dignity of yourself and others&lt;br&gt;- Being a proactive listener, kind and considerate&lt;br&gt;- Respecting the belongings and opinions of others</td>
</tr>
<tr>
<td><strong>Never Give Up</strong></td>
<td>An attitude of persistence.</td>
<td>Never Giving Up means:&lt;br&gt;- Taking risks and trying new and difficult things&lt;br&gt;- Being positive when mistakes are made&lt;br&gt;- Being persistent and resilient&lt;br&gt;- Setting personal goals and reflecting on performances&lt;br&gt;- Celebrating personal achievements without comparing self to others</td>
</tr>
</tbody>
</table>
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 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 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:

3. Disability Discrimination Act 1992 in conjunction with DET Disability Standards for Education 2005
4. Education and Training Reform Act 2006
5. Education Act 1958

| 1. Anti bullying and Cyber bullying policy | 9. Head lice policy |
| 2. Drug Education policy | 10. Homework Policy |
| 5. Special Needs policy | 13. Disabilities and Impairments policy |
| 7. Asthma policy | 15. SunSmart policy |

At Preston West 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:**

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

**Students:**

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| 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:**

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| 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 School Engagement Policy. | 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  
To ensure all students achieve success  
To communicate student progress to parents |

**Parents:**

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Ensure students attend school and have the appropriate learning materials and attitude</td>
</tr>
<tr>
<td>To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident.</td>
<td>Promote respectful relationships</td>
</tr>
</tbody>
</table>
Section 4: Shared Expectations

Preston West 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 behaviours 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.

Staff Engagement

The school management team will:
• uphold the right of every child to receive an education
• 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.

Attendance

Daily school attendance is important for all children to succeed in education and to ensure they do not fall behind both socially and developmentally. There are better health outcomes, better employment outcomes and higher incomes across the lives of children who regularly attend school and complete Year 12 or an equivalent qualification.

In compliance with Departmental procedures school staff will;
• follow the 2016 School Attendance Guidelines that apply to all registered schools in Victoria
• employ strategies to encourage high levels of school attendance and improve attendance where an issue is identified.
• promote regular attendance with all members of the school community
• record, excuse, monitor and follow up on absences.

Behaviour

Preston West Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

The school management team will;
• lead and promote preventative approaches to behavioural issues
• monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
• provide professional development for staff to build their capacity to promote positive behaviours.

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 behaviour management strategies that reflect the behaviours expected from students
• build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one’s own behaviour management approach.
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 differences.

Behaviour

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 behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school 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.

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-centred 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 communication in a timely manner.

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 via Compass.

Behaviour

Parents/carers should understand the schools behavioural expectations and aim to provide a consistent approach that supports their child’s learning and engagement in and out of school. Parents are not to approach other parents or students in the yard regarding behaviour issues. Parents need to discuss all behaviour issues with the classroom teacher or Principal.
Section 5: School Actions

Attendance

At Preston West 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 Department of Education and Training philosophy of ‘Every Day Counts’
• All student absences/lateness are recorded twice a day (morning and afternoon) by teachers on Compass.
• 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 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.
• 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. 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.
• The Department of Education and Training and enrolment auditors will be given complete access to all student attendance records if requested.
• Whole-school modelling 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 5 years.

Process for responding to unsatisfactorily explained student absences:
The process will be progressive and will only continue where proceeding action will be resolved the attendance.

1. Contact the parent/carer
2. Meeting
3. School plan to support attendance
4. Attendance conference
5. Attendance of students in special circumstances

School Rules

There are five basic school rules:

Communication
We communicate by listening and speaking appropriately to each other.

Conflict Resolution
We solve problems in a way that doesn’t hurt others.

Movement
We move safely in the school without disturbing others.
We stay out of the school buildings at recess and lunchtime.

Environment
We look after our school buildings, gardens and equipment.

Safety
We play safely and use equipment sensibly.
Consequences

Breaches of school rules may incur some penalty or action. Penalties or actions will be a logical consequence of the misbehaviour. Consequences will be presented to the student as a choice and will always be the logical consequence for the misdemeanour. Serious and continued breaches of school rules may lead to suspension/expulsion procedures in line with Department of Education and Training guidelines.

Bullying and Harassment

Preston West Primary School is a safe and caring school that promotes learning, personal growth and positive self esteem.

