



Plenty Parklands PS

Student Engagement and Wellbeing Policy

2019



Principal: Ms Claire McInerney
School Council President: Mr. Roger Baker

Table of Contents

School profile statement	3
Whole school prevention statement	3
School Values	5
Resilience, Rights and Respectful Relationships	6
Bullying and Harassment	8
Responding to Incidents, Disclosures and Suspicions of Child Abuse	10
Responding to Allegations of Student Sexual Assault	11
Reportable Conduct	12
Rights and Responsibilities	13
Shared Expectations	15
Actions and Consequences	15
Discipline Procedures	17

The Principal class is responsible for leading the development and implementation of the Student Engagement and Wellbeing Policy. School Council is responsible for ensuring this policy reflects the shared expectations of the whole school community and that the policy is communicated and monitored, and its effectiveness evaluated.

SCHOOL PROFILE STATEMENT

Plenty Parklands Primary School is in a growth area in Melbourne's northern suburbs and located in the city of Whittlesea. The school was designed for a long term enrolment of 800 students and in 2018 the enrolment is 770, with 32 homegroups. The physical environment is conducive to positive behaviours and effective engagement in learning. The school community has a diverse ethnic population, with 31 nationalities represented, including four ATSI (Aboriginal and Torres Strait Islander) students. We have a number of economically disadvantaged students with approximately 14% of our families entitled to receive the CSEF. At present we have 17 Program for Students with Disabilities (PSD) students identified and funded. A total of ten Education Support staff work with these students. We run Language Support Programs to cater for the students identified as experiencing difficulty with expressive and receptive language and we also implement a program for children for whom English is not their first language (EAL).

Our school operates according to the Quality Framework based on strong relationships and agreed processes. Our mission is, "to educate children as lifelong learners to shape a better Australia."

Our vision is that:

1. Our students, staff and community learn and are cared for in an environment that reflects our school values and Quality Principles.
2. Our students are creative and discerning thinkers with the skills, knowledge and personal attributes to contribute as global citizens.
3. Our school promotes and fosters individual and team excellence.
4. Value is added to each child's life through our interdependent partnership between parents, staff, students and the community.

WHOLE SCHOOL PREVENTION STATEMENT

Our aim is to provide a positive school culture that promotes student belonging and connectedness, with a focus on establishing positive and respectful relationships between teachers and students. This is based on the belief that students will learn effectively in a safe and supported environment and when their teachers have high expectations for their learning. This is fundamental to building and sustaining student wellbeing. We acknowledge that some children may need extra social, emotional or educational support and that the needs of students will change over time as they grow and learn.

Our core values form the basis of our ethos, our way of operating and the way students, staff and parents relate to one another. Expectations and consequences for problem behaviour are clear. There are school wide processes to identify vulnerable students and those at risk of disengagement from school. Every effort is made to support these at risk and vulnerable students.

Our in school transition program aims to minimise anxiety, increase resilience and ensure that students develop a readiness to make a successful transition between year levels. Our carefully planned transition programs support students moving into different stages of their schooling. Positive behaviour and student achievement is acknowledged in the classroom and formally, where appropriate.

In the context of the Victorian Curriculum, our school curriculum includes pro social learning to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement. Equipping children and young adults with the skills to understand and critique gender norms, the benefits of positive relationships, and how to communicate positively and respectfully, is essential preparation for productive and healthy adult lives. When students are engaged in setting their own behavioural expectations, they are much more likely to commit to them. This also helps to build an inclusive and respectful school culture, where all members of the school community feel empowered to contribute to influencing our culture and practice.

Staff adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.

Plenty Parklands implements a range of strategies that support and promote individual engagement. We are committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The student wellbeing staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Each year level cohort has a Curriculum leader and a Leading Teacher designated as wellbeing support, who monitor the health and wellbeing of students and act as a point of contact for students who may need additional support. We use information gathered upon enrolment and while the student is enrolled, attendance records, academic performance, to meet with a parent/carer to talk about how best to help the student engage with school, consider if any environmental changes need to be made, respond to changes in the student's circumstances and health and wellbeing, put an Individual Learning Plan or Behaviour Support Plan in place as needed, or make a referral to Child First, Student Support Services, Koorie Engagement Support, or other external support services.

All teachers and wellbeing support staff monitor student attendance on a regular basis, acknowledging good attendance and following up on student absences with either personal or phone contact. See Student Attendance Policy for more details. [..\Policy Statements\Attendance Policy - updated May 2018.docx.doc](#)

Communication of our policies and procedures on the care, safety and wellbeing of students to the school community is via Compass, the newsletter, webpage, Facebook, year level blogs and term overviews, Welcome packs and assembly items.

