

STUDENT ENGAGEMENT & INCLUSION POLICY (December 2016)

Produced in consultation with the school community

To be read in conjunction with

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines,
December, 2009

Principal James Whitla

School Council President Steve Smith

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The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—

(i) realises their learning potential and maximises their education and training achievement;

(ii) promotes enthusiasm for lifelong learning;

(iii) allows parents to take an active part in their child's education and training.

(iv) prohibits the use of corporal punishment in any Victorian Government school

The following Principles for Health and Wellbeing underpin effective professional practice in and across DET health and wellbeing services, early childhood services and schools, to promote and support young Victorians' optimal health, wellbeing and educational outcomes. At Edithvale Primary School we recognise their importance and have used these to underpin the work we do.

Principle 1 - Maximise access and inclusion

Quality universal services for all, with extra effort directed to ensuring education and health and wellbeing services are accessible to, and inclusive of, the most vulnerable and disadvantaged.

Principle 2 - Focus on outcomes

Health, learning, development and wellbeing outcomes are the focus when designing, delivering, evaluating and improving education and health and wellbeing services.

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Principle 3 - Evidence-informed and reflective practice

Current and relevant evidence known to be effective in improving outcomes informs policy making and professional practice. Research and evaluation is undertaken to generate evidence and enable effective and reflective practice.

Principle 4 - Holistic approach

Collaboration between services and multidisciplinary professional practice is pursued to meet the needs of children, young people and families and their health, wellbeing and learning goals.

Principle 5 - Person-centred and family sensitive practice

People are seen in the context of their families and environment and are supported and empowered to lead and sustain healthy lives.

Principle 6 - Partnerships with families and communities

Partnerships are forged with children, young people, families and communities, who are seen as partners in the creation of healthy environments and good health and wellbeing.

Principle 7 - Cultural competence

Effort is made to understand and effectively communicate with people across cultures and to recognise one's own world view. Cultural connection is recognised as playing an integral part in healthy development and wellbeing.

Principle 8 - Commitment to excellence

High expectations are held for every child and young person. Professionals continually assess their own work practices to find opportunities for improvement.

Section 1 School Profile

Community

Edithvale Primary School is situated in the City of Kingston, 26 kilometers from the CBD. It is well positioned between Port Phillip Bay and Edithvale Wetlands giving our school community a wonderful opportunity to develop a sound and responsive environmental awareness. The school has a rich history and well established links with the local kindergartens, primary schools, secondary colleges and community support agencies. We are actively involved with a variety of local organisations in the wider community.

Educational

Currently the staffing profile consists of Principal, Assistant Principal and 15 full time teachers and 5 part time staff members. These are supported by 5 Education Support (ES) staff members. There is one Leading Teacher and ___ teachers in the **Classroom Teacher 1** range and ___ in the **Classroom Teacher 2** range. Specialist programs operate for Physical Education, Art and French.

Extra curricula programs include camps, swimming, performing arts, interschool sports, instrumental music, choir, excursions and special events.

In line with the effective schools model, our educational priority has been to enhance and promote quality teaching and learning practices with a strong commitment to expert professional development and *Performance & Development Culture*. The classroom and learning environments are student-focused and we encourage our students and parents to have a voice. Our whole school community is involved in policy and program development and implementation and in setting future directions for the school. Our leadership has

been involved in the Curiosity and Power Learning project funded by McRel. They are implementing the six theories of action for teachers within our school.

Environmental -grounds and facilities

School Council manages a range of projects and improvements to enhance the physical environment of the school. A commitment to water conservation and sustainability of our gardens and oval remains both a challenge and a focus for our dedicated buildings and grounds committee. A healthy canteen and locally raised funds also support our curriculum and environmental programs. We actively practice working in partnership and collaboration with the whole school community.

Technology

All students have access to computers both in the classroom and in the resource centre. Interactive whiteboards are in all classrooms. Our present Information & Communications Technology (ICT) Centre/ Library is currently being adapted to reflect current educational pedagogy and practices for the benefit of all our students. Staff continue to upgrade their technological skills and knowledge. There are banks of netbooks, ipods and ipads that can be accessed by all staff and students. We ensure that students and staff are able to use technologies in ways that are positive and that protect them from potential risks. Teaching staff guide students to use the internet and social media responsibly. It is important that students learn how to protect themselves online and how respond to cyber bullying if encountered. Students using the internet and online communication tools have the responsibly to report inappropriate behaviour and material to a teacher.

