



CAMPBELLFIELD HEIGHTS PRIMARY SCHOOL STUDENT WELL BEING, ENGAGEMENT & INCLUSION POLICY – 2020

Updated 24/01/20



SCHOOL PROFILE STATEMENT

Campbellfield Heights Primary School is located in the City of Hume, approximately 15 kilometres from Melbourne's CBD. With approximately 190 students, 9 grades, 35 staff members we are able to develop close relationships with all students and their families.

Situated on a large allotment, there is plenty of space for the students to play including a large oval, stage and newly built pavilion, turfed sport courts, new playground equipment, a Community Hub (including a kitchen) and lots of natural outdoor spaces for learning.

Our school is culturally diverse with 77% of our families having a language other than English, with the largest groups being Arabic and Chaldean speaking. We are very proud of our diversity and inclusive school community and form strong relationships with external community groups such as kindergartens, Arabic Welfare Services, Breakthru, Merri Outreach and HUME Council.

At CHPS we are committed to developing safe, respectful, responsible and successful learners by promoting a stimulating, positive and inclusive environment.

SCHOOL VISION

"Success for all" is our school motto which means every student at Campbellfield Heights has a right to fully participate in an educational environment that is safe, supportive and inclusive where they can achieve success and excellence.

We cater for the Individual learning needs of each and every student and are committed to providing explicit teaching with high expectations in every classroom. To achieve this staff at Campbellfield Heights PS work collaboratively in teams, supported by both a Leading Teaching and Learning Specialist, who assist staff in the planning and delivering of a comprehensive learning program. Staff members at CHPS are supported to continually build their capacity as innovative educators through regular professional learning and reflection.

In 2017 we began our journey of implementing School Wide Positive Behaviour Support at CHPS, this framework places an emphasis on the explicit teaching of social and emotional skills alongside academic learning. At Campbellfield Heights PS we believe that when we have a positive school climate we set up our students for greater academic success. School Wide Positive Behaviour Support also allows for a school wide consistent approach in setting up expectations and responding to behaviour.

We believe our diverse community enriches all aspects of school life, which allows us to have a strong social focus as evident through participation in Harmony day, Special Themed weeks, character dress-ups, family sports days, playgroup, family cooking groups, child protection week and many more. A strong focus is also placed on developing students skills in Information and Communication Technology with students having access to iPads and Laptops at every level.

Our vision for the students at Campbellfield Heights is to provide a quality education that will enable them to participate and contribute to a culturally diverse community. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through professional learning teams that encourage innovative pedagogy development using the FISO model and Victorian Curriculum.

We want our students to become informed lifelong learners and tolerant and responsible citizens. We strive to foster a positive school environment free of bias and bullying and where the students accept and respect the rights and responsibilities of all school community members. We encourage students to develop positive and caring relationships with others. We also encourage students to develop a positive self-image and independence. We want them to be engaged in their learning and to feel connected to the school. Campbellfield Heights P.S. aims to be inclusive as our motto suggests and to foster the love of learning in students, parents and teachers throughout their lives.

SCHOOL VALUES - At Campbellfield Heights WE ARE:

- Successful Learners
- Respectful
- Safe
- Responsible

INCLUSION & DIVERSITY

Our school is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so they can participate, achieve and thrive at school.

We acknowledge and celebrate the diversity of backgrounds and experiences in our school community and will not tolerate behaviours, language or practices that label, stereotype or demean others. We value the human rights of every student and we take our obligations under the anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

Our school will

- Actively nurture and promote a culture where everyone is treated with respect and dignity
- Ensure all students are not discriminated against (directly/indirectly) and where necessary are reasonably accommodated to participate in their education and school activities on the same basis as their peers
- Acknowledge and respond to diverse needs, identities and strengths of all students
- Encourage empathy and fairness towards others
- Challenge stereotypes that promote prejudicial and biased behaviours and practises
- Contribute to positive learning, engagement and wellbeing outcomes for students
- Respond to complaints and allegations appropriately and ensure that students are not victimised

ENGAGEMENT, INCLUSION & DIVERSITY STRATEGIES

At our school we have developed and implemented a range of strategies to promote engagement, positive behaviour, respectful relationships and inclusion. We acknowledge that all students are diverse and that each have their own learning styles and abilities and that some may need differing levels of social, emotional and academic support.

