Student Welfare and Engagement Policy and Procedures

POLICY

Definition

"Student engagement and school connectedness underpin effective student learning. Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioral 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. It can be defined as students' sense of belonging or connectedness to the school.

Cognitive engagement relates to students' investment in learning and their intrinsic motivation and self regulation".

(DEECD: Effective Schools are Engaging Schools-Student Engagement Policy Guidelines, p7)

Rationale

Baringa School believes that all students can and will learn, and grow in self-esteem, through fostering a climate of care, dignity and respect, using consistent behaviour management strategies, deliberate positive reinforcement, and recognition of achievement. Parents and carers are an integral part of our community, and are made to feel welcome with by an 'open door' policy.

Baringa School offers a comprehensive curriculum within the framework of the Australian/Victorian Essential Learning Standards (AusVELS). The curriculum is designed to equip students with skills in preparation for life beyond school. The social, physical and academic development of the student is paramount. Teachers plan Individual Learning Goals in consultation with parents, carers, paramedical staff and teacher assistants, recognising individual differences and rates of learning. A number of students are involved in integration with local primary and secondary schools. Transition programs from pre-school are also encouraged.

The development and maximum potential of each student is the over-riding focus of the school. The curriculum is delivered in a supportive, caring and safe environment.

A Student Support Group is established for each student, and emphasise the shared responsibility of school and home in establishing and developing the student's skills and learning. The group has the opportunity to consult in term 1 and 3 to review the student's progress and programs and receive a progress report in term 2 and 4. Regular communication is maintained through use of the communication book and telephone as required and SSG meetings can be called whenever deemed necessary.

Purpose

In order to be consistent with the 'Effective Schools are Engaging Schools' policy guidelines (in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour), Baringa School is committed to:

- enhancing student learning by providing a climate of care, dignity and respect, using consistent behaviour management strategies, deliberate positive reinforcement, and recognition of achievement. This includes the elimination of bullying, cyber-bullying, harassment and discrimination.

- engaging in a school-wide positive behaviour supports program.

- providing a curriculum that is designed to equip students with skills in preparation for life beyond school.

- providing programs that offer experiential learning through real-life experiences.

- recognising that the student population has individual differences and rates of learning.

- ensuring that Individual Learning Plan Goals are written in consultation with parents, carers, paramedical staff and teacher assistants.

- offering opportunities for inclusion within the local community.

- making the development and maximum potential of each student the over-riding focus of school programs.

- offering individualised transition programs to, within and beyond school.

- ensuring the curriculum is delivered in a supportive, caring and safe environment.

- living by the school 'expectations' of respect, being safe, persistence, responsibility,.

- providing support for individual students in a situation where the student begins to disengage from their learning, or where attendance is not consistent, or when positive behaviours are not demonstrated.

Section 1: **School profile**

The school offers an integrated curriculum that combines classroom-based learning with a variety of on-site and off-site activities including:

- Outdoor Education
- Art
- Swimming
- Sail-ability
- Riding for the Disabled
- Community access
- Activities of daily living
- Shopping and food technology
- Bike education
- Safe travel education
- Basketball/Soccer

- Advance
- VCAL
- VCE Outdoor Ed
- VCE Food Technology
- Duke of Edinburgh Award scheme
- Environment/Recycling
- Grounds Maintenance
- Stephanie Alexander Garden program

Off-site activities take place within the local community where possible.

Responsibility for the establishment and development of the student's skills and learning is shared by school and home through the Student Support Group. The group has the opportunity to consult four times a year to review the student's progress and programs and devise new goals.

A whole-school approach to Drug Education, relevant to our school population, is be implemented throughout the school.

Baringa School embraces **school-wide positive behaviour support**, which aims to improve the quality of life of individuals. Behaviour is seen as a physiological response that has social meaning. A fundamental goal of this approach is to build environments in which positive behaviour is more effective than problem behaviour in enabling the student to get their needs met. This approach seeks to answer socially important questions through the study of behaviour in applied or 'real' settings, such as school, home, and the community.