Section 2 School Values Philosophy and Vision

Vision Statement

We provide a supportive, engaging, active, and enjoyable environment that encourages all students to achieve their personal best. We prepare our students for lifelong learning in a climate that embraces fairness, trust and mutual respect. We are committed to working closely with all families and the wider community to provide opportunities for every child to reach their full potential.

Our vision is to foster a love of learning in our school community. We will work together to know our students and understand their learning needs. Our aim is to ensure that learning is fun, active and meaningful in an environment where individuality, creativity and curiosity are valued.

We endeavour to prepare our students for tomorrow's world, developing their skills and knowledge, enabling them to live and work in a global community as effective, responsible and caring citizens.

In order to achieve success in realising our purpose we have established a core set of values. At Edithvale Primary School the community is committed to working together to ensure a learning environment where the following qualities are valued and developed:

Doing the Right Thing

- Learning and respecting others' rights to learn and feel safe
- Behaving and working ethically and treating others as you like to be treated
- Being supportive, respectful, trustworthy, honest, fair and friendly
- Thinking critically, showing good judgement, participating in decision-making and listening to others.
- Always trying to do your best

Working Together

- Sportsmanship, encouragement, sharing, cooperation and teamwork
- Leading and participating in group activities and school programs
- Communicating and interacting with individuals, technologies, different cultural groups and with a global audience
- Being sensitive to our location and proactive in protecting our environment

Aspiring Higher

- Recognising and encouraging excellence
- Challenging and achieving potential
- Fostering imagination, humour, creativity, design, risk-taking, questioning ideas and planning for the future
- Continually improving through learning, reflecting and adapting to different situations
- Having high expectations of ourselves and others

Connecting with our community

- Being sensitive to our location and proactive in protecting our environment.
- Communicating and interacting with individuals, technologies, different cultural groups and with a global audience.
- Actively seeking opportunities to work with outside agencies and individuals.
- Actively promoting our school in our local area.

Section 3 Engagement Strategies

Universal

Edithvale Primary School has a strong commitment to student welfare and works collaboratively with staff and families to foster a supportive and engaging learning environment.

A positive school tone is evident through high levels of student attendance, a well-structured and consistently implemented student code of conduct and a whole school emphasis on our over-arching values *Doing the Right Thing, Working together, Aspiring Higher and connecting with the community*. On-going professional development for staff focuses on *Restorative Practices* in student management and engaging teaching practices in the classroom. Weekly lessons that focus on our values and the 24 Character Strengths are conducted by staff using the DEECD Building Resilience: Social & Emotional Learning resources and the eSmart scope and sequence.

To promote and value a positive school culture, student voice is encouraged through participation in the Student Leadership program and Student Representative Council. Classroom & school values and protocols are established early in the year. Parents are welcomed to assist and participate in a variety of classroom and school programs and parent forums, the Parent Association and School Council also provide vehicles for maximum input and involvement from our parent community.

The school continues to promote whole school activities and communications that will improve parent/teacher/student/school relationships and engender parent and student connectedness. Our bi-annual Visual Arts/Performing Arts events are highly acclaimed and also strengthen community spirit and pride.

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

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- 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

Appropriate behaviour will be recognised through

- Weekly Student Awards/ Certificates that reflect the 24 Character Strengths
- Special Play/ Rewards
- Acknowledgement from Principal/A.P
- Personalised messages
- Leadership opportunities
- House Competition
- Newsletter Items
- Positive feedback
- Student Reports

The staff, school council and leadership teams regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cultural and cognitive needs.

Targeted

As a DET education provider Edithvale Primary School makes 'reasonable adjustments' to accommodate all students with a 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 does this while taking into account the student's learning needs and balancing 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, we 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 is provided by parents or carers, students, family members or associates of the student, independent experts, or a combination of these people.

We ensure that the student's family has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the school. We 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.

We may also consider all likely costs and benefits, both direct and indirect, to ourselves, the student and any associates of the student, and any other persons in the learning or wider community, including

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- 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 school if the student participates.

N.B. The Disability Discrimination Act and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Individual

Edithvale Primary School works very closely with individual students and their families, enlisting the expertise of our Student Support Services team and educational and community agencies such as Kids In Mind, Kids Like Us, Newton Psychology, D.H.S., Child First and Family Life when needed. Our staff are all trained in Restorative Practices and Mandatory Reporting.

Individual Education Plans for 'at risk' students are developed and monitored by classroom teachers.

Student Support Group meetings, where achievements and future goals are discussed at length, are held regularly.

