

Policy Purpose

To create a positive and engaging school culture that promotes effective learning, student attendance, positive behaviour, and a safe and supportive environment. To outline a staged approach to behaviour management and disciplinary measures.

1. Definition

Student engagement can be defined as three interrelated components:

- 1.1. **Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.
- 1.2. **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to the school.
- 1.3. **Cognitive engagement** relates to each student's investment in learning and their intrinsic motivation and self-regulation.

2. Aims

- 2.1. To engage all students in learning.
- 2.2. To meet the developmental needs of all students.
- 2.3. To foster a positive school culture based on healthy relationships between all members of the school community.
- 2.4. To provide students with a safe learning environment, where the risk of harm is minimised and students feel physically and emotionally secure.
- 2.5. To foster high standards of behaviour based on respect, cooperation, mutual responsibility and self-discipline.
- 2.6. To have each student attend school every day, except in cases of illness or other exceptional circumstances.
- 2.7. To provide support for individuals who are at risk of disengaging, not attending or developing inappropriate behaviours.
- 2.8. To provide support for students who are adversely affected by the inappropriate behaviour of other students.

3. Strategies to promote positive student engagement and attendance

- 3.1. Uphold the right of every child to receive an education.
- 3.2. Monitor and follow up on absences in compliance with Department of Education and Early Childhood Development (DEECD) procedures.
- 3.3. Intervene early to identify and respond to student needs for social, emotional, and learning support. Liaise with external providers (Western Autistic School, Western English Language School, etc.) to support student and family needs.
- 3.4. Where resources allow, provide specialist support to assist teachers to meet the social, emotional and learning needs of students at risk.
- 3.5. Recognise and respond to students' needs through the *Program for Students with Disabilities* (PSD), language support programs and other DEECD initiatives.
- 3.6. Provide all staff, including pre-service and casual relief teachers and volunteers, professional learning and support regarding student wellbeing issues.
- 3.7. Provide opportunities for students to participate in developing a positive school culture (eg: SRC).
- 3.8. Provide opportunities for families and the wider community to participate in school activities (eg: assemblies, School Council meetings, school forums, Wednesday morning chats, volunteering, excursions).
- 3.9. Communicate the school's expectations and support parents/carers to:
 - 3.9.1. Ensure that their children attend school as required by law.
 - 3.9.2. Advise the school as soon as possible when their child is late or absent.
 - 3.9.3. Ensure that student enrolment details are correct.

- 3.9.4. Provide all relevant information to the school.
- 3.9.5. Attend student-led conferences and meetings with teachers and staff.
- 3.9.6. Read and respond to school communications in a timely manner.
- 3.9.7. Seek advice from the school if desiring to remove children for extended periods (eg: holidays).
- 3.10. Develop positive relationships between teachers and students that promote engagement, wellbeing and learning.
- 3.11. Develop student Individual Learning Plans for relevant students.
- 3.12. Deliver teaching and learning, and extra-curricular activities and services, that are inclusive and responsive to student needs, and which reflect the diversity of the school community.
- 3.13. Delivery of an engaging and challenging curriculum that meets student needs and interests and provides choice. (might be mentioned in 3:12)
- 3.14. Use evidence-based and flexible pedagogical styles to cater for different learners and to engage all students in meaningful learning experiences.
- 3.15. Teach and assess students using current pedagogical knowledge aimed at challenging and extending student learning.
- 3.16. Promote pro-social behaviours using a range of resources (eg: Stop Think Do, restorative practices).
- 3.17. Communicate concerns about student wellbeing to parents/carers in a timely manner and hold student support group meetings.
- 3.18. Adhere to behaviour management processes (Appendix 6).