A whole-school approach to **restorative practices** provides a means of addressing social skills and student engagement. The school functions best in an atmosphere of safety, trust and connectedness. Misconduct is viewed as a violation of people and relationships, and these violations create obligations and liabilities. Problem-solving focuses on healing and making things right. These practices, ranging from proactive to reactive, involve the development and enhancement of relationships in the school, where conflict resolution and other problem-solving skills are taught as part of a classroom management style that is participatory and democratic, and focuses on problem solving. Positive relationships ensure that each person in the school community has a right to equal dignity, concern and respect.

Parents (and students, when appropriate) are equal partners with the school in determining the specific learning needs and subsequent goals for the student. Student programs are not compromised by financial hardship.

Baringa School encourages use of the school as a resource for other school and the wider community. Regular student placements include special education teachers, medical students, speech pathology students, TAFE and work experience students, and others, developing their awareness and understanding of students with a disability.

Section 2: **Whole School Prevention**
At Baringa School the school culture is based on a belief that all students can and will learn, and grow in self-esteem. This is approached by fostering a climate of care, dignity and respect, using consistent behaviour management strategies, deliberate positive reinforcement, and recognition of achievement.

To support the school culture, the teaching team is actively engaged in developing classroom practice which

ensures that the pedagogy and curriculum engages each student. Effective teaching, an inclusive and engaging curriculum, and respectful relationships between staff and students are promoted. An innovative approach to pedagogy is promoted using Hume Curriculum and AusVELS to accommodate the specific individual needs of each student, and taking into account their abilities and interests

Every opportunity is taken to ensure that students are fully engaged in their learning. Student Support Groups provide an opportunity for the family, therapists, teachers (and students, when appropriate) to work together to review and undertake forward planning for student development. A multi-disciplinary approach enables students to learn in the environment that best suits their learning style. Positive social behaviours are promoted through an emphasis on expressive and receptive communication, and enhanced with community programs whenever possible. Ongoing professional learning and development enables all staff – admin, support, therapy and teaching – to be up to date with the latest research and practical approaches.

Programs and strategies being implemented to promote student engagement, high attendance and positive behaviors.

Positive Behaviours are promoted and supported through:
- Staff modelling the values of respect, trust, tolerance, fun, commitment, flexibility, teamwork, responsibility and resilience.
- Positive programming as the framework for curriculum provision.
- The building of strong relationships, both pastorally and within programs, within the student population and between students and staff.
- All staff being trained in the use of restorative practices.
- Involvement of students in the local community through programs such as Work Experience, Advance, Volunteer programs and community art projects.
- Staff having high expectations of students.
- Students who require support with behavioural interventions use agreements that are developed from Individual Behaviour Plans and Prevent, Teach, Respond plans. These plans are negotiated with the students and include creative and uniquely individual supports and responses.
- The teaching of specific skills to build student's self-esteem and sense of worth within the school community and beyond, e.g. social skills, communication skills, independent living skills, independent travel, personal development, emotional awareness and management, community access, functional maths and literacy, healthy practices, personal safety, etc.
- The active acknowledgement of students who are displaying positive behaviours, e.g. Student of the Week, rewards and certificates, publishing of students successes in the school newsletter, newspaper articles, Hero Wall display at front of school etc
- Public acknowledgement of student successes and achievements at our annual Presentation Night.
- The provision of school camps and excursions program with a focus on building positive relationships and providing students with varied and rewarding experiences. This program gives students the chance to take on personal challenges in a safe and supportive environment.
- The running of whole school theme days and fun days that build cross-age friendships and relationships and also give students the opportunity to take on extra responsibilities, e.g. Athletics Day, Rock Star Day, Movie Day, International Foods Day, Fun Run, Grandparent's Day, invitations to community groups and organisations (eg sporting clubs, art groups and Reach Foundation) who come into the school and work with the students to foster acceptance, self-esteem and inclusion.
- The organisation of interschool activities, e.g. Friendship Soccer Games, Wangaratta Soccer Tournament and cross country competition.
- Incursions to enhance students' cultural experiences and foster an attitude of enquiry, e.g. artists, performers and science show.
- The encouragement and promotion of opportunities for students to "have a voice", e.g. school captains, section captains, class meetings, circle time, pastoral meetings, restorative conferences.
- Scheduled Student Wellbeing meetings.