VALUES



	WHAT THE VALUES MEAN	WHAT THE VALUES LOOK LIKE AT PLENTY PARKLANDS
A FAIR GO FOR ALL	<p>I live by Australia's traditions of democracy and freedom.</p> <p>I live in harmony and am open minded to diversity.</p>	<ul style="list-style-type: none"> • I accept people by what they do and say, not what they look like or on their background. • I am tolerant and understand that it is okay for people to be different. • I let people join in. • I share with others. • I listen to the opinions of others. • I take turns.
HONESTY	<p>I tell the truth, even when it is difficult.</p>	<ul style="list-style-type: none"> • I tell the truth even when I have done the wrong thing. • I tell the truth and report any problems or issues. • I tell the truth even if my friends are involved. • I follow the values and safety rules without reminders. • I tell the truth in a way that does not hurt another person's feelings.
RESPECT	<p>I treat other people as I would like to be treated, with kindness and courtesy</p>	<ul style="list-style-type: none"> • I speak to others in a friendly way. • I listen when someone is speaking to me. • I follow the school processes. • I use equipment and facilities responsibly. • I am punctual. I arrive at school and to class on time.
TRUST	<p>I am responsible and do the right thing.</p>	<ul style="list-style-type: none"> • I can be trusted to live by the school values, including when no one is watching me. • I will report any problems or issues. • I am not a 'bystander' or 'onlooker'. • I speak and act appropriately at all times. • I keep private matters, private.
CARE	<p>I am kind to others and considerate of their feelings.</p>	<ul style="list-style-type: none"> • I take an interest in others. • I look after others when they need help or support. • I try to encourage others through using a positive sense of humour. • I have zero tolerance for bullying; I do not accept or let bullying happen. • I get along with others.
PERSONAL ACHIEVEMENT	<p>I put in my best effort, individually and as a team member, by being persistent, resilient and responsible for my learning and behaviour.</p>	<ul style="list-style-type: none"> • I have a go at learning new things. • I set high but achievable goals. • I strive to achieve my goals. • I put in my best effort. • I learn from my mistakes. • I present 5 star work. • I am confident.

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

The Resilience, Rights and Respectful Relationships (RRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education. As well as teaching academic skills, it is part of our core business to promote student resilience, wellbeing and positive social attitudes.

Explicitly teaching social and emotional learning is recognised as a key part of fostering personal and social capabilities. Studies show that school based violence prevention and respectful relationships initiatives can produce lasting changes in attitudes and behaviours. A whole school approach means providing students with broad exposure to key messages across the curriculum, policies and practices of the school.

Social and emotional skills help students develop the resilience to deal with change, challenge and unpredictability. Positive relationships are significantly associated with increased 'school connectedness' and with cognitive, emotional and behavioural engagement. A sense of connectedness or belonging to school and to family is the single most important protective behaviour factor for young people. Students who experience stigma or discrimination are more likely to also experience reduced connectedness to school. In contrast, students who feel cared for by people at their school and feel connected to learning:

- Are more likely to be motivated
- Show improved academic outcomes
- Have higher academic self efficacy
- Show improved mental health
- Are less likely to abuse substances
- Are less likely to engage in violence
- Are less likely to experience discrimination or stigma.

The term protective behaviours refers to behaviours which enable children to recognise and respond to situations in which their personal space and safety might be compromised. Components of a successful program include:

- Teaching children how to identify, resist and report inappropriate touching
- Reassuring children that it is not their fault if they experience abuse
- Learning the proper names of their genitals.

The Resilience, Rights and Respectful Relationships learning addresses all strands of the Personal and Social Capability and involves students in a range of practices including:

- Recognising and regulating emotions
- Developing empathy for others
- Understanding relationships
- Working effectively in teams
- Handling challenging situations constructively
- Developing leadership
- Promoting gender equality

Organisation of school teaching and learning program

In prep, Resilience, Rights and Respectful Relationships is covered on an ongoing basis. We use our Unit of Work, "Shaping Identity" in term 1 and "Fairness and Friendship" in term 3 as the tool to integrate into our curriculum. We also use the You Can Do It program for resilience, confidence, getting along, persistence and organisation. The Incredible Flexible You program is utilised for social skills such as emotions, feelings, personal space, looking with your eyes and the group plan.

Year 1 students learn about Rights and Respectful Relationships on a daily basis through the introduction to the unit "Working Together", the term 1 unit "Growing Older and Wiser", weekly class meetings, unpacking the school values and the wheel of choice. Learning has been integrated into many curriculum areas and the focus is on developing our emotional literacy, personal strengths and positive coping strategies through whole class

discussions, role plays and writing activities. Anecdotal notes, student work samples and collegial discussions at unit meetings have all assisted in assessing students. Reporting of students' progress is documented in the personal social capabilities section of student reports.

In year 2, Resilience, Rights and Respectful Relationships is explicitly taught for 1 hour every fortnight. It is continually covered throughout the school year in whole year level meetings, class meetings and when issues arise. Resilience, Rights and Respectful Relationships is also integrated within the Term 3 Unit of Work, "Celebrating Multiculturalism" where students learn about social justice and what it means to show fairness and respect to all people.

Year 3 focus on the topics identified as being most relevant to our cohorts needs. We cover one lesson per week focusing on the topics Positive Coping and Problem Solving. As part of the Positive Coping unit students develop their understanding of strong emotions, learn strategies to manage angry feelings and learn how to apologise to their peers. During the Problem Solving topic, students develop their understanding of problem solving strategies and apply these strategies during game and role play situations. Through reflection, students evaluate the effectiveness of each problem solving strategy. Observations, anecdotal notes and learning tasks through the Guided Inquiry unit are the methods of assessment.

Year 4 teaches Problem solving (Topic 3) and Positive coping (Topic 4) from the Resilience, Rights and Respectful relationships program. We teach it weekly one session a week. It is being assessed through anecdotal records and the completed activities of the students.