A summary of the universal, targeted and individual supports and strategies used by our school is included below

1. School Wide Positive Behaviour Support Framework
2. Our 'First 20 days' of school program, is a comprehensive and structured start up program that focus' on building and establishing the initial and important reading, writing, numeracy and social, emotional skills our students will require to thrive the rest of the year.
3. Gotcha cards (school wide acknowledgment system) and 6:1 positive acknowledgments vs negative
4. Child Safe curriculum and Policies
5. Mindfulness and Positive Education
6. Student Well Being Centre
7. Language Centre – oral language programs, EAL support, speech and language support
8. MEA staff are used to support parents during enrolment
9. Individual Learning Plans with SMARTA Goals and Student Support Groups
10. Behaviour Support Plans
11. Thorough assessment schedule and cater to students according to these results
12. Lunch time clubs
13. Social & Emotional and Resiliency Programs (DRUMBEAT, BRIGHT FUTURES & KIMOCHIS
14. Student Engagement & Well Being Leader, Student Support Officer, Speech Pathologist
15. DET SSSO, Psychologists, OT's, Speech Pathologists
16. Interschool sports and Swimming Program
17. Meet the teacher, Parent Information sessions, parent teachers interviews, termly parent engagement sessions
18. Transition Programs
19. Kids Kitchen
20. Breakfast Club
21. Principals and Assistant Principals award

22. Community HUB – playgroup, kids kitchen, English Classes, courses, mothers groups, parenting support
23. Attendance Policies & Procedures
24. Celebrations – EID, Harmony Day, Child Protection Week, Child Safe, Day for Daniel, NAIDOC
25. Student Voice - Student Representative Council, School Captains, Environment Team, Values Captains
26. Anti-bullying Curriculum
27. Walk to school days

IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

At CHPS we believe Early Intervention is crucial for helping our students identified as needing extra support. We use the following information and tools to identify students in need.

- Personal Information & History gathered upon enrolment
- Attendance data
- Academic progress
- Behaviour observations within classroom and yard
- Emotional and Social development
- Engagement with families and carers
- Engagement with external support services, previous schools & kindergartens
- Reports & Assessments – Speech & Language, Psychological, Medical (Parent Permission)
- Student Support Groups and SSSO meetings

PROCESS FOR STAFF REFERING A STUDENT IN NEED OF EXTRA SUPPORT (SSSO)

Teacher completes PRE-REFERRAL PAPERWORK

- Pre-Referral Information form(Appendix)

Support Staff/Teacher gathers any additional information

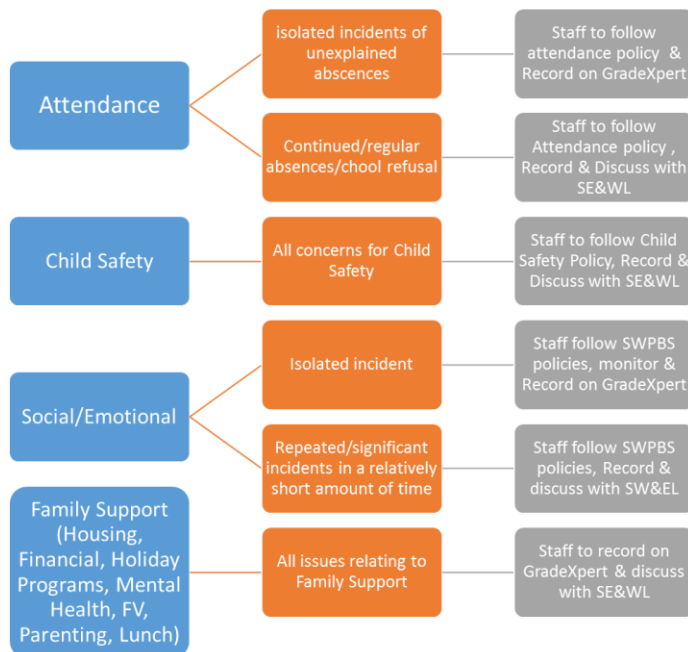
- Individual Learning Plan
- Previous Reports
- Details of previous assessments/interventions
- School reports
- Behaviour Support Plan
- Hearing/vision assessment
- School based support
- Other relevant documents (Well Being Consultation Checklist)

Once this has been completed a contact meeting occurs with school and key contacts to determine if referral is appropriate – Student Support Officer will inform staff of outcome and actions to be taken