Student Engagement is promoted and supported through:
- Staff continually work towards a shared vision and goals. Staff accept that they are accountable to the wider

school community.
- The team approach employed by all staff. This includes teachers, speech pathology, occupational therapy, welfare team, principal, chaplain, ESO support and external agencies.
- Structures and practices which involve families and support the development of a comprehensive understanding of the individual student, e.g. regular PSG meetings with parents and relevant agencies, medical reports, specialist reports, creation and regular updating of student profiles, frequent communication with parents and carers through communication books, chat books, phone calls and meetings, as needed.
- An innovative curriculum which responds directly to the individual needs of students. This curriculum is age-appropriate, relevant, functional and life-skills based, delivered within a wide range of learning programs.
- Provision of Behaviour agreements to assist students to monitor their behaviour.
- The writing of an Individual Learning Plan (ILP) for each student. All goals are personally relevant, appropriately challenging, achievable and measurable. ILP's are used by teachers as a working document, reviewed and updated as goals are achieved.
- The provision of a structured transition program for students enrolling at Baringa and for existing students as they move through the school and includes transition to pathways and careers support programs.
- Attending to the welfare issues of students and their families.
- Inviting parents and families to take part in events at school, eg Fun Day, meet the Staff BBQ, and sporting and social events
- The application of Calmer Classrooms practices.
- Inclusion of high-interest and fun activities in the weekly electives program.
- Opportunities for students to negotiate with staff about learning needs, activities, goals and assessment.
- Flexibility in responding to student's immediate needs and issues.
- The ongoing training of staff in best teaching practices.
- Ongoing professional development for staff in understanding disability, trauma and generational poverty. Ongoing professional development in understanding strategies which are effective with our students.
- Ongoing professional discussion and sharing of information at Staff meetings, unit meetings, daily morning meetings, curriculum meetings, SWELL meetings and on an informal basis.
- Ongoing professional development for teachers in purposeful teaching and assessment, leading to improved educational outcomes for students.
- Staff undertaking classroom visits to observe good teaching practice within the school, peer feedback, team teaching, mentoring and coaching.
- Teachers trained in Special Education.
- Extra ESO support for individual students and targeted programs as needed.
- Employment of School Chaplain and Primary Welfare Officer.