In year 5, we teach our students about Resilience, Rights and Respectful relationships throughout the year. Once a fortnight we teach one lesson from the 'Resilience, Rights and Respectful relationships' booklet. In term one and three, a local police officer visits the students to discuss the characteristics of respectful relationships. Students also take part in role-play situations and how to act accordingly. We have also used our term one Unit of Work, 'Ethics and Emotions' for ethical discussion and decision making and the challenges of having respectful relationships.

In year 6 we teach Resilience, Rights and Respectful Relationships throughout the year. Once a fortnight we teach one session from the 'Resilience, rights and respectful relationships' booklet. The year six team cover the topics of emotional literacy and problem solving. This is assessed through work samples as well as anecdotal notes. We have also used our term 2 unit 'Care For The Kids' to discuss decision making and respectful relationships. During term 1 the year 6 cohort are visited by a local police officer to discuss the characteristics of respectful relationships. Students also take part in small role plays on how to act accordingly in a variety of situations.

BULLYING AND HARASSMENT

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. Refer to the school's Bullying Prevention Policy. <..\Policy Statements\Bullying Prevention Policy.doc>

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Refer to the school's Anti Harassment Policy <V:\Policy Statements\Anti-Harassment.doc>

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

At PPPS, we believe that it is important to provide a safe and friendly environment for students and staff and, in line with our values, to encourage care, tolerance and respect for others.

All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act 2010.

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. However, if the friend is harassing another person, let them know that their behaviour is unacceptable. It is the responsibility of a 'bystander' to intercede or seek help.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.

- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving.
- Publicly excluding a person from your group.
- Taking or breaking a person's property.
- Knocking a person's books or belongings out of their hands or off their desk.
- Teasing a person because of their looks.

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- not visiting inappropriate sites
- not forwarding on inappropriate information
- respecting people's privacy by not using digital cameras including phones and other devices to record audio or visual material

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- tell the person you don't like what they are doing and you want them to stop.
- discuss the matter with a student leader or a teacher/welfare coordinator who you feel comfortable with.

Grooming

Is when a person engages in predatory conduct to prepare a child for sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

Online Grooming

Is a criminal offence and occurs when an adult uses electronic communication (including social media) in a predatory fashion to try to lower a child's inhibitions, or heighten their curiosity regarding sex, with the aim of eventually meeting them in person for the purposes of sexual activity. This can include online chats, sexting and other interactions. Online grooming can also precede online child exploitation, a form of child exploitation where adults use the internet or a mobile to communicate sexual imagery with or of a child.

All concerns will be taken seriously. All complaints will be treated confidentially.

RESPONDING TO INCIDENTS, DISCLOSURES AND SUSPICIONS OF CHILD ABUSE

Understanding Staff Obligations

Society as a whole shares a responsibility for protecting the safety and wellbeing of children. All school staff members have a moral and legal obligation and a Duty of Care to protect any child under their care from foreseeable harm (not just staff who are classified as mandatory reporters). [..\Child Safe Standards\Child Safe Standards\Final good copies of documents\Child Safe Policy.doc](#)

All staff members must respond to any reasonable suspicion that a child has been, or is at risk of being abused by following the Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse. Victorian legislation outlines legal obligations in relation to reporting suspected sexual child abuse. Failing to meet these obligations can constitute a criminal offence, including a:

- failure to disclose a sexual offence
- failure to protect a child (where it is known that a person associated with the school poses a substantial risk of sexually abusing children).

As a school staff member, it is critical to be able to recognise the physical or behavioural signs of child abuse. You may be the best placed or only adult in a position to identify and respond to suspected abuse.

Under the duty of care, the principal and all school staff have a responsibility to protect and preserve the safety, health and wellbeing of children in their care and must always act in the best interests of the child. Exercising a duty of care means:

- acting on concerns quickly and acting in the child's best interest
- protecting the safety, health and wellbeing of the children in our care
- seeking appropriate advice or consulting when unsure
- supporting a child at an interview
- providing ongoing support to a child and their family
- attending meetings such as DHS Child Protection Case Planning meetings or Student Support Group meetings

Duty of care is breached if a person fails to act in the way that a reasonable/diligent professional would do in the same situation.

Mandated and non mandated school staff

In Victoria, teachers, as mandatory reporters, must make a report to Victoria Police and/or DHS Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form reasonable belief that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/or sexual abuse, and
- the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

It is a criminal offence not to report in these circumstances.

All adults (not just staff who are classified as mandatory reporters) are obligated to report to police where they have formed a reasonable belief that another adult may have committed a sexual offence against a child under 16 years of age. Failure to disclose the information to police is a criminal offence. Failing to disclose a sexual offence based on concerns for the interests of the perpetrator or organisation will not be regarded as a reasonable excuse.

The Department of Education currently requires all teachers and relevant school staff to undertake online Mandatory Reporting Training to be aware of their legal and ethical responsibilities around identifying and reporting suspected child safety issues. Family violence is covered in this training.

Staff members are required to repeat this training every 12 months.

Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse
[..\Child Safe Standards\Child Safe Standards\Final good copies of documents\School's Guide - identifying and responding to all forms of abuse.pdf](#)

1. Responding to an emergency – page 26
2. Reporting to authorities – page 27
3. Contacting parents/carers – page 32
4. Providing ongoing support – page 34

Use this template to record details when responding to child abuse: [..\Child Safe Standards\Child Safe Standards\Final good copies of documents\Responding to child abuse template.docx](#)

[..\Child Safe Standards\Child Safe Standards\Final good copies of documents\Poster FourCriticalActions_ChildAbuse.pdf](#)

[..\Child Safe Standards\Child Safe Standards\Final good copies of documents\FourCriticalActions responding to student sexual offending.pdf](#)

Managing a disclosure

If a child or young person makes a disclosure to you, it is important that you respond in an appropriate and supportive manner. It is also important to inform the child that there are some things you cannot keep a secret or confidential.

When managing a disclosure, we need to:

- stay calm and control expressions of panic or shock
- state clearly that the abuse was not the child's fault - no matter what the circumstances are
- listen to the child
- use the child's language and vocabulary
- emphasise that the child is not at fault
- reassure the child that you believe them and that disclosing the matter was the right thing to do
- tell the child you are required to report to DHS Child Protection to help stop the abuse.

What information do we need to provide?

When making a report to Child FIRST or DHS Child Protection, we should aim to provide as much information as possible. This may include specific information about the child and other members of the child's family, or people living with the child whose behaviour has an impact on the child.

RESPONDING TO ALLEGATIONS OF STUDENT SEXUAL ASSAULT

Compulsory Actions for Principals

This must be followed step by step in dealing with allegations of student sexual assault. This is Departmental policy and a mandatory requirement of all Principals.

- Provide a safe environment for the alleged victim.
- Separate the alleged victim and others involved, and provide staff support for each individual.
- Address duty of care issues for all students involved.
- Inform the student of your obligation to report the incident to the Department of Education, Victoria Police and if appropriate, DHS Child Protection.
- In the case of an emergency, call for medical assistance/police. Phone 000
- Report the incident to the Emergency and Security Management Unit (ESM) Phone 9589 6266
- ESM will then contact the Student Critical Incident Advisory Unit and the Regional Office.
- Report the incident to the Victoria Police Sexual Offences and Child Abuse (SOCA) Unit.
- If appropriate, report the incident to DHS Child Protection. Phone 131 278
- Contact the parents/carers of the alleged victim unless circumstances indicate this should not occur.
- Document the disclosure and ensure that staff have documented their actions.
- Other than ensuring the safety of all involved, there should be no detailed communication

with alleged perpetrators, their parents/carers and any other students involved until after approval from the Victoria Police SOCA Unit.

- Allegations of sexual assault must be managed in partnership with the Student Critical Incident Advisory Unit and the Regional Office, who will provide ongoing advice and support to schools.
- Police are the investigating body.
- It is the responsibility of the Principal to develop a partnership with the Manager, Student Critical Incident Advisory Unit and the Regional Director.

The table below provides an outline of the types of information that may be useful.

Child	Family	Alleged Abuse	Notifier
<ul style="list-style-type: none"> • Name/Gender/Age • Any Disabilities, mental or physical health issues • Current location and safety status • Social and economic background • Previous history or indicators of abuse • Languages spoken • Extended family • Parent/Carer • Cultural status • Religion • Any other significant factors • Positive relationship with family member or carer 	<ul style="list-style-type: none"> • Composition • Parent/carer information • Presence of extended family • Siblings - Name/Age • Disability or illness in family • Language spoken at home • Other people living at home • History of school involvement with family • Other Agencies involved • Likely reaction to DHS Child Protection • Family awareness of report 	<ul style="list-style-type: none"> • Times/Dates • Nature of incident • Any patterns of behaviour or prior concerns leading up to the alleged abuse • History of violence • Previous incidents • Previous agency involvement 	<ul style="list-style-type: none"> • Name • Occupation • Location • Contact details • Relationship to child • Grounds for belief • Present/prior concerns

REPORTABLE CONDUCT

The Reportable Conduct Scheme is a separate, child safety mechanism by which notification is made directly to the Employee Conduct Branch so that they can in turn report the allegations to the Commission for Children and Young People (CCYP).

Reportable conduct is where a person has a reasonable belief that there has been:

- A sexual offence (even prior to criminal proceedings commencing), sexual misconduct or physical violence committed against, with or in the presence of a child;
- Behaviour causing significant emotional or psychological harm, or
- Significant neglect of a child, or
- Misconduct involving any of the above.

The scope of 'Reportable Conduct' is wide and is not limited to criminal conduct.

That means reportable conduct includes sexual offences, grooming, 'sexting', as well as inappropriate physical contact or sexualised behaviour with a child. Reportable Conduct includes information about something that is alleged to have occurred outside the course of the person's employment or engagement with the Department.

Reportable conduct will not include conduct of a person under the age of 18 years. This means that child to child abuse is not covered by the Reportable Conduct Scheme.

Mandatory reporting operates separately to, and is additional to, the Reportable Conduct Scheme. The Reportable Conduct Scheme complements mandatory reporting, in that it requires reporting to the CCYP concerning allegations of child abuse or child related misconduct by workers, contractors and volunteers of an organisation.

The Child Safe Standards aim to prevent and respond to child abuse in an organisation. They operate at an organisational level, aiming to drive proactive cultural change in organisations and ensure that protecting children from the risks of abuse is embedded in everyday thinking, operations and practice.