SUPPORTING STUDENTS IN NEED OF EXTRA SUPPORT

- Applications for Programs for Students with Disabilities (PSD)
- Student Support Groups formed who meet regularly
- Individual Learning Plans with SMARTA Goals that are reviewed regularly
- Koori Engagement & Support Officers for our Aboriginal/Torres Strait Islander students
- Behaviour Support Plans for staff – with explicit teaching of expectations/SEL skills
- As per NCCD - Adjustments/Differentiation of learning tasks
- Adjusted timetables/attendance
- 1:1/Small group intervention- Education Support/Well Being Support
- Internal/External Referrals to SSSO and support services
- Yard Plans – Social groups – Lunch time Clubs
- Professional Development for staff
- State School Relief (uniform support)
- Visual, sensory, tactile tools and resources

Process for Referral to Student Well Being & Engagement Leader



Families in need can also see Well Being & Engagement Leader directly for the following support

- Housing
- Food Relief
- Family Violence Support
- Mental Health/Family Services Referral
- Parenting Support
- Holidays Programs/Extra Curricular Activities/Social Groups
- Uniform Support
- DHHS/Child Protection Advice

STUDENT RIGHTS AND RESPONSIBILITIES

CHPS students have the right to participate fully in their education and feel safe, secure and happy at school. They have the right to learn in an environment free from bullying, harassment, violence, discrimination or intimidation and where they can express their ideas, feelings and concerns.

CHPS students have the responsibility to participate fully in their educational program, display positive behaviour and demonstrate respect for themselves, their peers, their teachers and members of the school community and respect the right of others to learn.

BEHAVIOUR EXPECTATIONS

SWPBS MATRIX – APPENDIX ONE

At CHPS we have implemented a School Wide Set of Behaviour Expectations defined for different settings around our school that are explicitly taught to every student. Our matrix provides the consistent language for all staff and students.

RESPONDING TO BEHAVIOUR CONTINUUM –APPENDIX TWO

CHPS 'Responding to Behaviour' continuum aims to create an inclusive environment by implementing procedures for encouraging desired behaviour as well as discouraging and responding to undesired behaviour.

REFLECTION ROOM PROFORMA – APPENDIX THREE

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.](#)

SUSPENSION & EXPULSION PROTOCOLS - APPENDIX FOUR & FIVE

BULLYING & HARASSMENT

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power over one or more persons who feel unable to stop it from happening

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious or hidden. Bullying behaviour is repeated, or has the potential to be repeated, over time (for example through digital devices)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals whether in person or online are not identified as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm

Bullying can be:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. **Indirect bullying** – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person, damaging a person's social reputation or social acceptance, or cyberbullying.

Cyber-bullying is direct or indirect bullying behaviour using digital technology. For example via a mobile phone, chat rooms, social media. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written.

Other distressing and inappropriate behaviour

Mutual Conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one party targets the other repeatedly in retaliation

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of nastiness or physical aggression are not the same as bullying, however single episodes of nastiness or physical aggression are not acceptable behaviours at our school and these will be responded to as per response model.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome and which is reasonably likely to humiliate, offend, intimidate or distress a person. For example, teasing a student because of their speech impediment.

CHPS acknowledges the Racial and Religious Tolerance Act 2001 which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion.

At CHPS we have a zero tolerance for bullying, cyber bullying and harassment. We respond to bullying and harassment as per our major undesired behaviour response model. All reports are taken seriously and followed up with promptly and recorded for monitoring.

If students believe they are being bullied they have the right to speak to their teacher, another staff member or a member of the Leadership team – Principal, Assistant Principal, and Well Being Leader.

ALL Staff must record any reports on GradeXpert and inform Leadership team anytime a student reports Bullying or Harassment.

Parents/Caregivers of students involved will be contacted if Bullying or Harassment occurs and students will be placed on a Support/Prevention Plan.

The Principal/Assistant Principal and Student Well Being & Engagement Leader are responsible for the investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying they will:

- Speak to those involved or witness'
- Speak to parents of student involved
- Speak to teachers of students involved
- Take detailed notes of all discussions and record on GradeXpert

Bullying is classified as a MAJOR BEHAVIOUR and will be dealt with as per the SWPBS Response Model.

Serious BULLYING (including cyberbullying is a criminal offence and may be referred to Victoria Police (Brodie's Law)

At CHPS along with all Engagement & Well Being strategies named in this document we implement the following to Prevent, Monitor and Respond to Bullying and Harassment.