Whole School Values/ School Code of Expected behaviours

AREAS	VALUES		
	Be a Learner	**Be Respectful**	**Be Responsible**
Always	Listen to others Follow instructions Join in Always try my best Ask questions Encourage others Stop, think, then make a good choice Stick with it	Speak in a friendly way Listen Follow instructions Use RIGHT WORDS RIGHT PLACE Respect personal space Acknowledge the opinion of others Respect personal property Greet people	Help others make good choices Get help if I have a problem Use STOP WALK TALK Report any problems Act honestly Make safe choices Use equipment correctly Consider the safety of others Own my behaviour
Moving around the school	Arrive at class on time Enter rooms appropriately Know where you have to go Arrive prepared Stay where I'm meant to stay Focus on my job Arrive prepared	Use a quiet voice Keep my hands and feet to myself Care for school property Allow others to concentrate Ask permission to enter others learning environments Refrain from banging on doors and windows Use RIGHT WORDS RIGHT PLACE	Walk quietly Make safe choices Arrive at class on time Stay where I'm meant to stay Walk around corners/in hallways Stop and think of others Ask permission before leaving class
Outside (Recess/Lunch Breaks)	Try joining in with others Use STOP WALK TALK Share equipment Include others Try another way when I have a problem	Allow others to deal with their own problems Let others have their space Care for others RIGHT WORDS RIGHT PLACE Keep my hands and feet to myself Play in a friendly way Co-operate with others Look after personal property of others Follow instructions of all staff	Care for our school environment Put rubbish in the bins Play safely Use undercover areas when raining Encourage others to make good choices Act honestly Stay where I'm meant to stay
Classrooms	Come to class ready to learn Have my books and pens organised Have a go at new things Stay in class during class time Stick with it	Allow others to learn Use a quiet voice Use my manners (RIGHT WORDS RIGHT PLACE) Care for other peoples belongings Encourage others Co-operate with others	Look after myself properly so I can learn (diet, sleep) Follow safety rules Be on time Follow classroom rules and expectations Look after school property
Toilets	Wash my hands Keep the toilets tidy Ask to go to the toilet Use good hygiene	Respect privacy of others Wait my turn Go in and out quietly Stay in my own cubicle	Use the toilets properly Dispose of rubbish in the right place Go to the toilet in my break time Report any problems to staff
Office	Sign in and out if leaving the school Deliver messages politely, quietly and promptly Use a purple card Wait my turn Show initiative	Walk quietly Use a quiet voice Greet people nicely Use friendly language (RIGHT WORDS RIGHT PLACE) Display good body language	Look after property Wait my turn Knock on office doors before entering (wait for invitation) Walk inside Offer help to others if needed
Public/Wider Community	Represent my school, be a good role model Look after other students Follow the plan(Be where I'm meant to be) Follow teacher instruction Participate	Respect public property Respect personal space of others(footpath, shops, transport) Use a quiet voice Use manners (RIGHT WORDS RIGHT PLACE)	Behave in a safe manner Be honest Use a quiet friendly voice Be on time Dress appropriately-come prepared for the activity Follow community rules Follow road rules and make safe choices Present as a good role model for Baringa school
Buses	Travel safely Line up safely Wait in the right spot patiently Sit correctly on the bus Remain seated on bus	Take my rubbish with me Put my belongings out of others way Keep the bus clean Use manners (RIGHT WORDS RIGHT PLACE)	Wear my seatbelt Sit quietly Keep my hands and feet to myself Stay in my seat
Technology	Use technology correctly Follow teacher instructions Follow school rules Try something new Give my phone, ipod to teacher when asked	Respect my own and schools ICT equipment Use only school approved sites and applications Use social networking in a friendly way	Care for equipment Report any problems Know the dangers and legalities of social networking

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 emphasis's 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 1995*

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*

The following school policies, protocols and guidelines are in place or will be developed to allow the school to implement effective practices within the school community:

Acceptable Use of IT/Internet Policy	Occupational Health and Safety Policy
Asthma	OH&S Issue Resolution Flow chart
Asset Management Policy	Offensive Materials
Camping Policy	Parent Payment Policy
Casual Relief Teacher Policy	Prevention of Bullying (DEECD)
Community Access Procedure	Professional Development ES Staff
Complaints Protocol	Professional Development Teaching Staff
Confidentiality Protocol	Promote a Safe and Secure Environment
Electrical Safety Procedure	Record Keeping Policy
Emergency Plan	School Privacy Policy
Employment Guidelines (DEECD)	Sexual Harassment
Excursion Policy	Smoke Free Schools Policy (DEECD Reference
Equal Opportunity Policy	Guide)
Hazardous Substances	Staff Leave Policy
Head Lice Program Policy	Student Attendance Policy
Healthy Eating Policy	Student Code of Practice (Cyber bullying)
Induction Program	Student Engagement Policy
Investment Policy	Sunsmart Protocol
Leave Policy	Transition Processes
Mandatory Reporting (DEECD-Reference Guide-	Transport Code of Conduct for Students
Student Care and Supervision. "Protecting	Volunteers & Visitors Protocol
Children") Medication Policy	Vision, Mission and Values
Mobile Phone Policy	

Student Support Group (SSG)
Goal Planning Form
Goal SSG profile
Model of management of behaviour

Medication information form Annual permission form (travel, photograph) Student information form Managing Individual Pathways (MIPS) Transition to school protocols (Gipps DEECD) Futures For Young Adults

Baringa School endorses the rights and responsibilities of every student, parent, staff member, volunteer and members of the community to promote positive, non-discriminatory relationships.

It is our belief that teachers, parents and students must be able to work safely and harmoniously, encouraging age appropriate social behaviour. It is necessary therefore, that each person should treat others with respect, courtesy and consideration, and that all members of the school community should work towards establishing the following "rights" and promote the school values.

