| Policy Title: | Student Engagement and Inclusion Policy  
To be read in conjunction with  
Effective Schools are Engaging  
Schools –  
Student Engagement and Inclusion  
Guide |
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<td>Date Ratified by Council:</td>
<td>11th October</td>
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<tr>
<td>Council President:</td>
<td>Philip Hand</td>
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<td>Principal:</td>
<td>David Browne</td>
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1. School Profile Statement

Red Cliffs Secondary College is committed to developing lifelong learners who are confident and capable of achieving their full potential.

The college will continue to provide a quality Year 7 – 12 curriculum well into the future, as the only Victorian Government Year 7 – 12 School in the Mildura District.

We foster a co-operative and supportive learning environment that is safe, secure, engaging, inclusive, and responsive to the needs of all students so they may achieve the best learning outcomes possible.

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

The school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our vision will be realised through an enduring partnership involving all members of the Red Cliffs Secondary College and their wider community.

CONTEXT

Red Cliffs Secondary College was established in the early 1960’s, and is situated 15 km south of Mildura in the far north west of Victoria. It is set in spacious grounds adjacent to extensive recreational facilities which are linked to the Community Activity Centre.

There are six main feeder primary schools. Students come from the Red Cliffs township and are drawn from surrounding dried fruit, citrus, wine grape, vegetable and dry land farming areas of Sunraysia, and reflect a broad ethnic diversity. The College population has grown from 270 in the early 1980s to 545 in 2006, 593 (2009), 660 (2010) to 729 in 2016. Enrolments are expected to increase in the future, reflecting strong community satisfaction and support.

There is a shared commitment amongst teachers and students to create opportunities to achieve success and excel in academic studies, sport and co-curricular activities. Students are encouraged to seek challenges and personal growth through the caring and supportive environment provided. Individual differences are recognised and needs are met in a structured transition program for Year 7 students. The College has a strong commitment to student wellbeing.

Student leadership is encouraged. Elected School Captains, House Captains and SRC members perform a significant representative role and have a major input into the College’s decision and policy making bodies. Students participate in the democratic and consultative processes of College Council and other organisational and decision making bodies in the College.

As a result of the considerable involvement of students and the community, there is a strong pride and sense of belonging and commitment to this College. Community involvement is encouraged and a range of opportunities are provided for participation.
The College provides comprehensive and sequential courses from Years 7 – 12 in the eight learning areas. Students in the middle school can undertake Unit 1 and Unit 2 studies in the V.C.E. as well as V.C.A.L. and V.E.T. This affords a greater choice of subjects at an earlier stage. The College also caters for students who find mainstream schooling a challenge with a FLO in Schools program (FLO – Flexible Learning Options), to support students who have been identified as being at risk of disengaging from education.

All students have the opportunity to participate in the very successful Performing Arts program, including instrumental music, operating at the College. Students perform publicly at events such as dramatic and musical productions, and at community functions.

A year level camps and excursions program, based on planned educational experiences, provides enrichment opportunities as well as promoting social development of students. The College has a strong sports program which has achieved success in supporting students through district, regional, state and national levels in a variety of sports.

The College has excellent facilities, including state-of-the-art I.T. facilities including a BYOD program with approximately 50% of current students taking up this opportunity.

The strong community support and high level of involvement in co-curricular activities, combined with the quality curriculum, is aimed at giving the students of Red Cliffs Secondary College the ability to learn and succeed in all areas of endeavour in society at large. Our school motto reflects our desired outcome for all students – to help to produce Resilient Compassionate Successful Citizens.

In 2014 the College undertook the role as host school for the FLO Connect setting at 78 Pine Avenue, Mildura. This setting serves as a re-engagement centre for the district of Sunraysia, and provides accredited pathway programs, partnered well-being support services for secondary aged young people, and transition support into their longer term learning to earning pathway.

2. Whole-School Prevention Statement
The Red Cliffs Secondary College school community aims to foster positive relationships and retain the dignity and rights of all students, staff, parent, guardians 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/guardians and 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.