The Scheme also aims to prevent workers and volunteers who have committed reportable conduct from working or volunteering in other organisations that are responsible for children.

RIGHTS AND RESPONSIBILITIES

Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Our school welcomes students of all abilities. We ensure that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers. Our practice is to acknowledge and respond to the diverse needs, identities and strengths of all students. This benefits students of all abilities and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment

At PPS corporal punishment is prohibited. Other forms of behaviour management deal more effectively with managing inappropriate behaviour.

Equal Opportunity

The *Equal Opportunity Act 2010* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the Act it is unlawful to discriminate against a person on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identify and sexual orientation.

The Charter of Human Rights and Responsibilities Act 2006 (Vic)

Requires government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint and decisions to suspend or expel a students. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

Students with Disabilities

The Disability Standards for Education, 2005 clarify and make explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation.

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

- realises their learning potential and maximises their education and training achievement
- promotes enthusiasm for lifelong learning
- allows parents to take an active part in their child's education and training

Schools – principal class, teachers and education support school staff

- Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. The Principal and School Council of Plenty Parklands Primary School have ultimate responsibility for the detection and prevention of child abuse and are responsible for ensuring that appropriate and effective internal control systems are in place. The Principal is responsible for:

- Dealing with and investigating reports of child abuse;
- Ensuring that all staff, contractors and volunteers are aware of relevant laws, organisational policies and procedures and the school's Code of Conduct, particularly as it relates to child safety;
- Ensuring that all adults within the school community are aware of their obligation to report suspected sexual abuse of a child in accordance with these policies and procedures;
- Providing support for staff, contractors and volunteers in undertaking their child protection responsibilities.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambitions • participate fully in the school's educational program • be protected from harm (physical abuse, emotional ill treatment, sexual abuse and exploitation, neglect or negligent treatment, commercial or other exploitation) 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • live by our values at all times towards themselves, their peers, their teachers and all other members of the school community • participate fully in the school's educational program and to attend regularly • demonstrate respect for the rights of others, including the right to learn and so contribute to an engaging educational experience for themselves and other students • respond to encouragement and support to take greater responsibility for their own learning and level of participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<ul style="list-style-type: none"> • parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • model and live by our values at all times towards themselves, their peers, teachers and all other members of the school community • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours • ensure their child's regular attendance • engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • at all times, model living by our values towards students, their peers and all other members of the school community • fairly, reasonably and consistently, implement the PPPS Engagement and Wellbeing policy • know how students learn and how to teach them effectively • know the content they teach • know their students • plan and assess for effective learning • create and maintain safe and challenging learning environments • use a range of teaching strategies and resources to engage students in effective learning • familiarise themselves with the relevant laws and the Child Safe Policy and procedures in relation to child protection and comply with all requirements

SHARED EXPECTATIONS

Effective schools share high expectations for the whole school community. Shared expectations are:

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

School expectations include:

- all members living by the values at all times
- inclusive teaching practices
- development and provision of an appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services.

Diversity in the school community

It is imperative that all staff, students, parents/carers and members of the whole school community exhibit positive relationships and value difference, as this supports both a positive school environment and effective classroom learning. The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- developing an understanding and tolerance of diversity
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole school values program and strategies supported by targeted and individualised support when required. For behaviour which does not match our values, there are logical consequences where possible, including a range of strategies as outlined in the following document [..\Child Safe Standards\Child Safe Standards\Working documents\CLASSROOM BEHAVIOUR MANAGEMENT.docx](#)

When a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department's Student and Engagement Inclusion Guidelines. Students will always be given the opportunity to be heard. Disciplinary measures will be applied fairly and consistently.

When needed, initial contact with a parent is made by the home group teacher via face to face, phone, email, written note, as appropriate on the day of the incident or behaviour. It is an expectation that parents are contacted prior to students going home.

If further follow up is needed, or the incident or behaviour is more serious, or a repeated behaviour, year level wellbeing support staff will become involved.

Sometimes students require an individualised Safety Plan. [..\Student\Health & Welfare\Processes\Safety Plan.doc](#)

Student engagement can be defined as three interrelated components:

- **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. 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.

Modelling the values with the expectation that everyone lives by the values at all times is a vital strategy. This, coupled with applying fair and consistent management and attendance policies that are collectively agreed on and fairly enforced, will increase the likelihood that student connection to school is maintained.

Emphasis should be placed on issuing positive consequences for meeting high expectations.

The school's actions and consequences section of the School Engagement Policy is framed in a positive way to encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. Exclusions will only be applied when all other options have been exhausted or where the wellbeing or safety of that or another student is at risk.

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

- focussing on the values and what they look like in the classroom, in the yard, etc.
- using Quality tools to establish predictable, fair and democratic classrooms and school environments
- using Quality tools to ensure student participation in the development of classroom and whole school processes and expectations
- providing personalised learning programs, where appropriate, for individual students
- consistently acknowledging all students
- using Quality tools to empower students and involve them in the Gradual Release of Responsibility by creating multiple opportunities for them to take responsibility and be involved in decision making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- promptly and consistently following up student absences
- implementing data driven attendance improvement strategies
- providing early identification of and supportive intervention for students at risk of non-attendance and early signs of disengagement

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the child.