Preston West Primary School values a culture of mutual respect, the appreciation of individual differences and the positive resolution of conflict.

Preston West Primary School considers bullying an unacceptable form of behaviour.

All members of the school community have the right to operate in an environment free from physical, sexual, racial, cultural or religious harassment. The school advises students to be aware of how their behaviour can affect others in the school community.

At our school, it is the right and responsibility of every student to report bullying and harassment, whether this happens to you or to someone else.

“Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of ‘difference’. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital status or economic status.” (Bullying No Way! National Website).

Bullying involves the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated over time. Bullying can take many forms that are often interrelated and can include:

- **Verbal:** name calling, put downs, threats
- **Physical:** hitting, punching, kicking, scratching, tripping, spitting
- **Social:** ignoring, excluding, ostracising, alienating
- **Psychological:** spreading rumours, stalking, dirty looks, hiding or damaging possessions

If bullying or harassment occurs, a student and staff should take the following actions:

1. Tell the perpetrator that you disapprove of what is happening and ask him/her to stop
2. If unacceptable behaviour continues, students will be expected to seek peer mediation
3. If the issue cannot be successfully resolved, students are expected to report to a staff member
4. Staff members to treat all incidences of bullying immediately and seriously, with the view to resolving conflict in a positive way.

These consequences are not in strict sequence and any or all of them may be applied depending on the situation. At any time a parent may be invited to school to discuss the behaviour of a child who is causing concern.

These consequences are not in strict sequence and any or all of them may be applied depending on the situation.
CYBER SAFETY - ITC USAGE
When using the computers/ Internet at Preston West Primary School students will:

- Only log on using authorised usernames and passwords.
- Only access material on the web for purposes specified by their teacher.
- Not give out personal information such as their surname, address, telephone number, parents’ work address/telephone number, or photos.
- Never send a person any sort of image/ picture without first checking with a teacher.
- Always have a teacher’s permission before sending e-mail.
- Compose e-mail messages using only acceptable language.
- Not use or copy images or text from other web sites unless they have permission from the person who created the material. If they are unsure they are to check with a teacher.
- Students understand that they must not at any time use ICT to upset, offend, harass, threaten or in any way harm anyone connected to the school or the school itself, even if it is meant as a joke.
- While at school, students will not make any attempt to get around or bypass security, monitoring and filtering that is in place at school.
- If students accidentally access inappropriate material, they will:
  - Not show others.
  - Turn off the screen or minimise the window and report the incident to a teacher immediately.
  - Students understand that they must not download any files such as music, videos, games or programmes.
- Students will not connect any device (such as a USB drive, camera, phone, or CD/DVD, ipod or music device) to, or attempt to run any software on school ICT without a teacher’s permission. This includes all wireless technologies.
- Mobile phones are prohibited at school with students, unless an exemption is granted by the Principal.
- Students will not use the internet outside school hours in a way that can negatively impact on the wellbeing of students at school.

STUDENT DRESS CODE
The dress code at Preston West Primary School has been implemented by the School Council to create a sense of collective and individual pride in students’ identification with Preston West Primary School. In addition a dress code provides parents/carers with a cost effective way to outfit their children for school and also provides the school with a means by which student and group safety can be maintained when not in the normal school setting. The dress code is specific and compulsory, and contains a ‘hats’ statement between September to April following SunSmart guidelines. Children are expected to wear uniform. Where children are unable to comply with the dress code, some form of communication i.e. written or phone, from the parent/guardian explaining the reason will be expected.

**Compulsory School Uniform**
The uniform consists of the following:

**SUMMER:**
Pale blue- short-sleeved polo shirt.
Navy blue unisex shorts.
Blue check school dress or maroon netball skirt
Navy blue broad-brimmed “bucket style” hat. (SunSmart approved designs)

**WINTER**
Maroon windcheater.
Maroon bomber jacket.

Navy or maroon track pants/drawstring pants (Plain colour only – no jeans or printed logos).
Pale blue short or long-sleeved polo or skivvy.
Optional navy blue pinafore dress with navy tights or maroon netball skirt.
Where necessary items of uniform may be adapted to a style appropriate to religious requirements, but should be in the correct school colours.

Shoes and socks should be appropriate for school activities. For safety reasons, thongs and open-toed footwear will not be permitted.