4. Strategies to promote positive student behaviour

- 4.1. Promote a respectful and inclusive school community culture.
- 4.2. Communicate high expectations (regarding student behaviour) with students and their families.
- 4.3. Use the Student Engagement Policy as a basis for negotiating class-based shared expectations with students at the beginning of each school year and revisit this regularly throughout the year.
- 4.4. Through professional learning, build staff capacity to promote positive student behaviours (including specific behaviour management strategies and teaching about social skills), and promote a team approach to behaviour management.
- 4.5. Provide support for students with behavioural issues (eg: restorative practices, Individual Behaviour Plans, counselling, student support groups, group programs, referrals to external agencies and professionals).
- 4.6. Monitor student behaviour and the effectiveness of implemented strategies.
- 4.7. Work with parents/carers to promote understanding about how they can support positive student behaviours.

5. Other school policies and relevant legislation

This policy should be read in conjunction with other relevant school policies. The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider them when making decision and delivering services.

In addition to the Charter, the following legislation needs to be considered when determining rights and responsibilities of all members of our school community.

- 5.1. *Equal Opportunity Act 1995*
- 5.2. *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)
- 5.3. *Education and Training Reform Act 2006*
- 5.4. *Information Privacy Act 2000* and *Health Records Act 2001*
- 5.5. *Children, Youth and Families Act 2005* (includes Mandatory Reporting Legislation).

All school policies and key documents need to be considered in relation to the Student Engagement Policy. This policy is to be read in conjunction with Appendices 1 – 8.

Resources:

- DEECD website – Student Engagement
Viewed 11 October 2013
www.education.vic.gov.au/school/principals/spag/participation/Pages/engagement.aspx
- Student Engagement Policy Guidelines
Retrieved 11 October 2013 from
www.education.vic.gov.au/school/principals/spag/participation.aspx
- KidsMatter website
Viewed 11 October 2013 <http://www.kidsmatter.edu.au/primary>
- KidsMatter Action Team Facilitator Guide
- Student Engagement Policy
Debney Meadows Primary School
- Student Engagement Policy
Malvern Central School

6. Evaluation

This policy will be reviewed as part of the school's four-year review cycle.
Review date: 2015.

Specific items of importance in the review process have been identified through the consultative drafting process of this policy, and through staff meetings and PLCs. In response to feedback, the following items require review in 2014 through consultation and collaboration with students, staff, parents, community members and relevant school teams (eg: consultative, student engagement, leadership).

- Values (Appendix 2): school values may be reviewed and applied on a school-wide basis.
- Behaviour Management Process (Appendix 6): the behaviour management flow-chart may be revised or redeveloped, and minor and major behaviours clearly defined.



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APPENDIX 1

School Profile Statement

Debney Meadows Primary School is a great school in Flemington that was first opened in 1975. It has a rich history and tradition of providing education to many students who have come from all over the world. We continue to attract students with diverse cultural and linguistic backgrounds and have recently noticed that some of our former students are now sending their own children to our school.

Our school building is large and spacious and includes three open plan learning spaces. Our Preps to Year 2 share one learning space, Year 3 to 4 share another and our 5/6 students have their own area, which they thoroughly enjoy. In 2014 Years 3 to 6 will be coming together to share one space.

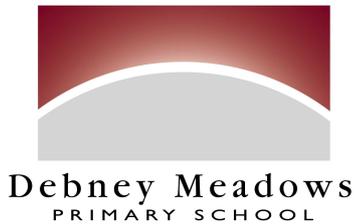
Our teachers work collaboratively, choosing to plan and teach together. This helps to spread the expertise across the school and ensures that all our students are gaining the necessary support they need to achieve. Our trained EAL teacher provides in class support to new arrivals, whilst our Language Support Program provides additional support. Our recent addition of Language Other Than English (LOTE) embraces the community languages. We offer the choice of Arabic, Vietnamese and Italian through Rosetta Stone and our volunteers help out with our weekly scheduled oral conversation sessions.

The school strongly believes in delivering a robust and engaging curriculum through an inquiry approach. Students are taught the skills they need to be creative, critical and curious thinkers and learners. Our Literacy and Numeracy experts support our teachers and students to gain the skills and concepts they need to help them apply their new knowledge and skills in the real world. Our inquiry approach appeals to our students who feel empowered when they take ownership of their own learning.