- School Bullying Curriculum
- RRRR curriculum and SWPBS
- First 20 days focus
- Well Being Programs
- Bullying Incursions and Special days scheduled
- Daniel Morecombe Safety Lessons
- Buddy Bench
- Ms Maritsa's Letter Box
- Behaviour Support Plans
- Professional Learning for staff
- Focus Groups
- Attitudes to School Survey
- Students Support Group Meetings
- Counselling/Psychological Support
- Referral to external Support Services
- Bully Stopper data collection tools

Further information on preventing and responding to bullying as well as supporting those who have been the targets of bullying behaviour are:

- Bully Stoppers
- Kids Helpline
- Bullying. No Way!
- Student Well Being HUB
- Office of the eSafety commissioner
- Australian Student Well Being Framework

SCHOOL ATTENDANCE

Ensuring students attend each day is a shared expectation of parents, students and the school. CHPS sets high expectations when it comes to student attendance and we have consistent procedures in place to record and monitor student attendance.

At CHPS it is the classroom teacher's responsibility to ensure attendance is recorded twice a day. The school sends a text message alert at 10AM every day if a student is recorded as absent. Parents must provide a reasonable excuse as to why student is absent.

Parents can notify the school of their child's absence in the following ways

- Calling the school
- Responding to the text message sent by the school
- Sending an alert through the FlexiBuzz app
- Sending a note/medical certificate with their child next time they are at school

A reasonable excuse for student absence

- Medical/Illness (too unwell to be at school)
- Appointment (GP, Paediatrician, Dental etc.)
- Family/Personal Reason
- Religious/Cultural Observance
- Planned Holiday (school must be notified in advance)
- Bereavement

At CHPS we have a staged response to **NON-ATTENDANCE** (see appendix in staff handbook)

If no reasonable excuse can be provided then the absence is recorded as unexplained, after 5 unexplained absences a Student Support Group Meeting for attendance is set up and student/s may be referred to Department of Education & Training Attendance Support Officers. Students who have an attendance rate of 85% or less are classified as having chronic absenteeism and regular Student Support Group Meetings will be scheduled to determine strategies to help improve their attendance.

SCHOOL REFUSAL

These refer to absences from school that can be over extended periods of time, periodic, general tardiness or repeated missed classes. It can be driven by the student's intense feelings of anxiety that can arise from a variety of because the child who refuses to attend school does so because they are genuinely distressed. These are reasonable excuses for non-attendance only if the family is working with the school to tackle the underlying issues causing the school refusal.

Factors that can contribute to school refusal:

- Personal Factors
- Family Factors
- School Factors
- Mental Health Disorders/concerns
- Social Factors

When children miss school regularly,

- they miss out on learning the fundamental skills that will set them up for success in the later years of school
- puts them behind, and can affect their educational outcomes
- have lower achievement in numeracy, writing and reading.

CHPS has the following strategies in place for improving school attendance and supporting students with chronic absences

- Whole School engagement strategies
- Staged response to non-attendance
- School Wide Positive Behaviour Support
- Termly attendance percentage slips sent home
- Semester Attendance Awards
- Most Improved Attendance Awards
- Principal/Assistant Principal Award
- Values awards
- Letters/Phone Calls home
- Student Support Groups/Meetings
- Support Plans/Individual Learning Plans
- Social & Emotional Programs/Groups
- Referral to external support services

STUDENT VOICE & STUDENT AGENCY

CHPS understands the importance of both student voice and student agency in improving educational outcomes and will strive to continue to explore and implement evidence based strategies that contribute to both.

ENGAGING WITH FAMILIES

At CHPS we value the input of parents and carers and will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents, carers and the school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring the entire school community have access to our school policies and procedures
- maintaining an open, respectful line of communication between parents and staff
- providing parents with opportunities to attend to school activities
- coordinating resources and services from the community to families
- including families in SSG's

We will continue to explore ways to involve our school community in

- school decision making
- curriculum-related activities
- Social & Emotional Learning
- Contributing to school activities
- Contributing & Developing student support plans

EVALUATION & REVIEW

- GradeXpert Data
- ATSS
- Parent Opinion Survey
- SEL scales
- Student, Teacher and Parent Feedback
- SWPBS Data
- NAPLAN

This policy will be reviewed as part of the schools three year review cycle

This policy should be read in conjunction with the following CHPS documents/links/policies