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

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

Broader support strategies will include:

- involving and supporting the parents/carers,
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example, camps/outdoor education, creative arts, sporting activities
- involving community support agencies

Citizenship

Children will participate in –

- singing the Australian National Anthem at the school Assembly
- community involvement and assistance programs
- support for local, national and international charities.
- activities to develop school and national pride.

Leadership

- school wide leadership roles include being monitors for i.e. the canteen, classroom, caring for Prep buddies, library, etc.
- year 6 students will be given a wider range of opportunities to undertake leadership and responsibility roles as sports team captains and as school monitors i.e. sports store, recycling etc.
- leadership roles are acknowledged in school reports to parents.

Junior School Council (JSC) is the major specific leadership program. Its purpose includes the following.

- To increase student participation in the school.
- To involve students in decision making.
- To teach students the processes and protocols to effectively achieve change.
- To make students aware of and involved in School Council.
- To develop a caring and responsible attitude to our school community
- To be aware of wider community decision making.
- To enhance staff, the School Council and parent awareness of the children's needs and priorities.
- JSC to be trained in meeting procedures.
- JSC to share office bearers' roles.
- JSC to develop action plans and put into practice the correct processes and protocols for 'making things happen'.
- JSC representatives to attend School Council meetings at intervals throughout the year.
- JSC to be on the agenda at School Council meetings and either a verbal or written report given.
- JSC trained in how to be good representatives.
- JSC trained in making decisions.
- JSC to organise feasible fundraising activities.

Recognition of Student Achievement

Student achievement will be encouraged and recognised through –

- Student Recognition Awards (P-2 home group and termly specialist awards)
- weekly newsletter acknowledgements
- media coverage
- Personal Best awards are presented at the Year 6 Presentation evening
- acknowledgement on the school's webpage, Facebook page,

DET DISCIPLINE PROCEDURES

In school strategies suspension and expulsion

This section covers disciplinary measures that schools can apply when students breach the behaviour expectations established by the school community and communicated through the Student Engagement and Wellbeing Policy.

Schools can discipline students for behaviour incidents occurring at school; at a school activity away from the school grounds; or while travelling to or from school or a school activity. Disciplinary measures should form part of a teacher's classroom management plan and be consistent with a whole school approach to behaviour management.

Disciplinary measures should always be proportionate to the nature of the behaviour, and are best employed in combination with support measures to identify and address causes of the behaviour.

In-school discipline

Disciplinary measures can be used to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on school premises they may occur outside school hours, but only in consultation with the parent prior to the in school discipline being enforced.

As with all forms of discipline, expectations around behaviour and are used in a way that is proportionate to the behaviour being addressed. Students may be expected to complete unfinished work or make up for lost class time as a result of not showing the values, at recess or lunch time, under the supervision of a teacher.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Withdrawal of privileges

Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges that are withdrawn will vary between schools and even students at the same school; however they may include things such as representing the school at inter-school sports or attendance at a school event.

When withdrawing privileges as a disciplinary measure, schools should ensure that:

- the withdrawal is time limited
- the reasons for and period of the withdrawal is clearly communicated to the student
- the student is made aware of the standards expected in order for the privileges to be reinstated.
- Consideration is given to the impact on the student's engagement (i.e. where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).

Withdrawal from class

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.

Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Parents/carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

When physical restraint or seclusion may be used

If necessary physical restraint or seclusion is only implemented following the DE&T policy and guidelines. The policy is based on *Regulation 15 of the Education and Training Reform Regulations 2007*, which provides that:

"A member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour dangerous to the member of staff, the student, or any other person."

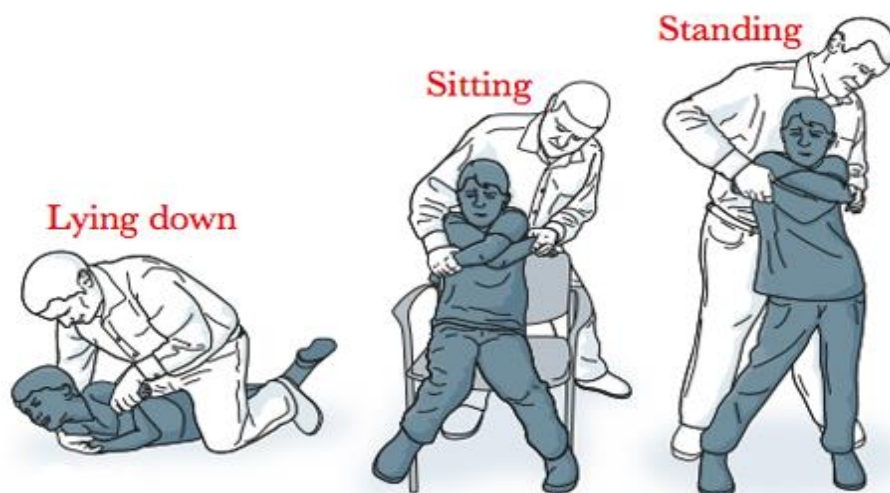
Physical restraint has been associated with injury and increased trauma to the student and the staff member responsible for the physical restraint. School staff may only use physical restraint on a student when it is immediately required to protect the safety of the student or any other person noting that:

- for physical restraint to be immediately required there should be no less restrictive action that could be taken to avert the danger in the circumstances
- staff should use the minimum force needed to protect against the danger of harm
- staff should apply the physical restraint for the minimum duration required and remove it once the danger has passed.