We use a range of technologies in the school including interactive whiteboards, Apple iMacs, PCs, iPods and Flip cameras. Our Prep to Year 3 students have a 1:1 iPad program. In 2014 this will be extended from Prep to Year 3. The technology does not replace the teacher, but rather enhances and expands the possibilities that will help the students be literate and globally connected in the 21st century.

Learning is taken seriously at DMPS, which is why we have not forgotten the importance of play and creativity. Our students engage their minds and their hearts in their learning by participating in the creative arts, such as music, drama, visual arts, media and play. We have educational partnerships with Western Edge Youth Arts, The Song Room and Play for Life. These partnerships are highly valued as together we can enrich the lives of our students and our community.

By valuing the student in the learning process, we choose to celebrate the achievements and growth through a learning portfolio. The portfolio is used during the Student Learning Conference at mid-year, which includes the student, family member and teacher. Students lead the conversations by sharing their learning samples, reflections and future goals. Parents enjoy the process and have given the school excellent feedback on the overall benefits.



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APPENDIX 2

School Values

The school values which form the basis of the actions for the whole school community are:

Learning- Is gaining knowledge, skills and understanding through experience and effort. It means knowing and understanding more.

Belonging- Is being part of a community. It means feeling safe, secure and connected to others.

Acceptance- Is accepting and valuing other people's beliefs, differences and opinions. It means finding ways of allowing for and celebrating differences.

Care and Respect- Is treating everyone and everything with care. It is showing concern for others and being thoughtful and understanding of feelings. It means caring about self, others and the environment.

Honesty- Is being truthful, sincere and open so others can trust you. It means that thoughts, words and actions reflect what is said and done.

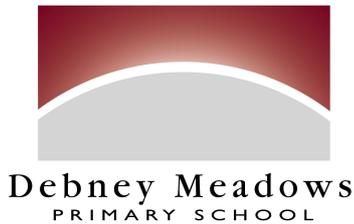
Cooperation- Is working together towards a common goal, and being able to work and act positively with others. It means working independently or together to achieve goals and aims.

These values inform Debney Meadow's expected behaviours.

APPENDIX 3

Rights and Responsibilities of Students, Staff and Parents/Carers

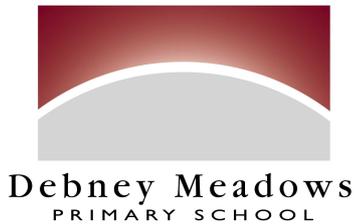
<p>Students</p> <p>Rights</p> <ul style="list-style-type: none"> • to learn and experience success. • to be safe and secure at school. • to be heard and express an opinion. • to be valued and treated with respect, fairness and courtesy by all members of the school community. • to know what is expected of them academically and socially. • to be supported in challenging situations. • to be free of harassment and bullying, including cyberbullying. 	<p>Responsibilities</p> <ul style="list-style-type: none"> • to engage in learning and allow others to learn. • to display positive behaviours that demonstrate respect for self, peers, teachers and all other school community members. • to respect, value and learn from the differences of others. • to be a positive role model. • to communicate problems and participate positively in discussions to resolve conflict. • to be responsible for own behaviour. • to comply with all school policies.
<p>Staff</p> <p>Rights</p> <ul style="list-style-type: none"> • to teach and experience success. • to be safe and secure at school. • to be heard and express an opinion. • to be valued and treated with respect, fairness and courtesy by all members of the school community. • to know what is expected of them in terms of role and responsibility. • to be supported in challenging situations. • to be free of harassment and bullying, including cyberbullying. 	<p>Responsibilities</p> <ul style="list-style-type: none"> • to have high expectations of all students, recognising and developing each student's abilities, skills and talents. • to develop a positive and inclusive classroom environment, and clearly communicate expectations. • to provide an engaging, inclusive and differentiated curriculum. • to communicate problems, seek support and resolve conflict in a timely manner. • to be a positive role model. • to attend meetings, share ideas and support others. • to work in partnership with families and communities. • to comply with all school policies.