Section 4 Behavioural Expectations and responses to challenging behaviour

School leadership and staff promote a culture of respect, fairness and equality, and foster respectful relationships. The school environment is inclusive and empowering, valuing the positive contributions of students and creating a sense of belonging and connectedness that are conducive to positive behaviors and effective engagement in learning. There are multiple opportunities for students to take responsibility and be involved in decision-making. There are school-wide and classroom processes to identify vulnerable students and those at risk of disengagement from school. There is social/emotional and educational support for at risk and vulnerable students both within the school and with external providers. The school-wide and classroom expectations and consequences for unreasonable behaviors are clear. There are multiple opportunities for students to take responsibility and be involved in decision-making.

Edithvale Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. Shared expectations are

- explicitly taught in weekly sessions throughout the school
- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences

School expectations include

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- 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

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.

Edithvale Primary School provides a safe and friendly environment for students and staff and encourages care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The Equal Opportunity Act 2010 (Vic) prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school. Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to</p> <ul style="list-style-type: none">• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition• participate fully in the school's educational program as well as school based extra-curricular activities.	<p>Students have a responsibility to</p> <ul style="list-style-type: none">▪ Model positive behaviour to other students.▪ Comply with and model school values.▪ Behave in a safe and responsible manner.▪ Respect themselves, other members of the school community and the school environment.▪ Actively participate in school.▪ Not disrupt the learning of others and make the most of their educational opportunities.

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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to</p> <ul style="list-style-type: none">• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	<p>Parents/carers have a responsibility to</p> <ul style="list-style-type: none">▪ Model positive behaviour to our child.▪ Ensure our child attends school on time, every day the school is open for instruction.▪ Take an interest in our child's school and learning.▪ Work with the school to achieve the best outcomes for our child.▪ Communicate constructively with the school and use expected processes and protocols when raising concerns.▪ Support school staff to maintain a safe learning environment for all students.▪ Follow the school's complaints processes if there are complaints.▪ Treat all school leaders, staff, students, and other members of the school community with respect.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none">• expect that they will be able to teach in an orderly and cooperative environment• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none">▪ Model positive behaviour to students consistent with the standards of our profession.▪ Proactively engage with parents about student outcomes.▪ Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.▪ Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.▪ Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.▪ Treat all members of the school community with respect.

Rights and Responsibilities of Principals and School Leaders

Rights	Responsibilities
<p>Principals and School Leaders have a right to</p> <ul style="list-style-type: none">• expect that they will be able to lead in an orderly and cooperative environment• be informed, within Privacy requirements, about matters relating to students, and staff that will affect the teaching and learning program for students	<ul style="list-style-type: none">• Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.• Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.• Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.• Identify and support students who are or may be at risk.• Do our best to ensure every child achieves their

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	<p>personal and learning potential.</p> <ul style="list-style-type: none">• Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly. <p>Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated</p> <ul style="list-style-type: none">• implement appropriate interventions and sanctions when required.• Make known to parents the school's communication and complaints procedures.• Ask any person who is acting in an offensive or disorderly way to leave the school grounds.
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Discipline procedures at Edithvale Primary School

Disciplinary measures form part of a teacher's classroom management plan and are consistent with our whole school approach to behaviour management. Disciplinary measures are always proportionate to the nature of the behaviour, and are best employed in combination with support measures to identify and address causes of the behavior. Disciplining of students can occur for inappropriate behavioral incidents occurring at school; at a school activity away from the school grounds; or while travelling to or from school or a school activity.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator and external support agencies when indicated
- 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 learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, camps/outdoor education/creative arts
- involving student support services by referring students who may appear to be educationally at risk.

In-school discipline

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. As with all forms of discipline, in-school disciplinary measures should be clearly set out in and aligned with the school's student engagement policy and expectations around behaviour and should be used in a way that is proportionate to the behaviour being addressed.

Withdrawal of privileges

School can withdraw student privileges as a consequence of breaching classroom or school behavioral standards. The specific privileges that are withdrawn will vary between schools and even students at the same school, however they 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, schools 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).

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.

Schools 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.

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 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 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. Examples include 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.

Exclusion from school

In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required

Suspension

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625 and detailed further in this guidance.

Grounds for suspension

In order for suspension to be an option, the following conditions must be in place:

The student's behaviour must have occurred:

- whilst attending school;
- or travelling to or from school;
- or while engaged in any school activity away from the school;
- or travelling to or from any school activity.

The student's behaviour must meet one or more of the following conditions:

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

e) fails 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;

f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

Authority to suspend a student

Only principals have authority to make the final decision to suspend a student. This authority cannot be delegated.

School staff may provide advice to inform the principal's decision whether to suspend a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed, correctly.

