



## Broadmeadows Valley Primary School

# STUDENT WELLBEING and INCLUSION POLICY

### DEFINITION

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

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

### RATIONALE

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

### PURPOSE

To relate to and be consistent with the 'Effective Schools are Engaging Schools: [Student Engagement Policy Guidelines](#)', in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour

- To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- To maximise student learning opportunities and performance through engagement
- To provide genuine opportunities for student/parent participation and student/parent voice
- To build a school environment based on positive behaviours and values
- To provide prevention (cognitive, behavioural and emotional) and intervention for all students at risk

## Section 1: School Profile

Broadmeadows Valley Primary School was formed through the merger of Broadmeadows West, Jacana, Meadowfair North and Westmeadows Heights Primary Schools. The school was established in July of 2009 and operated across two campuses for the first six months of its existence – one at the previously occupied Meadowfair North Primary School and the other at the Broadmeadows West Primary School site. In Term one of 2010, Broadmeadows Valley Primary School came together as one.

The new school site, located on Dimboola Road in the heart of the Central Activities District of Broadmeadows is approximately 27 minutes north of Melbourne's CBD. The *Melbourne 2030* DSE study identified Broadmeadows as the commercial and business capital of Melbourne's north. Consequently, significant state funded infrastructure development has and will continue to occur around and through the school site.

Broadmeadows Valley Primary School, including the 3.2 million dollar *Integrated Early learning Centre* and *Community Hub*, has been recognised as the predominant educational facility to service the incoming 'transit white collar' workforce. The initial school population of 250 students is expected to grow to within a very short time.

The school is a multicultural community with currently 28 different cultures, including 20 ATSI (Aboriginal and Torres Strait Islander) students. The school's EAL program caters for these students with significantly increased staff student ratio in literacy and numeracy classes across the school and the development of a strong relationship with the Collingwood English Language Centre for first phase EAL students. These students are predominately from an Arabic, Assyrian, Samoan or Somali background.

In 2017, the Program for Students with Disabilities supports 8 identified and funded students. A total of 4 Education Support Officers (ESO) support these and other students. The Student Wellbeing Team, under the direction of the Student Wellbeing Coordinator and with assistance from Northern Metropolitan Region Psychologist and Speech Pathologist staff, cater for students identified as experiencing difficulty with learning, behaviour and expressive and receptive language.

Broadmeadows Valley Primary School is student, curriculum and learning focussed. Academic rigor is valued at all stages, with a consistent and high quality learning structure that underpins a curriculum that develops the potential of every student. The school considers that the social, emotional and physical wellbeing of students has a direct, positive impact on student learning outcomes, and provides safety and support to students through a proactive and preventative approach. Our specialist programs include physical education, performing and visual arts, music and IT. A variety of extracurricular and extension programs are offered including choir, Musical Futures (guitar, drums and keyboard), rock band, Girl Guides and Young Leaders. Our extension programs are annually evaluated and developed in response to student's needs.

The school aims for its students to develop as responsible, resilient and caring citizens. It pursues these objectives through presenting carefully planned and targeted programs that are designed to meet the needs of all students. We provide social skills program such as Rock and Water, Resilience Rights and Responsibilities and mindfulness/meditation, whilst incorporating specific social skills topics in enrichment studies rotations.

Developmental Management policies and protocols are well documented and clearly articulated; based on the Berry Street Education Model and Restorative Practices.

Broadmeadows Valley Primary School focuses on monitoring student attendance. School attendance initiatives and processes contain a variety of positive strategies to encourage regular attendance such as 'It's Not Okay to Be Away'.

The school prides itself on supporting all stakeholders, particularly families in need. Students who are living under difficult circumstances are assisted with practical, confidential and immediate action. Parents of these students are also offered support both emotionally and financially by being directed to the most suitable agency that can accommodate their needs.

## **Section 2: Whole School Prevention**

At Broadmeadows Valley Primary School, our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students.

Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy developed using the Departments E5 instructional model and VELLS.

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

- Pro-social behaviours are promoted through programs such as: Rock and Water and Resilience Rights and Respectful Relationships
- Student Led Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term.
- The Young Leaders Program and other roles of responsibility provide opportunities for students to influence change within the school community.
- Student voice is encouraged through the use of thinking tools such as: participation in School Council, student run assemblies, whole school student safety surveys,
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school's programs such as: a morning and afternoon open door policy in all neighbourhoods, Valley Café, Parent Ambassadors and parent professional learning and support programs.
- Intervening early to identify/respond to student needs for social and emotional allied health support.
- Providing a range of opportunities for students to be involved and feel connected to the community.
- Recognising and responding to the diverse needs of our students through the PSD Support program.
- Adoption of current pedagogical knowledge and thinking to engage students in meaningful learning experiences.
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.
- Whole school approach to Restorative Practices to encourage engagement; build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to the changing demographics.
- Professional learning is given high priority to ensure strategies and approaches are adopted and implemented.