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<p>Parents / Carers</p> <p>Rights</p> <ul style="list-style-type: none"> • to be involved in students’ learning. • to be included in decision making. • the right to expect student safety in a supportive environment. • to access information and communication (access to interpreters). • to be heard and express an opinion. • to be treated with respect, fairness and courtesy by all members of the school community. • to be free of harassment and bullying, including cyberbullying. 	<p>Parents / Carers</p> <p>Responsibilities</p> <ul style="list-style-type: none"> • to maintain high expectations of children’s learning. • to ensure regular student attendance and actively support engagement in the school. • to ensure regular and constructive communication with the school regarding learning and wellbeing. • to work collaboratively with the school to maintain a safe and respectful learning environment for all students. • to support students to develop and maintain positive study habits. • to attend student-led conferences, information sessions, social activities, and student support groups. • to support school programs and comply with all school policies. • to help with discipline when they see something happening, e.g. Quietening the students at assembly • to speak at assembly to talk about positive behaviours – respect, getting along, not fighting • to encourage and support teachers in front of the students and speak positively about them • to highlight possibilities of success and encourage students to be the best they can be • to provide a morning tea for the graduation for Year 6.
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All members of our school community have the right to feel safe, valued and welcomed in our school.



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APPENDIX 4

Whole-School Prevention Statement

Debney Meadows Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We provide a positive school culture to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Debney Meadows has a learning and caring culture that promotes belonging and connectedness.

We value:

- creating a positive school culture that is fair and respectful
- high expectations for students and staff
- building a safe and supportive school environment
- and expect positive, supportive and respectful relationships that value diversity
- promoting pro-social values and behaviours
- encouraging student participation and student voice
- engaging proactively and collaboratively with parents and carers
- implementing preventative and early intervention approaches
- responding to individual students' needs and strengths
- developing and maintaining connections with the local community.

We have a strong moral purpose: for all students to achieve their potential and to become successful lifelong learners.

KidsMatter

Debney Meadows Primary School has commenced the two-to-three-year process of becoming a KidsMatter school.

KidsMatter is a flexible, whole-school approach to children's mental health and wellbeing. This framework provides the proven methods, tools and support to help schools, parents and carers, health services and the wider community nurture happy, balanced kids. KidsMatter is a national initiative that aims to contribute to:

- improving student mental health and wellbeing;
- reducing mental health difficulties amongst students; and
- increasing support for students experiencing mental health difficulties.

KidsMatter at Debney Meadows' will be tailored to the school's unique needs, and will inform the implementation of specific individual and school-wide interventions to promote a positive school community, social and emotional learning for students, working with parents and carers, and helping children with mental health difficulties.

Restorative Practices

The school has adopted restorative practices to improve student behaviour management outcomes. Restorative practices at Debney Meadows are incorporated within a whole-school approach and are represented by a range of informal and formal strategies such as use of affective language, class circles and restorative conversations. Restorative practices involve the use of transferable values and principles to promote social equity in relationships, empathy and personal accountability. An effective restorative approach couples control with support, and confronts and shows disapproval of the wrongdoing.



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The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. This approach helps build capacity to enable students to self-regulate behaviour, and contributes to the improvement of learning outcomes. Restorative practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999).
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- 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 (Morrison 2002).

Restorative practices offer teachers, students and parents a way of seeing problems as an opportunity for learning. This approach is used at Debney Meadows in a preventative capacity and as a means of repairing relationships following conflict.

A Staged Approach

Debney Meadows acknowledges that a staged response provides a continuum of support for student wellbeing.

STAGE ONE: PRIMARY PREVENTION Whole school-focussing on all students and staff.

STAGE TWO: EARLY INTERVENTION Targeted -focussing on responses to problem behaviour in order to aim to reduce it.

STAGE THREE: INTERVENTION Intensive -focussing on the complexity of individual behaviour resistant to primary and secondary prevention efforts.