- Child Safe Policy, Child Safe Code Of Conduct
- DET Student Engagement Guidance
<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/default.aspx>
- Bullying DET - <https://www.education.vic.gov.au/school/principals/spag/safety/Pages/bullying.aspx>
- Student Well Being - <https://www.education.vic.gov.au/school/teachers/health/Pages/default.aspx>


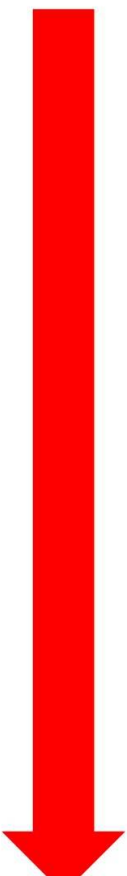
Reviewed & Ratified by school council February 2020

CAMPBELLFIELD HEIGHTS PRIMARY SCHOOL

SWPBS MATRIX

	At All Times	During Learning Time	In The Yard	Technology
	<ul style="list-style-type: none"> - We come to school on time everyday - We give all activities a go - We come to school prepared - We come to school ready to learn - We use 'I can' statements - We are proud of our achievements 	<ul style="list-style-type: none"> - We ask for help when we need it - We know mistakes are important in learning - We focus on our learning goals - We accept and act on feedback - We try our personal best - We know that everyone's best is different 	<ul style="list-style-type: none"> - We agree on the rules and then we play by them - We walk to our line during the music - We are in line, quietly standing still in pairs by the bell 	<ul style="list-style-type: none"> - We use technology as a tool to help us work on our goals - We assist others to use technology
	<ul style="list-style-type: none"> - We use our manners - We communicate in a positive manner - We speak respectfully to all staff members - We listen to a person speaking - We follow directions and instructions from staff - We welcome visitors to our school 	<ul style="list-style-type: none"> - We use our inside voice - We show whole body listening - We track the speaker - We put our hand up. We wait. We contribute. - We listen to and acknowledge different opinions and ideas 	<ul style="list-style-type: none"> - We put all the rubbish in the bin - We play and eat in the correct area - We leave the toilets clean - We respect others' privacy in the toilet - We know that the toilets are Game Free Zones - We turn tops off? - We demonstrate 'my space, your space' 	<ul style="list-style-type: none"> - We keep our passwords private - We keep other peoples' information private - We follow our school guidelines when on devices - We only use other peoples' image with their permission - We only write or post things that are polite and kind
	<ul style="list-style-type: none"> - We keep our hands and feet to ourselves - We demonstrate 'my space, your space' 	<ul style="list-style-type: none"> - We pass items hand-to-hand - We use our walking feet - We keep our legs off the chair and on the floor 	<ul style="list-style-type: none"> - We check the buddy bench and invite students to play - We wear Sunsmart hats during Sunsmart times - We report issues to the yard duty staff - We use words to find solutions to our problems 	<ul style="list-style-type: none"> - We carry laptops and tablets closed with two hands - We carry up to 2 laptops or tablets - We follow age restrictions - We report any issues to an adult - We keep our fingers and other objects away from the screen - We keep food and drinks away from our computers/laptops
	<ul style="list-style-type: none"> - We are where we need to be - We tell the truth - We are accountable for our actions - We use our Calm Down strategy 	<ul style="list-style-type: none"> - We go straight 'there' and straight 'back' - We put things in their right place 	<ul style="list-style-type: none"> - We go to the toilet and get a drink during breaks - We encourage each other 	<ul style="list-style-type: none"> - We check with an adult if we are unsure if a site is appropriate - We ensure that anything we publish is our own work - We ask permission to print - We put equipment away