**Model for Broadmeadows Valley Primary School Whole School Values:**

<b>Responsibility</b>	Making good decisions	Responsibility means; <ul style="list-style-type: none"> <li>• Being punctual and organized at school, following instructions and directions</li> <li>• Accepting consequences, decisions and actions</li> </ul>
<b>Respect</b>	An attitude of admiration or esteem	Respect means; <ul style="list-style-type: none"> <li>• Being valued as an individual</li> <li>• Being a proactive listener, being considerate, preserving dignity</li> </ul>
<b>Cooperation</b>	Working with others as part of a team.	Cooperation means; <ul style="list-style-type: none"> <li>• Sharing endeavours and working together to achieve great things</li> <li>• Encouraging others, negotiating and compromising as part of a team</li> </ul>
<b>Caring</b>	Looking after yourself and showing consideration to others.	Caring means; <ul style="list-style-type: none"> <li>• Supporting and helping others, showing appreciation</li> <li>• Considering other people's feelings and safety</li> </ul>
<b>Honesty</b>	Being truthful	Honesty means; <ul style="list-style-type: none"> <li>• Telling the truth, owning up to decisions, behaviours, actions and mistakes</li> <li>• Sharing thoughts and feelings with trusted people</li> </ul>

### Model for Broadmeadows Valley Primary School Learning Values

<p style="text-align: center;"><b>GUS &amp; GIRT</b> “Team and Work”</p>	<p style="text-align: center;">Collaborative Learning</p>	<ul style="list-style-type: none"> <li>• Gus and Girt know that the best ways to get things done is to work together.</li> <li>• They share ideas and listen well</li> <li>• They are excellent problem solvers and love offering their expertise to others</li> </ul>
<p style="text-align: center;"><b>RAFID</b> “For the Greater Good”</p>	<p style="text-align: center;">Community Learning</p>	<ul style="list-style-type: none"> <li>• Rafid loves to involve others in activities and discussions.</li> <li>• He has found the best use for his many hands is to reach out to others, bringing them together and helping them find their place.</li> </ul>
<p style="text-align: center;"><b>PABLO</b> “Glow with Imagination”</p>	<p style="text-align: center;">Creative Learning</p>	<ul style="list-style-type: none"> <li>• Pablo was born with a paintbrush in his tail and a twinkle in his eye.</li> <li>• He has a wild imagination and isn't afraid to use it.</li> <li>• He naturally thinks outside of the triangle and is eager to try new things.</li> </ul>
<p style="text-align: center;"><b>MATILDA</b> “Guidance”</p>	<p style="text-align: center;">Leadership Learning</p>	<ul style="list-style-type: none"> <li>• Matilda is strong and kind.</li> <li>• She leads others through love and grace.</li> <li>• She is a natural leader who always steps up as a role model when the going gets tough.</li> </ul>
<p style="text-align: center;"><b>NATIA</b> “Hidden Treasure”</p>	<p style="text-align: center;">Student Centred Learning</p>	<ul style="list-style-type: none"> <li>• Natia loves to express her own style and to encourage others to do the same.</li> <li>• She knows she is one of a kind and oozes self-confidence.</li> <li>• She hopes to be an inspiration to others trying to find their own path.</li> </ul>
<p style="text-align: center;"><b>DJINDA</b> “Bright Star”</p>	<p style="text-align: center;">Achievement Learning</p>	<ul style="list-style-type: none"> <li>• Djinda is bright and bubbly and is always looking for the next challenge</li> <li>• She enjoys setting lofty goals and working hard to achieve them.</li> <li>• She is unstoppable.</li> </ul>

### Section 3: Rights and Responsibilities

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

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 2010*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