PRIMARY PREVENTION STRATEGIES
<p>Within the classroom:</p> <ul style="list-style-type: none"> • Learners are central; teachers know students’ individual abilities and interests. • Fair and democratic classrooms and school environments are established from the beginning of the school year. • School-wide expectations are displayed, understood and agreed upon. • Classroom Code of Conduct and expectations are underpinned by school values and are displayed, understood and agreed upon. • Active Supervision by all staff. • Acknowledgements for positive behaviours through positive feedback, written comments in student diaries, stickers and badges. • Ratio of 4 positives to 1 negative adult/student interaction consistently acknowledging all students. • Redirections for minor infrequent behaviour errors. • Frequent pre-corrections for chronic errors. • Ensuring classrooms are conducive to positive behaviours and effective engagement in learning. • Providing personalised learning programs where appropriate for individual students. • School Support Group meetings, Individual Learning Plans and Individual Behaviour Plans are developed based on need. • SWIS referrals completed for unacceptable and disruptive behaviours. • Classes regularly celebrate and acknowledge student learning in a range of ways including displaying student learning, awarding certificates at assembly, awarding house points, giving verbal feedback,

<p>providing opportunities and other negotiated rewards.</p>
<p>Across the school</p> <ul style="list-style-type: none"> • School values are modelled and “lived” by all members of the school community. • School data collection and analysis is available to staff to ensure accurate matching of instruction to individual student needs. • SWIS used to record and collate office referral data. • Parent education through newsletter, information sessions, events. • Program Budget allocated for Student Wellbeing. • Learning certificates presented at assembly. • School wide House Points system awards for positive behaviours and attitudes to learning.
<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • School to provide play lunch and lunch upon need. • Monitoring of playground.
<p>Attendance</p> <ul style="list-style-type: none"> • Rolls marked by 9:30 and 2:30pm daily and sent to office. • A culture of “punctuality” and “It’s not ok to be away “ is modelled and explicitly taught. • Benefits of regular and timely school attendance is conveyed to students and the community. • Teachers promote positive attendance in their classroom through acknowledgements with stickers and comments in student diaries. • The State Benchmark and Individual student levels of nonattendance are displayed on Semester reports and commented on (both positively or encouraged to improve for Unsatisfactory data) by teachers. • Attendance is monitored daily and followed up by the Attendance Officer.
<p>EARLY INTERVENTION STRATEGIES</p>
<p>Within the classroom:</p> <ul style="list-style-type: none"> • Commitment and adherence to behavioural expectations • Use of behaviour supports and supports for Vulnerable Learners • Staff consultation with Primary Welfare Officer or Leadership • Student Support Group meetings and individual contracts
<p>Across the School</p> <ul style="list-style-type: none"> • Team sharing of data and professional discussions to brainstorm support for students experiencing difficulties with the curriculum • Individual Learning Plans • Individual Behaviour Plans • Secondary consultations with professionals (paediatricians, speech therapists etc.) and SSSO staff (psychologists, social workers) • Mentoring/counselling and/or referrals to community support organisations
<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Engagement with community support agencies • Working with parents to provide support/assistance • Individual plan targeting needs
<p>Attendance</p> <ul style="list-style-type: none"> • Immediate follow-up of individual student absence
<p>INTERVENTION STRATEGIES</p>
<p>Within the classroom/school:</p> <p><i>This section refers to students whose behaviour places them at a high risk of disconnecting from school and where previous interventions have been unsuccessful.</i></p> <p><i>This stage represents an intensity of strategies listed in the Early Intervention Column but can go beyond this to include an Individual Modified Attendance Plan and/or Individual Modified Education Plan but as a last resort can include suspension or expulsion.</i></p>



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APPENDIX 5

School Actions and Consequences:

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

The following protective factors support student engagement:

- Positive behaviour support.
- Clear, fair and consistent behavioural expectations.
- Understanding of individual student needs.
- Accessible staff support.
- Positive and supportive parent, teacher and peer relationships.
- Feeling safe and valued at school.
- Reasonable and consistent consequences.
- A level of academic success and progress.
- Explicit teaching of social, emotional and relationship building skills.
- Counselling on a group or individual basis as required and appropriate.