This policy serves to inform the school community of the ways the school will create an effective, inclusive and respectful learning environment for all, and of the considerations it will make before sanctioning an exclusion of a student from their learning program or the school under the powers of Ministerial Order 625.

Of the College’s policies, the following serve to guide our practices and procedures towards a whole school approach in creating a safe, supportive and respectful environment for all:-

- School Philosophy Statement
- Anti-Bullying and Anti-Harassment Policy
- Mandatory Reporting Policy
- Student Admission and Enrolment Policy
- Student Attendance Policy
- Duty of Care Policy
- Student On-site and Off-site Supervision Policies
- Incursion Policy
- Internet and ICT Safe Use Policy
- Sunsmart Policy
- Visitors and Trespassers Policy
- Managing Suspected Drug–Related Incidents
- Managing Complaints and Concerns Policy
- Managing Student Self Harm Policy
- Student Smoking Policy
- Student Uniform Policy
- Equal Opportunity Policy
- Caring for Students with a Medical Condition
- Student First Aid Policy
- Anaphylaxis Policy
- Student Medication Policy
- Positive Body Image Policy
- Critical Incident Plan
- Emergency Management Plan
- Bus procedures for Code Red Policy
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 DET 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.

Corporal punishment is prohibited in all Victorian schools and must NOT be used at this school under any circumstances.

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 (DDA). 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 an intentional act that causes harm to others and may be verbal or non-verbal, physical, stalking or other methods of coercion such as manipulation, blackmail or extortion. It is aggressive behaviour that intends to hurt, threaten, or frighten another person. An imbalance in power is often involved.

Cyber bullying 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 cyber bullying behaviour are:

• teasing and making fun of
• spreading of rumours online
• sending unwanted messages/ pictures
• defamation.

Cyber bullying 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.

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 derogatory 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

**Behaving responsibly:**

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 (e.g. 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 yourself and 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

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.

If students are being harassed or bullied they should:
- Tell the person they don’t like what they are doing and they want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that they feel comfortable with.

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

4. Rights and Responsibilities of the School Community

Rights and Responsibilities of Students

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<th>Rights</th>
<th>Responsibilities</th>
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<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
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<td>- 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.</td>
<td>- participate fully in the school’s educational program and to attend regularly. Students are expected to attend every school day, display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</td>
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<tr>
<td>- participate fully in the school’s educational program.</td>
<td>- 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.</td>
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<td>- 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.</td>
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Rights and Responsibilities of Parents/carers

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<td>* 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.</td>
<td>Parents/carers have a responsibility to:</td>
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<td>* promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.</td>
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<td>* ensure their child’s regular attendance.</td>
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<td>* engage in regular and constructive communication with school staff regarding their child’s learning.</td>
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<td>* support the school in maintaining a safe and respectful learning environment for all students.</td>
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Rights and Responsibilities of Teachers

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<td>Teachers have a right to:</td>
<td>Teachers have a responsibility to</td>
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<td>* expect that they will be able to teach in an orderly and cooperative environment.</td>
<td>* fairly, reasonably and consistently, implement the engagement policy.</td>
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<td>* be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.</td>
<td>* know how students learn and how to teach them effectively.</td>
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<td>* know the content they teach.</td>
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<td>* know their students.</td>
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<td>* plan and assess for effective learning.</td>
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<td>* create and maintain safe, challenging and engaging learning environments.</td>
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<td>* use a range of teaching strategies and resources to engage students in effective learning.</td>
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5. Shared expectations

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

5.1 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 actions.

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, and 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 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 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.

5.2 Restorative Practices
Red Cliffs Secondary College has an ongoing commitment to the use of evidence based interventions such as the Berry Street educational strategies, restorative practices and Calmer Classrooms 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.

Calmer Classrooms and Berry Street educational strategies serve as a guide to working with traumatized children.

6. 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.
- using the College’s longitudinal data such as that gathered through Xuno and student and staff opinion surveys, to monitor and evaluate the effectiveness of our practices towards creating a safe and positive learning environment.

Inappropriate behaviours, including irregular attendance, will incur a staged response to ensure procedural fairness, 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 and Careers Coordinator.
- 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 student engagement plans (ISEP) that provide flexible strategies and goals to support students in their learning, behaviour, engagement
and personal well-being/safety.

- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts.
- involving community support agencies.

At no stage is any form of corporal punishment permitted.

**In School Discipline**

Restorative practice is the preferred starting point for all disciplinary measures. Graded in-school disciplinary measures can be used to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on school premises they may occur outside school hours.

Graded in-school disciplinary measures that align with this school’s student engagement policy and expectations around behaviour may be used in a way that is proportionate to the behaviour being addressed.

These measures may include:-

1. **Withdrawal of privileges**

Staff may withdraw student privileges as a consequence of breaching classroom or school behavioural standards. These may include things such as representing the school at inter-school sports or attendance at a school event.

When withdrawing privileges as a disciplinary measure, staff should ensure that:

- The withdrawal is time-limited
- The reasons for and period of the withdrawal is clearly communicated to the student
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated

Consideration is given to the impact on the student’s engagement (i.e. where the withdrawal of a privilege may contribute to a student’s risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).

2. **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 or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.
Staff have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

3. Detention

Detention is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

During detention, teachers may instruct a student to finish school work which has not been completed in regular classroom time as a result of the behaviour, new work or other duties. No more than half the time allocated for any recess or lunch break may be used for this. Where students are required to undertake detention after school hours, the time should not exceed forty-five minutes.

Where the decision is made that an after-school detention is appropriate, the Principal or Nominee should ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, schools may choose to negotiate alternative disciplinary measures with the parent or carer, for example where students regularly supervise younger siblings in the absence of parents or carers. Schools are permitted to detain students but are encouraged to take into account family circumstances and negotiate with parents and carers as appropriate.

4. Student Support Group Meeting

Convening of a Student Support Group meeting with parents/carers and staff with appropriate expertise 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
- work with the student and parent/carer to develop an ISEP

The parent may be accompanied at that meeting by another person who is not acting for fee or reward, including community support workers.

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.

5. Protracted Challenging Behaviours

Some students may require additional support such as ISEPs, or referral to support services to address behaviours and underlying issues that have a negative impact on their and other students ‘engagement in learning or wellbeing. Teaching staff are to refer such students to the nominated members of the leadership team for support in planning for this level of response.
(See Appendix One: School Engagement Strategy Checklist)

6. Discipline Procedures Under Ministerial Order 625 – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures outlined in Ministerial Order 625, 2013. The following link provides a range of flow charts and templates to support schools in following the expected procedures.

Suspension - General Principles

See appendices:
Appendix 2: Notice of Suspension
Appendix 3: The Suspension Process

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.

Suspension should be used for the shortest time necessary.

Grounds for Suspension

The student’s behaviour must have occurred:
- While attending school; or
- Travelling to or from school; or
- While engaged in any school activity away from the school, including travelling to or from that activity.

One or more of the following grounds for suspension must be applicable:
- Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Causing significant damage to or destruction of property;
- Committing or attempting to commit or is knowingly involved in the theft of property;
- Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
- Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation;
personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

**Suspension Procedures**

**Prior to Suspension**

The principal (and his delegate) is to be satisfied that the suspension is appropriate to:-

- The behaviour for which the student is being suspended
- The educational needs of the student
- Any disability or mental illness of the student
- The age of the student
- The residential and social circumstances of the student.
- The student has been given an opportunity to be heard and any documentation provided by the student and their relevant person has been taken into account
- That it is appropriate to contact the Koorie Education Support Officer (KESO)
- That other forms of action to address the behaviour that may lead to suspension have been considered

**A. 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 sub-school Coordinator after consultation with either the Assistant Principal or Principal. Leading Teachers and the Principal class can make the decision to place a student on internal suspension without consultation with others if they deem it necessary.*

When the decision is made to internally suspend the student:
- Parents/guardians/carers should be notified prior to the internal suspension and also in writing where possible (unless the suspension is for 3 exits).
- 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 wellbeing 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 in the detention room for recess and lunch.
- The YLC or Sub School Manager 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 YLC / Sub School Manager will ensure that teachers have provided the student with meaningful work.