As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by Regulation 15.

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to

protect themselves from harm and obligations under the *Charter of Human Rights and Responsibilities Act 2006* (the Charter).



When physical restraint or seclusion should not be used

Physical restraint and seclusion should not be used unless immediately required to protect the safety of the student or any other person (see above).

Rooms or areas designed specifically for the purpose of seclusion or which are used solely or primarily for the purpose of seclusion are not permitted in Victorian government schools.

Restraint and seclusion must not be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a student or to respond to:

- a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- a student leaving the classroom/school without permission, unless that conduct causes an imminent risk to the safety of the student or another person
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be immediately enacted
- property destruction caused by the student unless that destruction is placing any person at immediate risk of harm

Any restraint which covers the student's mouth or nose, in any way restricts breathing, takes the student to the ground into the prone or supine position, involves the hyperextension of joints, or application of pressure to the neck, chest or joints, must not be used.

Mechanical restraint

Mechanical restraints should never be used in schools to restrict a student's freedom of movement, unless the restraint is for a therapeutic purpose with written evidence of the prescription / recommendation, or if required to travel safely in a vehicle.

How to Restrain

If applying physical restraint in the limited circumstances set out above, staff must:

- use the minimum force required to avoid the dangerous behavior or risk of harm
- only restrain the student for the minimum duration required and stop restraining the student once the danger has passed.

- Staff should ensure the type of restraint used is consistent with a student’s individual needs and circumstances, including:
 - the age/size of the student
 - gender of the student
 - any impairment of the student e.g. physical, intellectual, neurological, behavioural, sensory (visual or hearing), or communication
 - any mental or psychological conditions of the student, including any experience of trauma
 - any other medical conditions of the student
 - the likely response of the student
 - the environment in which the restraint is taking place.

Staff should monitor the student for any indicators of distress. Staff should talk to the student throughout the incident, making it clear to the student why the physical restraint is being applied. Staff should also calmly explain that the physical restraint will stop once it is no longer necessary to protect the student and/or others.

The Department has issued detailed guidance for schools and staff to assist with responding to violent and dangerous student behaviours. This guidance includes information about legal obligations, resources for training, and fact sheets for parents, see *Guidance for Responding to Violent and Dangerous Student Behaviours of Concern*.

Actions after restraint has been used

This table explains the follow up actions that must be undertaken after a student has been physically restrained or secluded.

Action	Description
Reporting of the physical restraint/seclusion	The staff member(s) involved in the incident must immediately notify the principal of the incident. A staff member should contact the student’s parents and provide them with details of the incident as soon as possible. The incident may need to be reported to: <ul style="list-style-type: none"> • the Security Services Unit (previously known as the Emergency Management Unit), • Edusafe, see: Report an Injury, Incident or Hazard • WorkSafe, see: WorkSafe Notification.
Providing supports for those involved	Following the use of restraint on a student, appropriate supports must be offered to the following people: <ul style="list-style-type: none"> • The student who has been restrained or secluded and their parents/guardians. • This may include participation in decisions involving the student’s behaviour management, Student Support Group meetings, the development of a student Behaviour Support Plan, and involvement of Student Support Services. • Other students and staff members who were involved in or witnessed the incident. This may include a debriefing in relation to the incident and counselling support.

Action	Description
Maintain records of the incident	<ul style="list-style-type: none"> • A written record of the incident and the physical restraint or seclusion used must be made by the principal as soon as practicable. This record should be added to a student’s file on CASES 21 or SOCS as appropriate. The record should detail: <ul style="list-style-type: none"> • the name of the student/s and staff member/s involved • date, time and location of the incident • names of witnesses (staff and other students) • what exactly happened (a brief factual account) • any action taken to de-escalate the situation • why physical intervention was used (if applicable) • the nature of any physical intervention used • how long the physical intervention lasted • names of witnesses (staff and other students) • the student’s response and the outcome of the incident • any injuries or damage to property • immediate post incident actions, such as first aid or contact with emergency services • details of contact with the student’s parent/carer • details of any post-incident support provided or organised • The principal should also arrange for all staff who were involved/present at the incident to prepare a statement / record of their involvement or observations of the incident
Plan for the future	<ul style="list-style-type: none"> • Post-incident, the school should consider the preventative and de-escalation strategies that might reduce the likelihood of an incident happening again. For example – reviewing and amending the student’s Behaviour Support Plan, consider the training needs of staff working closely with the student/s involved in the incident.

Exclusion from school

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

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required. A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

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.

Expulsion

Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled.

Consequences which may be used prior to suspension include:

- withdrawal of privileges
- withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.

- detention - teachers may require a student to finish school work that 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.
Where students are required to undertake school work after school, the time should not exceed forty-five minutes.
The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- convening of a support group

Grounds for suspension:

A principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school, the student behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or commits an act of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or consistently engages in behaviour that vilifies, defames, degrades or humiliates another person.