Students are expected to behave in accordance with their rights and responsibilities, and to follow the values and code of conduct established in their class area. Consequences at Debney Meadows Primary School for inappropriate or unacceptable behaviours include:

- The student is given a reminder about acceptable behaviour.
- The teacher explains the situation to the student, drawing his/her attention to the agreed class Code of Conduct and expected behaviours which are informed by the school's values.
- The issue is discussed with the student and he/she is asked to reflect on his/her behaviour (sometimes through drawing or writing using a behaviour reflection sheet).
- The student is asked to make up missed learning in his/her own time (no more than half the time allocated for any recess may be used for this purpose).
- The student may be asked to move temporarily to another class, or to the care of the teaching and learning coach, student wellbeing advocate or principal.
- The student and his/her family may be asked to repair or pay for damage to property or equipment.
- The teacher reflects on behavioural issues or needs and plans to teach appropriate social skills explicitly.
- Students are required to demonstrate safe behaviour prior to participating in external excursions and events. A three warning policy applies, and parents are notified of each incident. In the instance of the third official warning, the child may be excluded from participation in the excursion or special event.
- The teacher arranges for the student's behaviour to be discussed with others, including the child's parents/carers. An Individual Behavioural Plan may be formulated at this meeting.
- The teacher arranges for the involvement of other parties, eg: other involved students, Teaching and Learning Coach, Student Wellbeing Advocate, Principal.
- The teacher completes a SWIS referral for serious incidents.
- Suspension procedures will be followed in accordance with DEECD guidelines (Appendix 7)
- Expulsion may be considered and implemented in accordance with DEECD guidelines (Appendix 7).

APPENDIX 6

Behaviour Management Process

The school's behaviour management process sits alongside restorative practices. The following behaviour management processes will be followed. This may or may not be implemented sequentially dependent upon the severity of the incident. A fine grained model is still to be developed and agreed upon. Student Engagement embedded in the curriculum and pedagogy is key to having a proactive approach rather than a reactive approach.

Positive Behaviours

Debney Meadow's school values inform expected behaviours.

Discipline Processes

DMPS discipline processes were suggested by the Student Engagement Team (SET) as a school-wide response to managing negative behaviour in the school. Responses to behavioural concerns are dependent upon whether the behaviour is considered to be minor or major. Responses are also influenced by whether the incident occurs during learning time, or at recess and lunch.

Minor and Major Behaviours

Behaviours are understood as either acceptable or unacceptable. Minor unacceptable behaviours are defined as those which impact only on the child her/himself, while major unacceptable behaviours are those which impact on others.

Discipline Processes – Classroom

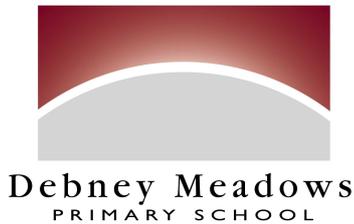
Behaviour reflection process (minor behaviours)

1. Positive reinforcement over negative behaviour
2. First reminder – naming the behaviour (rule broken)
3. Second reminder – student sits away from group
4. Formal timeout in classroom – at a timeout table within the classroom AND make up the lost learning time (specific minutes) at lunchtime in the corridor
5. Behaviour reflection signed by student, teacher, principal and parents
6. Restore the relationship
7. File the behaviour reflection in the student's file

Note: If students refuse to follow the behaviour reflection process, parents are contacted and another time for students to complete the reflection sheet and to have a restorative conversation is arranged.

Behaviour process (major behaviours)

1. Immediate timeout in another classroom for 15 minutes at designated timeout table. Behaviour reflection sheet to be completed if possible.
2. Parents contacted and meeting arranged. Leadership to organise a letter to go home on the day of the incident if parents uncontactable. Teachers to attempt to talk to parents out the back after school.
3. A time is scheduled for the student to complete the behaviour reflection sheet (if not completed in timeout) and for a restorative conversation.
4. Age- and developmentally-appropriate behavioural reflection homework as additional follow-up (eg: 100 word essay for grade 6 students, drawing for early years students). To be returned to the principal the next day and filed in the student's file.



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5. If appropriate to departmental guidelines, pre-suspension warning or suspension (in-school or out-of-school).