In-school suspension

When considering the decision to suspend a student, it may also be useful to explore an in-school suspension. An in-school suspension is where the student is excluded from the standard instruction or educational opportunities being provided to other students, but can still undertake educational activities on the school premises for the period of the suspension.

In-school suspensions should focus on encouraging the student to exhibit more positive behaviour, to increase their level of participation and where appropriate, to learn problem solving and/or conflict resolution skills.

Options for in-school suspension include:

- Having the student accompany an experienced teacher/appropriate staff member to their classes for the day
- Participating in a work-based in-school suspension (e.g. working outdoors or preparation of educational materials)

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- Providing a dedicated room or area where students can complete school work under appropriate supervision.

The same process (including record-keeping) must be followed for in-school suspension as for out of school suspensions.

Immediate suspensions

The principal may implement a suspension with immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.

Where an immediate suspension is imposed, the principal has a duty of care to provide supervision of the student until they can be collected by a parent, carer, or an emergency contact nominated by the parent or carer. If the parent, carer or emergency contact is unable to collect the student, the student must be adequately supervised by a member of staff until the end of the school day.

It may be appropriate to implement a suspension with an immediate effect whilst the student is on an excursion or school camp. In these situations, if a student's parent, carer or emergency contact is unable to collect the student, they will need to be supervised until the end of the camp or excursion. If this is the case, it is suggested that the student be removed from any activity organised as part of the excursion or camp. It may also be suitable to assign the student an appropriate task or school work to go on with.

Period of suspension

Suspending a student can have serious implications for the student's engagement in learning therefore suspension should be applied for the shortest time necessary. In determining the period of suspension, the principal must note:

- The period of suspension must not exceed five school days.
- The suspension must not result in the student being suspended for more than 15 school days in the school year unless there is prior written approval from the Regional Director.
- If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

The relevant person

Due to the seriousness of suspension and expulsion, Ministerial Order 625 requires that students who are subject to suspension and/or expulsion processes have a 'relevant person' to participate in the process to support and advocate for them. **For most students this will be a parent or carer.**

In situations where the parent or carer is unavailable or unwilling to act as the relevant person for their child, they can nominate an alternative relevant person

Suspension of Aboriginal and Torres Strait Islander students

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When considering a suspension for an Aboriginal or Torres Strait Islander student, a principal should engage a Koorie Engagement Support Officer (KESO). The KESO can support the school and the family to find the best outcome for the student and also connect the school and family to any local or regional resources to assist.

For more information on supporting Aboriginal or Torres Strait Islander students through a suspension process or to seek the involvement of a KESO, contact the Koorie Education Coordinator.

Students with separated parents

For students who have separated parents, it is important to remember that suspension and expulsion are serious disciplinary measures and therefore all parents and carers are entitled to be notified of the intention to suspend or expel the student.

In circumstances where there is more than one parent or carer who would like to participate in the suspension and expulsion process, it is important to involve all of them in the process.

REFERENCES

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	https://www.eduweb.vic.gov.au/edulibrary/public/stuman/welbeing/segpolicy.pdf
School Accountability and Improvement Framework	http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx
Effective Schools are Engaging Schools	http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx
Disability Standards for Education	http://www.ddaeducstandards.info/
Safe Schools	http://www.bullyingnoway.gov.au/teachers/nssf/index.html http://www.education.vic.gov.au/school/teachers/health/Pages/default.aspx http://www.education.vic.gov.au/school/teachers/support/Pages/planning.aspx
Charter of Human Rights	http://www.education.vic.gov.au/Documents/school/teachers/health/multiculturedstrat.pdf http://www.humanrightscommission.vic.gov.au/the-charter https://myviews.justice.vic.gov.au/application/files/4514/5567

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	/8566/Full_Report_-_From_Commitment_to_Culture_-_The_2015_Review_of_the_Charter_of_Human_Rights_and_Responsibilities_Act_2006.pdf
Equal Opportunity Act	http://www.humanrightscommission.vic.gov.au/the-law/equal-opportunity-act
Education and Training Reform Act 2006	http://www.legislation.vic.gov.au/domino/web_notes/ldms/pubstatbook.nsf/f932b66241ecf1b7ca256e92000e23be/575C47EA02890DA4CA25717000217213/\$FILE/06-024a.pdf
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics

RATIFIED BY SCHOOL COUNCIL ON	June 2016
PRINCIPAL	James Whitla
SCHOOL COUNCIL PRESIDENT	Steve Smith
EVALUATION	This policy will be reviewed as part of the school's three year review cycle, or as required due to changes in relevant Acts, Laws or should situations arise that require earlier consideration.