The school values and promotes the principles of School-wide Positive Behaviour Support. A 'right' is something which belongs to all members of the school community and cannot be taken away.

Right 1: We all have a right to work and play in a safe and happy environment. Members of our school community will seek to keep themselves physically and emotionally safe; act in a manner that values the safety of others; actively respond to safety concerns they see within the school community; support others within the community to maintain their own safety.

Right 2: We all have the right to be treated courteously by others and to show consideration for others. Members of our school community will use good manners; use language appropriate to the school environment; show consideration for and recognition of other peoples' feelings; talk and walk quietly; learn to work and share with others; display good sportsmanship.

Right 3: We all have a right to have our property respected by others. Members of our school community will look after their own and respect others equipment; not touch other people's belongings without asking; return school equipment to its storage point; keep school grounds and classrooms tidy; care for school furniture and equipment.

Right 4: We all have the right to be informed of the school's Code of Conduct. Members of our school community will be informed of policy. Observance of rules, rights and responsibilities will be part of the school's daily routine, and consequences of inappropriate behaviour will be explained. Explanations and teaching of appropriate behaviours will be a focus when a misdemeanour occurs.

Section 4: **Shared Expectations**
Baringa School promotes shared expectations to ensure that the learning, safety and rights of all people within our school community are respected. The expectations address what are accepted and appropriate behaviours for our school community. They are intended to support the individual students, families and staff, and acknowledge the diversity of backgrounds, communities and experiences that we have within our school community.

<u>**Staff Engagement**</u>
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.
- Identify the diversity of the school community and deliver teaching and learning, educational and

extra-curricular activities inclusive and responsive to student needs.
- Ensure best practice by supporting and promoting professional and personal development opportunities for staff.

The school 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, where practicable, developing a positive school culture.
- Engage in regular professional and personal development activities.

Attendance
In compliance with DEECD procedures, school staff will:
- Promote regular attendance with all members of the school community.

- Monitor and follow up on absences.

Behaviour
The school leadership team will:
- Lead and promote school-wide implementation of the SWPBS
- Monitor the welfare and progress of students and the effectiveness of implemented strategies.
- Provide professional development and training for staff, parents and carers in areas where a need is identified, such as promoting positive behaviour, managing inappropriate behaviour, medication, diet.
- Provide structures and processes to assist and support staff in the support of students. This includes individualised programming, processes for getting additional support, de-briefing following a serious incident, and clear dissemination of information.
- Provide access to support staff including physiotherapy, occupational therapy, speech pathology and psychology for students, staff and families.
- Ensure positive and cooperative relationships with the Department of Human Services, paediatricians, respite facilities and other support agencies to link students and families with appropriate services.

The staff will:
- Use school-wide positive behaviour practices as a basis for negotiating class-based shared expectations with students where practicable.
- Teach students social competencies through curriculum content and pedagogical approaches.
- Employ behaviour management strategies that reflect the behaviours expected from students, such as modelling, redirection, tactical ignoring, re-arrangement of environment, prompting.
- Teach alternative positive behaviours and encourage coping and self-control strategies.
- Utilise person-centred plans.
- Adopt a positive approach to behaviour management that aims to build on student strengths.
- Frequently acknowledge and reinforce positive behaviours.
- Develop socially acceptable and/or augmentative forms of communicating with an aim to improve student behaviour.
- Develop individualised behaviour management plans based on a thorough knowledge of each

student.
- Build a collegiate atmosphere where staff can share strategies and support each other to reflect on their own behaviour management approach.
- Regularly monitor assess and review individual learning goals.
- Adopt a team approach to student welfare whereby staff, parents and support agencies work together to achieve shared goals utilising Student Support Group and meeting processes.
- Maintain close and frequent home-school liaison through communication books, email or telephone.
- Develop and extend professional practice by keeping informed and utilising best practice behaviour management techniques.
- Implement student medical plans.

Student Engagement

All students will:
- Actively engage in learning programs.
- Participate in the school's educational programs.
- Learn and employ socially appropriate behaviours.
- Demonstrate respect for themselves, peers, staff, families and community members.
- Respect the rights of others, including behavioural, cognitive and emotional engagement.