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. Year Level Coordinators / wellbeing support staff etc. will be encouraged to offer a view but the ultimate decision will rest at the Principal class level – in the absence of this a leading teacher can make the decision to suspend a student after consultation with the Principal / Assistant Principal.

B. External Suspension with Immediate Effect

A suspension with an immediate effect, may be based on the following grounds:

- The student behaved in a way that would provide the basis for a suspension.
- The behaviour is such that the student is putting the health, safety, and wellbeing of themselves, staff or other students at significant risk.

Required Steps:

- The relevant person has been contacted to advise them of the suspension with immediate effect and have been requested that the student be collected by the relevant person or an emergency contact.
- Adequate supervision is provided for the student until he/she can be collected by the relevant person or emergency contact, or until the end of the school day or school activity in the case of school camps or excursions.

C. External Suspension Not of Immediate Effect

Required steps:

- Determine a start date for the suspension.
- Determine the period of the suspension and ensure that parents/ guardians/ carers and the student are aware of this.
- Determine where the suspension will occur:
  - In-school suspension
  - External suspension

Procedural Expectations for all Suspensions

- The period of suspension must not exceed 5 school days.
- The suspension should not result in the student being suspended for more than 15 days in a school year.
- If this suspension does result in the student being suspended for over 15 days in the school year, the Principal must seek written approval from the Regional Director.
- Consideration is made of the likely disruption to the student’s learning before imposing a suspension for a period that is longer than the days left in a term.
• Contact details for additional support services for the student and the relevant person as appropriate are provided.
• Appropriate school work has been arranged to be provided to the student for the period of the suspension:
  o Where the student is suspended for 3 days or less, provide meaningful work.
  o Where the student is suspended for more than 3 days, an ISEP needs to be developed. (See Appendix Two)
• Provide the student and their relevant person with the following documentation:
  o Notice of Suspension
  o ISEP which incorporates an absence learning plan.
  o Information brochure Procedures following Suspension.
• Arrange for the suspension to be recorded on CASES21.

Relevant Person
It is important that every student has a person to support and advocate for them throughout a suspension or expulsion process. In most cases this will be their parent, guardian or carer, however the parent / guardian or carer can nominate another responsible adult to act as relevant person if they cannot, for any reason, take on this role. If neither of these processes are available the Principal will appoint a person from the ‘suitable person list’ to act as the student’s relevant person. These include school and department employees with relevant welfare expertise, experience and training.

In the following circumstances, the Principal in consultation with the Student Support Services Regional Network (SSS Network) or a suitable community support agency should select and appoint a suitable person to assist the student.
  o Where a student is under 18 years of age and not considered a mature minor and:
    o The parent is unable or unwilling to participate in the suspension or expulsion process; and
    o The parent is unable or unwilling to nominate another adult to participate in the suspension or expulsion process.
  o Where the student is in Out-of-Home Care and meets all of the following criteria:
    o The student is under 18 years of age;
    o The student is not considered a mature minor;
    o The adult who is residing with, and providing care, to the student in the Out of Home Care arrangement is unable or unwilling to participate in the suspension or expulsion process; and
    o The adult who is residing with, and providing care to, the child in the Out of Home Care arrangement is unable or unwilling to nominate another adult to participate in the suspension or expulsion process.
Where the student is considered a mature minor and meets all of the following criteria and is unable or unwilling to nominate an adult to participate in the suspension or expulsion process.

Student Support Group

1. A Student Support Group may be convened by the school prior to or as part of the suspension process 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/guardians/carers or relevant support services engaged with the family or young person.

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

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. SSG meeting minutes should be maintained by the person chairing the meeting to assist future problem-solving processes at the school. The minutes should be made available to the parents/guardians/carers/student or relevant support worker(s) upon request.

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.

The Principal must be satisfied that:

- the student’s behaviour is of such magnitude that expulsion is the only available mechanism
- the need to maintain the health, safety and wellbeing of other students and staff at the school and need to maintain the effectiveness of the school’s educational programs outweighs the need of the student to receive an education
- for students with a history of behavioural issues, that sufficient prior interventions have been put in place (a grounds for appeal)

PROCEDURES PRIOR TO EXPULSION
See appendices:
Appendix 4: Expulsion Process Checklist
Appendix 5: Expulsion Report
Appendix 6: Notice of Expulsion
Appendix 7: Expulsion Process
Appendix 8: Expulsion Appeal Form
Appendix 9: Information for parents following your child’s expulsion.