Procedures for suspension:

In determining whether to suspend a student, the principal must ensure that this response is appropriate to:

- the behaviour for which the student is being suspended
- the educational needs of the student
- any disability or additional learning needs of the student
- the age of the student
- the residential and social circumstances of the student

When a principal determines that a suspension is justified they must:

- Convene a meeting of the student support group to explain to the student and their parents/carers the reasons for the suspension, the school days on which the suspension shall occur and where the suspension will occur; provide contact details for additional support services to the student and their parents/carers, as appropriate; develop a Student Absence Learning Plan that outlines the school work to be undertaken during the period of suspension. If the suspension is for five days, provide details of the post suspension student support group meeting.
- Ensure that a comprehensive range of strategies, including student support groups, have been considered and implemented by the school to meet the education, social and emotional needs of the student.
- Provide the student, their parents/carers and the school council president with a Notice of suspension prior to the day on which the suspension commences.
- Provide the student and their parents/carers with a copy of the information brochures *Procedures for Suspension*, which outlines rights and responsibilities in terms of school exclusions.

Procedures for immediate suspension:

The principal may suspend a student immediately and prior to convening a student support group meeting if the student behaves in such a way that would provide the basis for a suspension ordinarily, and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In such cases, principals must be aware that they have a duty of care to provide supervision of the student until they can be collected from the school. If the parent/carer is unable to collect their child, the student must stay on school premises and be adequately supervised by a member of staff until the end of the school day.

Period of suspension

The maximum continuous period a student can be suspended for is no more than 15 school days in any one school year without approval from the regional director. The school must provide appropriate and meaningful school work to the suspended student during the period of the suspension.

If a student reaches 15 days suspension, an expulsion is not the automatic consequence.

Expulsion

Every Victorian student must be guaranteed a place in a school, registered training organisation or other alternative education setting. Regional offices can provide a structure to ensure that all schools in a network can work in partnership to provide a place for any student who requires one.

The principal is responsible for student expulsions. However, expulsion from a school is the most serious consequence open to the principal. It will only be used after all other relevant forms of behaviour management have been exhausted.

Grounds for expulsion

A principal may expel a student if:

- the student does anything for which they can be suspended
- the student's 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 range of strategies, consistent with a staged response has been implemented in the school
- the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard

Procedures for expulsion

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. The principal must convene a student support group meeting to:

- provide the student and their parents/carers with a Notice of Expulsion before the day on which the expulsion commences
- provide a copy of the procedures for expulsion to the student and their parents/carers
- identify the future educational options most suited to the students needs
- a principal, within twenty four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion to the regional director with a written expulsion report

Expulsion appeal process

A principal's decision to expel a student can be appealed by the student or the student's parents/carers.

The principal must provide the student and parents/carers with an Expulsion Appeal proforma 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 within twenty four hours.

The regional director, or nominee must form an expulsion appeal review panel consisting of the regional director's nominee, school council president (or nominee) and a principal of another school.

The grounds for suspension and expulsion can be found at:

<https://education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

It is important that every student has a person to support and advocate for them throughout a suspension or expulsion process. The new guidance on suspensions and expulsions has introduced the concept of a **relevant person**, which is the adult who will play this important support role.

In most cases a student's relevant person will be their parent or carer. However, you as the parent or carer can also nominate another responsible adult to act as relevant person if you cannot, for whatever reason, take on this role yourself.

The role of the relevant person **does not replace your role as parent or carer** with regard to responsibility for decision-making about your child's education, and for their enrolment and attendance at school. Rather, it has

been introduced in recognition of the fact that students come from diverse family backgrounds and that a parent or carer may not always be able to act as a support person for their child.

The principal will speak to you about who this person will be.

In some cases, a parent or carer may be unable to act as the relevant person for their child during a suspension or expulsion process, and may also be unable to nominate another adult to fulfil this role.

In these situations, the school principal will appoint a person from the 'suitable persons list' to act as the student's relevant person. The suitable persons list is a register of departmental employees with relevant welfare expertise, experience and training.

This is to ensure that every student has somebody to support and advocate for them .

A principal is required to hold a meeting, called a behaviour review conference, when an expulsion is being considered for a student. The student and their relevant person must be invited to this meeting to discuss the student's behaviour and possible consequences and strategies to address the behaviour.

The relevant person can also request a meeting with the principal at any point during an expulsion process if they have any concerns.

The relevant person – whether parent, carer or another adult – may bring an independent support person to any school meeting as long as they are not acting for fee or reward.

When suspending a student, principals are not required to hold a meeting with the student and relevant person either before or after the suspension, but the relevant person can request a meeting with the school principal at any point during the suspension process if they wish to discuss any concerns.

If you are unable to resolve your concerns with the school principal, you can contact the relevant department regional office to discuss further.

A student who has been expelled has the right to appeal their expulsion the relevant person may exercise this right on their behalf, taking into consideration the student's views and best interests.

The school must provide every expelled student an appeal form along with the Notice of Expulsion.

We will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

For more information on suspension and expulsion processes, see:

- FAQs for parents: <http://www.education.vic.gov.au/school/parents/behaviour/Pages/faqs.aspx>

For links to other related school policies and documents, go to: [..\Child Safe Standards](#) [V:\Policy Statements](#)
[..\Student\Health & Welfare](#)

This Policy was last updated on 16 May, 2018 and will be updated to reflect changes in DET policies and the law. Endorsed by School Council in June 2018.