Attendance

All students are expected to attend school every school day throughout the school year. If students cannot attend, their parents/carer must provide a written explanation to the school. It is acknowledged that many students have complex medical and /or emotional needs and may require extended periods of absence from school.

Behaviour

All students are expected to:
- Support each other's learning by behaving in a way that is curious and respectful.
- Be considerate and supportive of others.
- Demonstrate behaviour and attitudes that support the well-being and learning for all and contribute to a positive environment that is safe, inclusive and happy.

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.
- Assist the school to provide student-centred responses by providing all relevant information to the school.
- Actively participate in supporting their child's learning by building a positive relationship with the school.
- Work with the school by attending the Student Support Group meetings and responding to communications in a timely manner.
- Remain open to discussing, learning, and implementing behaviour management practices.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct and kept up-to-date,

that their children attend school regularly, and that they advise the school as soon as possible when a child is absent from school.

Behaviour
Parents/carers should understand and support the school's expectations and provide a consistent approach that supports their child's learning and engagement, both in and out of school.

Section 5: **School Actions**

Attendance
Absences often mean students miss important stages in the development of their learning, resulting in difficulties with learning, maintaining, and extending skills. The following are ways in which we promote school attendance:

- Support and promote the DEECD philosophy, 'Every Day Counts", while acknowledging that medical and/or emotional needs may impact on a student's ability to attend school.

- Record all student absences. Aggregated records on to the CASES21 database and communicated to DEECD (refer to Student Engagement Policy).

- Provide regular clear written/verbal statements to parents/carers/students about school and community attendance expectations.

- Monitor student attendance through the evaluation of the student absence reports on CASES21. If parents/carers have not provided an explanation/satisfactory explanation within three days of the initial absence, contact will be made by the classroom teacher or nominated representative.

- Initiate contact with parents of students with high levels of absence, with the view to developing and implementing strategies to minimise disruption to the student's education.

- Organise a formal attendance conference in cases where a student's attendance is unexplained, or there is a lack of cooperation regarding student attendance. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Human Services.

- Retain and store all records of communication relating to attendance at the school for a minimum period of 12 months.

Behavioural Consequences
Consequences for behavioural actions are individualised and appropriate to the student and the situation. Individual person-centred plans guide staff in developing appropriate responses to unexpected emotional and behavioural events. Corporal punishment is not permitted.

Detention
Baringa School uses a School-wide Positive Behaviour approach to monitor and improve student behaviour, and therefore does not use detention practices. Students may be withdrawn from programs in response to unexpected emotional and behavioural events.

Student Support Group

The focus of the Student Support Group is on educational planning and monitoring of a student's progress. This planning process will enable schools to facilitate optimum learning outcomes for every student with a disability. To best support the educational outcomes of students with disabilities and additional learning needs, the Student Support Group will:

- Identify the student's needs

- Plan goals that will assist the student to develop appropriate skills and learning

- Support the staff to devise and implement an appropriate Individual Learning Plan (ILP)

- Monitor and evaluate the student's progress against the agreed learning goals

- Plan for the future, including transition to post-school options

Exclusion

Details of suspension and expulsion procedures are defined below. However, it should be noted that parents/guardians are to be involved in exclusion procedures, except where a student is over the age of 18 years. In this case the principal must make enquiries as to the student's ability to represent him or herself. After making such enquiries, if the principal is satisfied that the student lacks the ability to adequately represent himself or herself, the student cannot be referred to in place of 'a parent'. In this case, as with a student under 18 years of age, the principal may include parents/guardians or an adult whom the principal considers to be suitable and available to perform the role of the parent e.g. a care-giver.

At Baringa School, every attempt would be made to avoid exclusion processes as far as possible.

NOTE: The following procedures are mandated by the Department of Education and Early Childhood Development (Source: *Effective schools are engaging schools: Student engagement policy guidelines. Section 4.3)*

Suspension - General information

Suspension is a serious disciplinary measure and would only be used when other measures have not produced a satisfactory response. Suspension is used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five 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 fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.