Parents/carers have the option of making or buying similar items from other sources or from the school’s second-hand store if they wish.

**NOTE:** Winter dresses, long-sleeved polo shirts and skivvies are **ONLY** available through retail stores, and not through our supplier.

In keeping with our SunSmart policy, the school uniform includes an Anti-Cancer Council approved hat designs.

Any variation from the prescribed uniform, for whatever reason (religious, cultural, health), needs to be negotiated and approved by the Principal.

**Consequences for Not Wearing School Uniform**

- Classroom teachers will monitor and report children not wearing uniform
- Parents / carers of children who regularly do not wear correct uniform will be contacted by the Principal / Assistant Principal

**Exemptions from Dress Code**

Parents may seek exemption from the dress code under any of the following grounds:

- An aspect of the code offends a religious belief held by the student and/or parents/guardians.
- An aspect of the code prevents the student from complying with a requirement of his/her ethnic or cultural background.
- An aspect of the code prevents students with disabilities from being able to attend school or participate in school activities on the same terms as other students.
- The student has a particular health condition that requires an aspect of the code to be departed from. Exemptions in writing will be considered by the Principal, and a report detailing the reasons for the decision will be made to the School Council.

In the case of severe economic hardship the Principal will:

1. Make application to the State Schools Relief Committee.
2. Provide uniform from school resources.

**Review of Dress Code**

This will occur through School Council deliberations.

**Communication of Dress Code**

Information about dress code, including changes to dress requirements and availability of items will be made through the school newsletter. All prospective students and parents/guardians will be informed of the dress code requirements prior to enrolment at the school.
Student Support Group

A Student Support Group may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students.

These meetings are to be held at a time suitable both to the school and to the parents. 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. 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. 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.

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.

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 of 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 and expulsion (New guidelines from March 1st 2014)**

(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 or perceives to endanger 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, introduces the possession, use or sale of weapons; 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**

**Relevant Persons**
Every student will require an adult ‘relevant person’ to support and advocate for them throughout a suspension or expulsion process. In most cases a student’s relevant person will be their parent or carer.

**Suitable Persons List**
If this is not the case then the Principal will appoint a relevant person to undertake this role from the “Suitable Person’s List” that is a registered list of Department employees who have the relevant expertise, experience and training.

**Opportunities for the students and families to be heard**

Prior to the suspension or expulsion the Principal is obliged to ensure that the student has had an opportunity to be heard and any information or documentation provided by the student or relevant person has been taken into account in the decision regarding the suspension or expulsion.

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:

(1) The principal must provide the parents of the student with a copy of the Procedures for suspension brochure and a notice of suspension 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.
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.

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.

A Behaviour Review Conference (Student Support Group) must be convened before a decision to expel has been made.

A Behaviour Review Conference is not a requirement in a suspension process however it is recommended if a student is suspended for 3 days or more or has 3 suspensions in a year. A student’s ‘relevant person’ can request a meeting with the Principal at any point during an expulsion process.

Regional Support

A Regional Office Staff Member is no longer required to participate in the Behaviour Review Conference (SSG). Instead Principals will access the support of a Regional Approved Support Person who will be a practising principal class officer. This role will be on a Regional approved List approved by the Regional Director. Members of this list will also be called on to act on expulsion Review Panels.

Protection for Vulnerable Students

Principals must notify the Department of Education and Training if they are considering expulsion for a student who is in out-of-home care or who is an international student and should also do so and engage appropriate support when considering the expulsion of Aboriginal or Torres Strait Islander students or students on the Program for Students with Disability.
**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 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 their 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 their parents/carers

(c) identify the future educational, training and/or employment options most suited to the student’s needs

(d) a principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice 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/relevant person. The relevant person may lodge the appeal on behalf of the student.

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. The grounds to appeal an expulsion now include there have not been sufficient prior interventions and strategies utilised prior to the decision to expel where the student has a history of behavioural issues.
Regional Directors may now elect whether to convene an Expulsion Review Panel when considering an appeal. If a panel is not convened the Regional Director must directly provide an opportunity to the student and their relevant person to present a case against expulsion.

Related policies

Please note this policy can be read in conjunction with Preston West Primary Schools Bullying and Harassment Prevention and Student Welfare policies.

This policy was last ratified by School Council: 16.02.2016