#### **School Policies:**

1. *Anti-Bullying and Cyberbullying policy*
2. *Smoke Free School's policy*
3. *Drug Education policy*
4. *Attendance policy*
5. *Complaints and Resolutions policy*
6. *Uniform policy*
7. *Enrolment policy*
8. *First Aid policy*
9. *Internet Usage policy*
10. *Medication policy*
11. *Multicultural Diversity policy*
12. *Parent Engagement policy*
13. *Sexual Harassment policy*
14. *Special Needs policy*
15. *Transition policy*
16. *Yard Supervision policy*
17. *Heights Safety policy*
18. *Grief Management policy*
19. *Student Leadership policy*
20. *Cultural Diversity policy*
21. *Asthma policy*
22. *Curriculum policy*
23. *Emergency Management policy*
24. *Equal Opportunity policy*
25. *Gifted and Talented policy*
26. *Homework policy*
27. *Occupational Health and Safety policy*
28. *Personal Growth policy*
29. *Student Enrolment policy*
30. *Social Service policy*
31. *Sponsorship policy*
32. *Students with Significant Health Needs*
33. *Teaching and Learning policy*
34. *Consolidation / Acceleration policy*
35. *Anaphylaxis policy*
36. *Student Belongings policy*
37. *Assessment and Reporting policy*
38. *Disabilities and Impairments policy*
39. *Drug Related Incidents policy*
40. *Head Lice policy*
41. *Privacy policy*
42. *Student Health policy*
43. *SunSmart policy*
44. *Mandatory Reporting policy*
45. *Family Engagement policy*
46. *Prohibited Substance policy*

### Whole School Rights and Responsibilities:

- Every member of the school community has the right to fully participate in an educational environment that is safe, supportive and inclusive.
- Everyone deserves to be treated with respect and dignity.
- At Broadmeadows Valley Primary School, we expect high standards of student behaviour based on cooperation, mutual responsibility and self-discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

Whole School: Rights	Responsibilities
To fully participate in an educational environment that is safe, supported and inclusive.	To ensure everyone feels an important and valued member of the school community Everyone understands and adheres to school policies and procedures.
To be treated with respect and dignity.	To build positive relationships within the school community.
To receive support in difficult situations from the whole school community.	To provide support to each other.

Students: Rights	Responsibilities
To work and play safely without interference.	To allow others to feel safe. Report bullying or harassment to a trusted adult.
To be treated fairly and courteously	To be polite, courteous and well-mannered to others
To fully participate in the school's educational program	To be actively involved in learning To allow others to learn

Staff: Rights	Responsibilities
To be able to teach in a safe, orderly and cooperative environment as per Engagement Guidelines.	To fairly, reasonably and consistently follow and implement the Engagement Guidelines. Use logical consequences and restorative practices. Provide a Duty of Care to students and keep appropriate and relevant records.
To be treated with respect by students, parents and peers.	To treat students in a way that develops positive relationships and self-esteem. To encourage open and honest communication between students, parents and other staff members.
To expect students to learn.	To know the students, know how they learn and how to teach them effectively. To plan and provide an inclusive and differentiated curriculum and assess for effective learning. To ensure all students achieve success and communicate student progress to parents.

Parents: Rights	Responsibilities
To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.	Ensure their child regularly attends school and has the appropriate learning materials. Support the school in maintaining a safe and respectful learning environment for all students.
To be contacted and/or consulted when their child requires specific developmental management intervention.	Promote respectful relationships. Model positive behaviours.

## **Section 4: Shared Expectations**

Effective schools share high expectations for the whole school community. Broadmeadows Valley Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant processes
- consistent, fair and reasonable
- linked to appropriate actions and consequences

### ***Staff Engagement***

The school leadership team will;

- uphold the right of every child to receive an education up to the compulsory age of schooling
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- recognise the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs.

The staff will;

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture

### **Attendance**

In compliance with Departmental procedures school staff will;

- promote regular attendance with all members of the school community and;
- monitor and follow up on absences

### **Behaviour**

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

The school leadership team will;

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

The staff will;

- use Student Engagement and Inclusion Policy as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach



### **Student Engagement**

All students are expected to;

- respect, value and learn from the differences of others;
- have high expectations that they can learn;
- reflect on and learn from their own differences

### **Attendance**

All students are expected to;

- come to school every school day throughout the year.
- be supplied with a suitable explanation by their parents/carer if they do not attend school

### **Behaviour**

All students will;

- support each other's learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

### **Parents/Carers Engagement**

- parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- parents/carers should also help the school to provide student-centered responses by providing all relevant information to the school
- parents/carers are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school
- parents/carers will work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner

### **Attendance**

Parents/carers are expected to ensure that;

- enrolment details for their children are correct
- their children attend school regularly,
- when a child is absent from school, parents/carers advise the school as soon as possible.