Procedures prior to suspension

With the exception of situations which require an immediate response, 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 immediate action (in the form of a suspension or expulsion) is required. When it is believed that a student's behavior warrants suspension, the principal must ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the Student Support Group 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

(1) The principal must ensure that –
(a) the behaviour, the educational needs of a student, disability, age of student and the residential or social circumstances of the student has been considered before suspending a pupil;
(b) a pupil is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a Student Support Group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.
(c) the parent may be accompanied at that meeting by another person who is not acting for fee or reward.
(d) if it is considered warranted by the pupil or the parent, the principal must ensure that suitable language interpretation facilities are available at the meeting arranged.

Grounds for suspension

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:
(a) behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities; or
(b) commits an act of significant violence against person, property or being knowingly involved in the theft of property; or
(c) possesses, uses, or assists another person to use prohibited drugs and substances; or
(d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or staff member; or
(e) consistently behaves in a manner that interferes with wellbeing, safety or educational opportunities of any student; or
(f) engages in behaviour that vilifies, defames, degrades or humiliates another person.

Procedures for suspension

If the strategies outlined in 4.2.2 of the Student Engagement Policy Guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:
(1) The principal must provide the parents of the student with a copy of the Procedures for suspension brochure and a notice of suspension (refer to Appendix 13: Student Engagement Policy) on the day on which the suspension commences or within twenty four hours thereof.
(2) The principal will also provide the president of the school council with a copy of the notice of suspension.
(3) 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 five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.
(a) The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, Student Support Group, parents, student and other key professionals. 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.
(4) A 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.
(a) A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil's educational needs.

Period of suspension

The maximum continuous period of time a pupil can be suspended at any one time is five school days. A pupil cannot be suspended for more than fifteen school days in a school year.

Expulsion – General Information

The School Principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level. Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted (refer to Appendix 2: Staged Response checklist: Student Engagement Policy).

Grounds for Expulsion
A principal may expel a student if;
(a) the student does anything for which they can be suspended.
(b) the students behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the School.

Procedures prior to Expulsion
Prior to an expulsion the principal must ensure that;
(a) a comprehensive range of strategies, consistent with a staged response has been implemented by the school;
(b) despite these strategies, the student's inappropriate behaviour persists; and
(c) the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard.

Procedures for Expulsion
(1) The principal is responsible for a student's expulsion. The principal must notify the regional director that a student support group is being convened to discuss expulsion.
(2) The principal must convene a Student Support Group meeting to;
(a) provide the student's parents/carers with a Notice of Expulsion (refer to Appendix 15: Student Engagement
Policy) before the day on which the expulsion commences
(b) provide a copy of the Procedures for expulsion, to the student's parents/carers
(c) identify the future educational, training and/or employment options most suited to the student's needs
(d) a principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) to the regional director with a written expulsion report (refer to Appendix 16: Student Engagement Policy).

Transition Arrangements
If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student.

Expulsion Appeal Process
A principal's decision to expel a student can be appealed by student's parents/carers.
The principal must provide the student and parent/carers with an Expulsion Appeal proforma (refer to Appendix 18: Student Engagement Policy), at the final Student Support Group meeting. The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the principal must provide the regional director with a copy of the Expulsion Appeal with twenty-four hours.

Evaluation:
This policy will be reviewed as part of the school's three-year review cycle.