The student’s relevant person is to be identified and/or arrangements made for the appointment of a suitable person.

Considerations to Be Made Prior to Expulsion

- A comprehensive range of strategies, consistent with a staged response has been implemented by the school
- Alternative and appropriate education, training and employment options that may be available to the student should a decision be made to expel the student

A nominated person from the Regional Approved List is to assist with the expulsion by:

- Attending a Behaviour Review Conference with the student (if appropriate).
- Considering alternative disciplinary measures.
- Considering appropriate alternative education/training and/or employment options.
- Assisting in the implementation of the course of action agreed at the Behaviour Review Conference.

Informing DET

- If the student is in Out-of-Home Care, the Regional Director must be informed that the expulsion of the student is being considered.
- If the student is an international student, the International Education Division in central office, DET must be informed.
- If the student has a disability such that transition arrangements may be difficult to establish (as a guide this might include students on Level 4 or above of the Program for Students with a Disability as well as other students who may or may not be funded) Regional Office may be contacted for assistance.
- If the student is an Aboriginal or Torres Strait Islander, the Koorie Education Coordinator (KESO) may be contacted.

PRIOR TO THE BEHAVIOUR REVIEW CONFERENCE

The student and their relevant person will be contacted to arrange a Behaviour Review Conference prior to making a decision about whether to expel a student. They will be advised of the following:

- The date, time and place for the Behaviour Review Conference.
- That they are encouraged to attend the meeting.
• That they may be accompanied by an independent support person of their choice who is not acting for fee or reward.
• That they are entitled to have an interpreter present and that relevant arrangements will be made if required.
• That if the relevant person is unable or unwilling to attend, the relevant person or the student may nominate another person to attend the Behaviour Review Conference.
• That if the student and/or the relevant person do not attend the meeting, a decision about whether to expel the student may be made at that meeting. If an expulsion is decided, the course of action may, therefore, be determined without the benefit of hearing from a student and their relevant person.

If an interpreter is required by any person attending the Behaviour Review Conference arrangements will be made for such assistance to be present at the meeting.

The following people are to be at the Behaviour Review Conference:
• The student
• The relevant person, and their independent support person (if required)
• Nominee from the Regional Approved List
• Interpreter (if required).

The agenda for the meeting will include:
• Expulsion of the student is being considered
• Grounds for expulsion that are being considered
• Evidence to support a finding that the student has engaged in the conduct that warrants expulsion
• Advising the student and the relevant person that this is an opportunity to respond and to be heard
• Development of a course of action in the event that a decision to expel the student is made including future educational, training and/or employments options.

The student and the relevant person are to be provided with the following documentation: Information document Procedures for Expulsion.

If the student and the relevant person do not attend the Behaviour Review Conference, documentation of the key points discussed at the meeting are to be sent to the student and the relevant person.

**DECISION TO EXPEL**

The decision to expel will take into consideration without bias the following:
• The behaviour for which the student is being expelled
• The educational needs of the student
• Any disability or mental illness of the student
• The age of the student
• The residential and social circumstances of the student
• The need to maintain the heath safety and wellbeing of other students and staff at the school
• The need to maintain the effectiveness of the school’s educational programs.
When a decision to expel has been made the student and the relevant person will be notified within 48 hours of the conclusion of the Behaviour Review Conference.

The student and the relevant person will be provided with the following documents:

- Notice of Expulsion
- Expulsion Appeal Form

Within 24 hours of the expulsion taking effect, the principal will prepare a written Expulsion Report and provide this with a copy of the Notice of Expulsion to the Regional Director, and record the expulsion in CASES21.

**PROCEDURES FOLLOWING EXPULSION**

Following expulsion the principal will ensure that the student is provided with educational and developmental opportunities as soon as practicable after the expulsion.

In the case of a student of compulsory school age, the student is to be:-

- Enrolled at another registered school; or
- Enrolled at a registered training organisation; or
- Engaged in employment.