APPENDIX TWO – RESPONDING TO BEHAVIOUR CONTINUUM

CAMPBELLFIELD HEIGHTS PRIMARY SCHOOL RESPONSE TO NEGATIVE BEHAVIOUR PROCEDURE 24/01/2020			 "Success for all"
Minor		Moderate	Major Behaviour
Learning Time	Breaks in the Yard		
Step 1: Hint & Acknowledge Hint A hint using values "I hope everyone is showing respect by showing whole body listening" Acknowledge Acknowledge the students who are doing the preferred behaviour.	Step 1: Hint & Name Behaviour Hint Hint or question Example: "Are you showing respect by screaming when you go out?" Name the behaviour Name the preferred behaviour and the current non-preferred behaviour. Conference with those involved.	Step 1: Conference with Student Staff member to have a conference with the student that focuses on: <ul style="list-style-type: none"> - naming the negative behaviours - naming the preferred future behaviour - linking to the school values. Staff member may need to relocate student until an appropriate time to conference with them.	
Step 2: Re-direction Redirection specific to the student- naming the preferred behaviour and value.	Step 2: Re-direct or Relocate <ul style="list-style-type: none"> - New game - New location - Identify those doing preferred behaviours in the area 	If in the yard, the staff member may have to refer the incident to another staff member or Principal Class if the safety of other students is at risk.	
Step 3: Visual Reminder Can include: <ul style="list-style-type: none"> - Direct to the matrix - Body language - Name on the board - Move spots 	Step 3: Accountability Could include: <ul style="list-style-type: none"> - Sit on the reflection seat - Take away the equipment 	Step 2: Accountability Accountability to match the behaviour with a focus on being accountable and building capacity to improve behaviour. Staff member to log incident onto Grade Expert.	
Step 4: Relocation Relocation: <ul style="list-style-type: none"> - within the classroom - buddy room 			
Step 5: Accountability Accountability to match the behaviour. Example: If wasting learning time, they make it up during their break time. Student returns to Step 1 after every session. If a student is relocated 3 times within a week the staff member will record it on Grade Expert and contact parents/carers/guardians.			
			Referral to Principal Class to manage. Principal Class to manage any accountability. Staff member to assist with any details and document these in Grade Expert. Principal Class member to log incident on Grade Expert.
This policy was last ratified by School Council on the 19th February 2010			
Last Viewed: 24 January 2020			

APPENDIX THREE – REFLECTION ROOM PROFORMA

<p><u>Reflection Time</u> Dear parent, Your child _____ of grade ____ spent 20 minutes during lunch time in the reflection room due to not displaying the following value: Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Success <input type="checkbox"/> Safety <input type="checkbox"/>. They (brief explanation) _____ _____ _____</p> <p>Teacher: _____ Date: _____</p> <p>A meeting will be requested if further incidences occur. Regards Jo Howard/Flora Nixon/Susie Bellizia</p> <p>Parent's signature: _____</p>	<p><u>Reflection Time</u> Dear parent, Your child _____ of grade ____ spent 20 minutes during lunch time in the reflection room due to not displaying the following value: Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Success <input type="checkbox"/> Safety <input type="checkbox"/>. They (brief explanation) _____ _____ _____</p> <p>Teacher: _____ Date: _____</p> <p>A meeting will be requested if further incidences occur. Regards Jo Howard/Flora Nixon/Susie Bellizia</p> <p>Parent's signature: _____</p>
---	---

<p><u>Reflection Time</u> Dear parent, Your child _____ of grade ____ spent 20 minutes during lunch time in the reflection room due to not displaying the following value: Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Success <input type="checkbox"/> Safety <input type="checkbox"/>. They (brief explanation) _____ _____ _____</p> <p>Teacher: _____ Date: _____</p> <p>A meeting will be requested if further incidences occur. Regards Jo Howard/Flora Nixon/Susie Bellizia</p> <p>Parent's signature: _____</p>	<p><u>Reflection Time</u> Dear parent, Your child _____ of grade ____ spent 20 minutes during lunch time in the reflection room due to not displaying the following value: Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Success <input type="checkbox"/> Safety <input type="checkbox"/>. They (brief explanation) _____ _____ _____</p> <p>Teacher: _____ Date: _____</p> <p>A meeting will be requested if further incidences occur. Regards Jo Howard/Flora Nixon/Susie Bellizia</p> <p>Parent's signature: _____</p>
---	---

<p><u>Reflection Time</u> Dear parent, Your child _____ of grade ____ spent 20 minutes during lunch time in the reflection room due to not displaying the following value: Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Success <input type="checkbox"/> Safety <input type="checkbox"/>. They (brief explanation) _____ _____ _____</p> <p>Teacher: _____ Date: _____</p> <p>A meeting will be requested if further incidences occur. Regards Jo Howard/Flora Nixon/Susie Bellizia</p> <p>Parent's signature: _____</p>	<p><u>Reflection Time</u> Dear parent, Your child _____ of grade ____ spent 20 minutes during lunch time in the reflection room due to not displaying the following value: Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Success <input type="checkbox"/> Safety <input type="checkbox"/>. They (brief explanation) _____ _____ _____</p> <p>Teacher: _____ Date: _____</p> <p>A meeting will be requested if further incidences occur. Regards Jo Howard/Flora Nixon/Susie Bellizia</p> <p>Parent's signature: _____</p>
---	---

APPENDIX FOUR – SUSPENSION

4.2.1 General Information

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended at any one time is ten school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than twenty school days in a school year. However, a student may be suspended for a further period (not exceeding ten school days) pending the principal's decision whether to expel a student.