### **Behaviour**

Parents/carers should:

- understand the schools behavioural expectations
- aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

## Section 5: School Actions and Consequences

### Attendance

At Broadmeadows Valley Primary School, absences often mean students miss important stages in the development of their learning, causing them to find 'catching up' difficult. The following are ways in which we promote school attendance;

- Attendance practices reflect DEECD philosophy of 'Its Not OK to be Away'.
- All student absences/lateness are recorded twice a day (morning and afternoon) by teachers, are aggregated on to our CASES database and communicated to DEECD (refer to Appendix 10 & 11: Student Engagement Policy).
- The school recognises illness as a reasonable ground for an absence.
- Clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations
- The Attendance Coordinator will closely monitor student attendance through the evaluation of the following student absence reports on CASES21.
- The Student Mapping Tool (SARS) will be utilised to identify students who are at risk of poor attendance and possible disengagement from school.
- If within three days of the initial absence parents/carers have not provided an explanation/satisfactory explanation contact will be made by the Learning neighbourhood staff.
- The Student Wellbeing Coordinator or the Principal will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences (refer to Appendix 6: Student Engagement Policy).
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group.  
This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed (refer to Appendix 7: Student Engagement Policy). Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
- Student attendance figures will appear on the student's mid-year and end of year reports.
- DEECD and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modelling of punctuality is expected and regularly monitored.
- All absence notes and records of communication will be retained and stored at the school for a minimum period of 36 months.

## Behavioural Consequences

Students are expected to **cooperate**:

To promote cooperation student could choose to:	Cooperation is difficult when a student:	Appropriate responses to minor/initial incidents	Major or Repeated Incidents
<ul style="list-style-type: none"> <li>Consider other classmates needs</li> <li>Think of ways for everyone to have a turn</li> <li>Encourage everyone to have a say</li> </ul>	Always has to be first  Refuses to take turns  Ignores the ideas of others  Acts in an unsafe way	Speak to child Time Away or Time Wasted strategies: discuss consequences, repair relationships Reflection activity: give student the opportunity to take responsibility for actions, repair damage to people or property and make better choices in the future	Parents contacted Withdrawal of privileges: Student Support Group Meeting: sharing of information and ideas, developing actions, ongoing reinforcement Behaviour Management Plan In school suspension

**Students are expected to play and work safely, show respect, learn, be honest, care for themselves and others and be responsible.**

### Detention

Teachers may require a student to finish school work which has not been completed in the regular classroom, or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Broadmeadows Valley Primary School is permitted to detain students but will take into account family circumstances and negotiate with parents where appropriate.

### Student Support Group

A [Student Support Group](#) may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students. In general, they will be convened at the school, although they could occur at alternative locations agreed to by the school and parents.

These meetings are to be held at a time suitable both to the school and to the parents. The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response.

As well as teachers, parents and student, the meeting could involve a person requested by the parents who is not acting for fee or reward, principal or nominee and any support staff who have been involved with the student and/or the student's family or who have particular relevant expertise. If the principal considers it warranted, or the student or the student's parents request, the principal must ensure suitable language interpretation facilities are made available.

A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school. The statement should be verified by the parents and/or student and remain confidential.

## Section 6: School Exclusion

### 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)
- 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.

### External 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.

To access a summary of procedural requirements, see: [Suspension Process Flowchart](#)

To meet the suspension process requirements you may also wish to use the suspension checklist, see: [Suspension Process Checklist](#)

### 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. To seek approval from the Regional Director you can use the [Request for Approval - Suspension Over 15 Days Form](#)
- 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.

## **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.

## **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.

## **Suspension considerations**

### **The relevant person**

Due to the seriousness of suspension, 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. For more information on this role, see: [Identifying a Relevant Person](#).

### **Suspension of Aboriginal and Torres Strait Islander students**

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. See: [Koorie Education Coordinator Contact Details](#)

### **Overseas students**

When considering appropriate discipline for overseas students, otherwise known as international students, it is important to note that the decision to expel may impact on a number of the student's visa conditions.

Such visa conditions can include the following:

- The student must attend 80 per cent of classes
- The student must make satisfactory progress.

Schools enrolling international students are required to contact the International Education Division which manages the deferment, suspension and cancellation of international student enrolments.

For more information on International Student Program Quality Standard 13 - Deferment, suspension or cancellation of study during enrolment, see: [ISP Quality Standards and School Resources](#).