In the case of a student who is beyond compulsory school age, the Principal will provide the student and their relevant person with information about other schools, registered training organisations or employment agencies that may provide suitable opportunities for the student.

If there is to be a significant delay in making further educational/employment arrangements, the principal will ensure that an ISEP has been developed and will continue to provide the student with appropriate work.

**EXPULSION APPEAL PROCESS**

A student may appeal a principal’s decision to expel the student to the Secretary provided the appeal is lodged in accordance with Order 625.

The grounds for appeal are:-

- the expulsion process was not followed by the Principal
- the grounds for expulsion were unfair
- there have not been sufficient precautions and intervention strategies utilised prior to the expulsion where a student has a history of behavioural issues; or
- other extenuating circumstances

The Principal must provide the student and the relevant person with an Expulsion Appeal Proforma, at the final behaviour review 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 Secretary with a copy of the Expulsion Appeal within 24 hours of receiving it, and a copy of the Expulsion Report and Notice of Expulsion

The Secretary must determine to uphold or overturn the principal’s decision to expel the student.

The Secretary may choose to form an Expulsion Review Panel to provide an opportunity for the student to be heard and to receive an Expulsion Review Report to be provided to the Secretary outlining relevant facts and considerations and recommending to the Secretary the decision to be made regarding the expulsion

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appeal.

7. References

|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
Appendix One

School Engagement Strategy Checklist
Examples of strategies, resources and programs to engage the young person in mainstream education.


<table>
<thead>
<tr>
<th>Intervention/strategy</th>
<th>Dates/Details/Comments/</th>
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<tr>
<td>☐ ISEP</td>
<td>Date:...../...../...........</td>
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<tr>
<td>☐ Health Education/ Harm minimisation programs such as QUIT</td>
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<tr>
<td>☐ Flexible learning options</td>
<td></td>
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<tr>
<td>☐ Distance education</td>
<td></td>
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<tr>
<td>☐ TAFE or other RTO training</td>
<td></td>
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<tr>
<td>☐ Participation in a FLO program</td>
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<tr>
<td>☐ Attendance Plan (see ISEP)</td>
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<tr>
<td>☐ Student Support group meetings</td>
<td></td>
</tr>
<tr>
<td>☐ Programs for students with disabilities (if appropriate) Level and category?</td>
<td></td>
</tr>
<tr>
<td>☐ Managed Individual Pathway plan /Career Development Plan</td>
<td></td>
</tr>
<tr>
<td>☐ Participation in well-being programs</td>
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<tr>
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School based well-being support

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<tr>
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Support from student support services

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<tr>
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</tr>
<tr>
<td>☐ Visiting Teacher</td>
<td></td>
</tr>
<tr>
<td>☐ Speech therapist</td>
<td></td>
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<tr>
<td>☐ Other</td>
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Referral to external agencies

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<th>Comments</th>
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<tbody>
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<td>☐ Head Space</td>
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</tr>
<tr>
<td>☐ Centacare</td>
<td></td>
</tr>
<tr>
<td>☐ Mallee Family Care</td>
<td></td>
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<tr>
<td>☐ MASP</td>
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<tr>
<td>☐ ChildFirst</td>
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<td>☐ CYMHIS</td>
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<td>☐ Medicare</td>
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<td>☐ Other</td>
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The following Forms and Templates should be used as appropriate to the policy guidelines

- Student Return to School Plan (if appropriate)
- Principal Request Form for a Suitable Person (DEECD website)
- Parent Facts sheet Suspensions and Expulsions (DEECD website)
- Notice of Suspension Form (DEECD website)
• Notice of Expulsion Form (DEECD website)
• Expulsion Report Template (DEECD website)

Appendix 2: Notice of Suspension
Appendix 3: The Suspension Process
Appendix 4: Expulsion Process Checklist
Appendix 5: Expulsion Report
Appendix 6: Notice of Expulsion
Appendix 7: Expulsion Process
Appendix 8: Expulsion Appeal Form
Appendix 9: Information for parents following your child’s expulsion.
Appendix 10: ISEP template