Provision shall be made by the school for appropriate schoolwork to be supplied to the suspended student where requested. While completion of the work is not a provision for re-entry to the school, parents can assist the process by ensuring that the work is completion.

The school principal has responsibility for student suspensions.

4.2.2 Procedures for suspension

With the exception of situations which require urgent action, principals of schools should ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that urgent action (in the form of a suspension or expulsion) is required.

When it is believed that a student's behaviour warrants suspension, the principal must ensure that every reasonable step is taken to arrange a meeting with the parent and, if appropriate, the student to discuss:

- The student's behaviour and performance
- The strategies being developed within the school to meet the educational needs of the student
- The possibility of suspension, should that behaviour continue
- The responsibilities of the parents, should suspension be considered necessary

The parent may, at the principal's discretion, be accompanied at that meeting by another person who is not acting for fee or reward.

If the principal considers it warranted, or the student or the student's parent request, the principal must ensure that suitable language interpretation facilities are available at the meeting.

4.2.3 Procedures for suspension

If the strategies outlined in 4.2.2 fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

- (d) The principal must provide the parents of the student with a notice of suspension on the day on which the suspension commences or within twenty-four hours thereof. The notice shall:
- State the reasons for the suspension
 - State the school days on which the suspension shall occur
 - Notify the parents of the opportunity to participate in a suspension conference

The principal must also ensure that the parents have a copy of the *Student Discipline Procedures, 1994* published by the Department of Education and Employment.

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

- (e) At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for ten continuous school days on any one occasion and when a student has been suspended for a total of twenty school days in any one school year.

A suspension conference will consider educational, welfare and disciplinary strategies in relation to the student and will also consider other options for meeting the student's educational needs.

The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will be determined by the school principal and unless considered inappropriate by the principal, will involve the relevant staff members, parents, student and other relevant support personnel. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential.

- (f) The suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter. The period of suspension shall not be extended due to delays in holding a suspension conference.

4.2.4 Grounds for suspension.

- a. A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:
 - i. *behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities; or*
 - ii. *commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property; or*
 - iii. *possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of School Education; or*
 - iv. *fails to comply with any reasonable and clearly communicated instruction of a principal or teacher; or*
 - v. *consistently behaves in a manner that interferes with the educational opportunities of any other student or students; or*
 - vi. *behaves in a way which threatens the good order of the school's program or facility; or*
 - vii. *engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.*
- b. The principal of a state school may suspend a student who is fifteen years of age, or older, from the school if the student commits an act identified in 4.2.4 (1) or deliberately and consistently fails to take advantage of the educational opportunities provided by the school.
- c. In determining whether to suspend a student the principal must also take into account:
 - i. *In favour of the student any special needs of a student who has an impairment; and*
 - ii. *The age of the student*

Suspension complaint process

It is best to raise any concerns you have about your child's suspension at the start of the student support group meeting. If, at the end of this meeting, you feel your complaint has not been adequately addressed then you should speak to the school principal.

The Department of Education and Early Childhood Development website provides additional information, phone numbers and further contact details for parent complaints. Go to <http://www.education.vic.gov.au/about/contact/parentcomplaint.htm>

4.3 Voluntary transfer from a school

In some cases after the suspension conference, parents of a student may agree with a recommendation that the student might make more of his or her educational opportunity in another school. Where such agreement exists, the principal should offer assistance to the parents to find another school. Parents and students must be given comprehensive advice about the benefits that this option would provide.

When a student is transferred, the principal of the student's former school shall ensure that sufficient background information concerning the student is given to the new school. This will enable staff at the school to develop appropriate curriculum and behaviour management strategies and to ensure that appropriate support is made available. Normal transfer arrangements, including documents signed by parents, should be completed.

Where a transfer is unable to be arranged, the student is to remain enrolled at his or her current school.

Privacy notice

All information we collect about individual students and their parents/guardians will be kept confidential and only used for the purpose of the suspension process. If you have any concerns about the privacy of the information we are asking from you, or if you would like access to the information we hold about your child/yourself please call Northern Metropolitan Regional Office and ask for the Privacy Officer, phone 9488-9489.