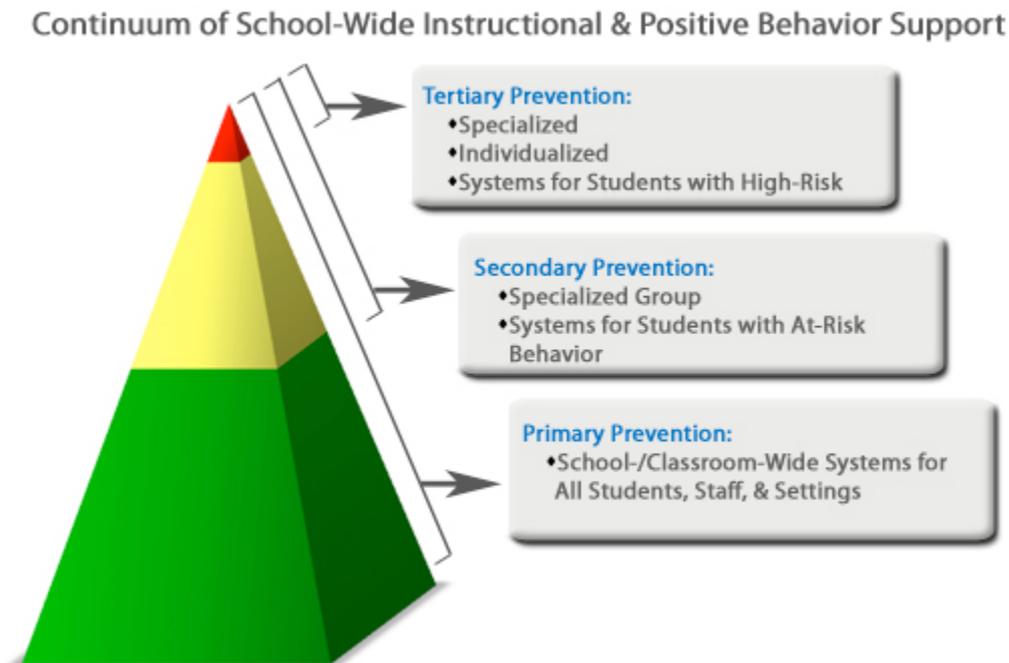Principal_____ School Council President_____

| This policy to be ratified by School Council in.... | **2014** | |

Attachment A

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:

Continuum of School-Wide Instructional & Positive Behavior Support

Tertiary Prevention:
- Specialized
- Individualized
- Systems for Students with High-Risk

Secondary Prevention:
- Specialized Group
- Systems for Students with At-Risk Behavior

Primary Prevention:
- School-/Classroom-Wide Systems for All Students, Staff, & Settings

Why is it so important to focus on teaching positive social behaviours?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behaviour?" In the infamous words of a TV personality, "How is that working out for you?"
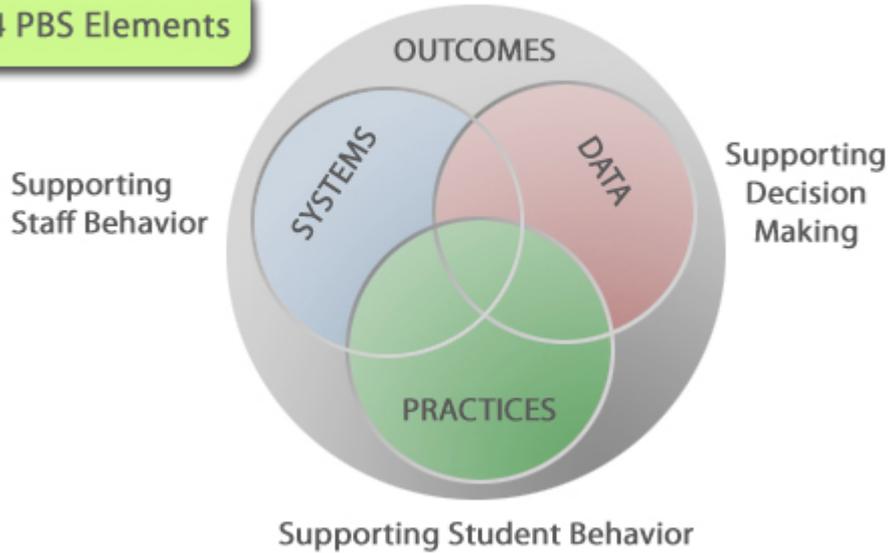
In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behaviour is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The following diagram illustrates how these key elements work together to build a sustainable system.

4 PBS Elements

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

Supporting Staff Behavior

Supporting Decision Making

PRACTICES

Supporting Student Behavior

- **Outcomes**: academic and behaviour targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)

- **Practices**: interventions and strategies that are evidence based. (How will you reach the goals?)

- **Data**: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)

- **Systems**: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)