### **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.

## **Expulsion**

Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled. As the most extreme disciplinary measure available to a principal, it should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred. The student's behaviour must also be of such magnitude that expulsion is the only available mechanism.

Expulsion cannot be implemented as a consequence for events of a novel nature; such as one-off pranks that do not cause any harm to other students or members of the school community.

Grounds and procedures for expulsion are set out in Ministerial Order 625 and detailed further in this guidance. To access a summary of procedural requirements, see: [Expulsion Process Flowchart](#)  
To meet the expulsion process requirements, you may also wish to use the following checklist, see [Expulsion Process Checklist](#)

### **Grounds for expulsion**

In order for expulsion 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.

The student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.

Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the *Charter of Human Rights and Responsibilities Act 2006*. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability.

### **Authority to expel a student**

Only principals have authority to make the final decision to expel a student. This authority cannot be delegated. School staff may provide advice to inform the principal's decision whether to expel 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.

### **Removing a student from school while considering an expulsion**

If a student's behaviour is serious enough to warrant expulsion and poses danger to staff and students, a suspension with immediate effect may be implemented while the expulsion is being considered.

If consideration and/or implementation of an expulsion is going to take longer than the maximum suspension period of five consecutive days, principals can apply to the Regional Director for an extension. To apply for approval use the [Request for Approval - Suspension Over 5 days form](#)

For more information on implementing an immediate suspension, see [Suspension Considerations](#)

### **Expulsion Considerations**

#### **Students in out-of-home care**

The Out-of-Home Care Education Commitment: A Partnering Agreement between the Department of Human Services, Department of Education and Early Childhood Development, the Catholic Education Commission of Victoria and Independent Schools Victoria (the Partnering Agreement) commits all parties to improve the educational experience and outcomes of children and young people in out-of-home care in Victoria.

As part of the Partnering Agreement, an Education Support Guarantee for children and young people in out-of-home care has been established and commits schools and education-related health and wellbeing services and programs to providing an increased level of support and responsiveness to the educational needs of children and young people in out-of-home care.

In all cases where a student residing in out-of-home care is being considered for expulsion, the relevant Regional Director must be notified so that obligations in the Out-of-Home Care Education Commitment can be met.

For more information, see: [Out-of-Home Care Education Commitment: A Partnering Agreement](#)

#### **Overseas students**

When considering appropriate discipline for overseas students, otherwise known as international students, it is important to note that the decision to expel may impact on a number of the student's visa conditions.

Such visa conditions can include the following:

- The student must attend 80 per cent of classes
- The student must make satisfactory progress.

Note: Ministerial Order 625 does not apply to the expulsion of an overseas student under section 2.2.8 of the *Education and Training Reform Act 2006*, in respect to unpaid fees.

**The International Education Division of the Department must be notified of all cases where expulsion is being considered for an overseas student on (03) 9637 2990.**



This will ensure that the necessary transition arrangements and/or implications for the student's visa can be managed by the Department's International Education Division. It will also ensure that the Department complies with its obligations as a registered CRICOS provider under Commonwealth legislation.

Schools enrolling international students are required to contact the International Education Division which manages the deferment, suspension and cancellation of international student enrolments. Schools should note that international students must be notified of the intention to cancel their enrolment, and be provided with 20 working days to access the Division's internal complaints and appeals process.

For more information see International Student Program Quality Standard 13 - Deferment, suspension or cancellation of study during enrolment, see: [ISP Quality Standards and School Resources](#).

### **Aboriginal and Torres Strait Islander students**

When considering an expulsion 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 an expulsion process or to seek the involvement of a KESO, contact the Koorie Education Coordinator. See [Koorie Education Coordinator Contact Details](#)

### **Students with disabilities**

When a student has a disability that is relevant to the expulsion process and may impact upon placement decisions, the regional office should be notified to contribute to support and planning.

For further advice and support contact: [Regions](#)

### **Students with separated parents**

For students who have separated parents, it 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.

If the principal of a Victorian government school needs advice and assistance on how to proceed with the suspension or expulsion in these circumstances, it is strongly recommended that they contact the Department's Legal Division on (03) 9637 3146 or via email on [legal.services@edumail](mailto:legal.services@edumail)

### **Evaluation:**

This policy will be reviewed as part of the school's four year review cycle.

### **Ratification**

This school policy was ratified at the Broadmeadows Valley Primary School Council meeting on ...../...../20.....

**School Council President** \_\_\_\_\_

**Principal** \_\_\_\_\_