APPENDIX FOUR – Suspension PROFORMA

Directorate of School Education – Student Suspension Procedures

FORM A

NOTICE OF SUSPENSION OF STUDENT

(Original to be retained at School)

The student named below has been suspended for the date/s stated in paragraph 3(i)

1. SCHOOL: CAMPBELLFIELD HEIGHTS PRIMARY SCHOOL		No. 5034	
2. Student: xxxxxx Address: xxxxxx Year level : xxx Gender: xxxx Date of Birth: xxxxx Phone: xxxxx	Parent/Guardian: xxxx Address: xxxxx Phone: xxxx Other relevant information: _____ _____		
3. Date/s of Suspension			
(i) Date/s of current suspension	xxxx	to	xxxx
(ii) Date/s of previous suspensions	_____	to	_____
(if any) for this year.	_____	_____	_____
	_____	to	_____
(All dates inclusive)	_____	_____	_____
Total			<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> school days <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> school days <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> school days <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> school days
4. Reasons for Suspension (refer to clause 4.2.4 of Student Discipline Procedures)			
State which sub-clause (a) – (g) of clause 4.2.4 (I) of student Discipline Procedures, 1994 is relied upon as grounds for suspension, and write the grounds out in full. If student is or over 15, state whether clause 4.2.4 (2) of Student Discipline Procedures, 1994 is relied upon as the grounds for suspension and write the grounds out in full.		<div style="border: 1px solid black; height: 150px;"></div>	
Insert the facts relied upon to support the grounds of Suspension.			
Action taken before suspension (refer to clause 4.2.2 of Student Discipline Procedure, 1994)			
(attach additional information if appropriate)			
5. Notification.			
(i)	A copy of this suspension is to be forwarded to - The School Council President & Parent		Parent / Guardian Y/N
(ii)	Parent notified of opportunity to participate in suspension conference.		Y/N
(iii)	Copy of Student Discipline Procedures, 1994 forwarded to parent / guardian.		Y/N

Signature of Principal: *Jo Howard*

Date: xxxxx

APPENDIX FIVE - EXPULSION

What has to happen before expulsion?

In order to expel a student, a principal must ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of your child and that these strategies have not helped your child demonstrate more positive behaviour.

A student support group is then set up to explain to you and your child that an expulsion is being considered. All participants in the meeting should try and to begin a process of effective communication and identify issues that are of concern to you, your child or the school.

When can expulsion occur?

Students can be expelled if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

- (a) threaten or constitute a danger to the health, safety or wellbeing of any person
- (b) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- (c) possess, use, or deliberately assist another person to use prohibited drugs or substances
- (d) fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- (e) consistently interfere with the wellbeing, safety or educational opportunities of any other student
- (f) consistently vilify, defame, degrade or humiliate 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. AND The student's behaviour is of such magnitude that it is the only option left after balancing the need for the student's continued education against the health, safety and wellbeing of other students and staff.

Expulsion procedures

Prior to expulsion, a student support group is convened to discuss the expulsion and allow you and your child an opportunity to be heard. At this meeting a Notice of Expulsion is given to you and your child, along with this brochure and a copy of the Expulsion Appeal proforma. The Department of Education and Early Childhood Development's regional director (or nominee) will also attend the student support group. For students in Out of Home Care, the principal must ensure the meeting is attended by the DHS case manager and the student's primary carer or person the student normally lives with.

Pathways and transitions

The student support group must identify your child's most suitable future educational, training and/or employment options and work together to ensure that there are good transition arrangements in place. Following the student support group, if the principal determines that enrolment at another school or a registered training organisation is the best option for your child then the whole student support group must work towards this.

What happens after an expulsion?

The principal and regional director (or nominee) are responsible for making sure that your child is enrolled in another school or registered training organisation or that an appropriate employment opportunity is identified. The principal and the regional director (or nominee) must then schedule a meeting with any new school or registered training organisation, and ensure all information relevant to your child is forwarded in accordance with the *Information Privacy Act 2000*. If you would like to appeal your child's expulsion, you must do so within 10 school days from the start of the expulsion.

This policy was last ratified by School Council on the **19th February 2020**

Signed by:

School Council President: _____ Faye Khalil

Principal: _____ (Jo Howard)

Date: 20th February 2022