Discipline Processes – Playground

Behaviour reflection process (minor behaviours)

1. Positive reinforcement over negative behaviour
2. First reminder – naming the behaviour (rule broken)
3. Second reminder – walk with the teacher for 5 minutes
4. Formal timeout in corridor for up to but no more than 15 minutes where behaviour reflection is completed
5. Behaviour reflection signed by student, teacher, principal and parents
6. Restore the relationship
7. File the behaviour reflection in the student's file

Note: If students refuse to follow the behaviour reflection process, parents are contacted and another time for students to complete the reflection sheet and to have a restorative conversation is arranged.

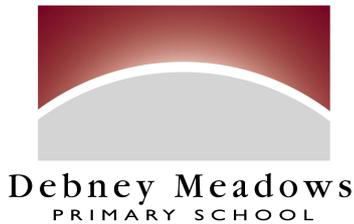
Behaviour process (major behaviours)

1. Immediate timeout in corridor. If possible, children take time to calm down. If children are agitated or aggressive, the ES on corridor duty calls the office for support from leadership.
2. Parents contacted and meeting arranged. Leadership to organise a letter to go home on the day of the incident if parents uncontactable. Teachers to attempt to talk to parents out the back after school.
3. A time is scheduled for the behaviour reflection sheet to be completed, and for a restorative conversation.
4. Age- and developmentally-appropriate behavioural reflection homework as additional follow-up (eg: 100 word essay for grade 6 students, drawing for early years students). To be returned to the principal the next day and filed in the student's file.
5. If appropriate to departmental guidelines, pre-suspension warning or suspension (in-school or out-of-school).

Incidents requiring immediate removal from the school

Incidents of a severe or threatening nature may require immediate parent contact and removal from the school. Such incidents include but are not limited to:

- Assault on staff members
- Physical incidents that are violent and extreme
- If all attempts to calm and diffuse a situation have been ineffective, and a student remains agitated and/or defiant and /or threatening to others' safety and wellbeing



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APPENDIX 7

Exclusion Procedures: Suspension and Expulsion

At Debney Meadows Primary School, parents/carers are involved in exclusion procedures.

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in *Effective Schools are Engaging – School Student Engagement Policy Guidelines*. Appendices 12-18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures. A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Important guidelines include:

- Maximum consecutive suspension is 5 days
- Maximum period of suspension in one year is 15 days
- Student Support Groups must be held before a student is suspended (except in a case of immediate suspension)
- School must provide appropriate and meaningful schoolwork for period of suspension
- Copy of the Procedures for Suspension brochure must be provided to the student and their parent/carer
- Regional Director must be informed if expulsion is being considered and their nominee attends a Support Group meeting to discuss expulsion.

Debney Meadows has additionally established, where possible, a pre-suspension warning system. Where behaviours do not require immediate suspension and where intervention strategies are being developed, Debney Meadows will endeavour to provide a warning to students. This process involves meeting with parents/carers and the child, and discussing student needs and possible interventions to shift behaviour and prevent the need for a suspension to be issued.

For further information:

- School Policy & Advisory Guidelines: Suspensions
<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>
<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

Note: DEECD changes to Suspension and Expulsion processes are effective from 1 March 2014. This policy will be amended following that change to reflect current departmental policy.



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APPENDIX 8

Student Support Group Guidelines

A Student Support Group meeting may be held to exchange information and facilitate strategies to address social, emotional, academic and/or behavioural concerns.

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

The procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response.

As well as teachers, parents/carers and the student, the meeting could involve the 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, or a person requested by the parents/carers.

The Principal must ensure suitable language interpretation facilities are available, if relevant.

A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school.

The statement should be verified by the parents/carers and/or student and remain confidential.

For further information:

- School Policy & Advisory Guidelines: Suspensions
<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/supportgroups.aspx>



*Policy:
Student Engagement
2014 - 2015*

Reference:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/expectations.aspx>
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/guidelines.aspx>

This policy was ratified by School Council on _____

Principal _____ President _____

This policy will be reviewed in 2015.

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