

Daylesford Primary School

Drummond Primary School

Yandoit Primary school

STUDENT ENGAGEMENT

&

WELL BEING POLICY

Ratified by School Council 23rd March, 2010

Produced in consultation with the school community

To be read in conjunction with

Effective Schools are Engaging Schools

&

Student Engagement Policy Guidelines

March 2010

Principal: Peter Burke

School Council President: Lauren Bennett

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1. Definition

Student Engagement can be defined as three interrelated components:

behavioural, emotional and cognitive.

At Daylesford Primary School/Annexes these three areas are regarded as having equal importance while providing a positive, supportive and engaging learning environment for all students.

Behavioural engagement refers to a student's participation in education, including the academic, social and extracurricular activities at school.

Emotional engagement encompasses a student's emotional reactions in the classroom and the school and measures a student's sense of connectedness and belonging to the school.

Cognitive engagement relates to a student's investment in learning and their intrinsic motivation and self regulation.

Rationale

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

Purpose

To relate to and be consistent with the "Effective Schools are Engaging Schools: Student Engagement Policy Guidelines" in areas such as the encouragement of educational achievement and excellence, optimising attendance and appropriate behaviour.

At Daylesford Primary School/Annexes we promote a positive school environment with emphasis on connectedness to school, positive regard to students, staff and families and clear communication between staff, students and community. We encourage all students to be thoughtful about their behaviour and teach them to learn to make good choices. We encourage educational achievement and excellence and foster individual student voice. We believe that this approach results in increased attendance and a reduction in inappropriate behaviours.

2. Our School Profile

Daylesford Primary School is located in an attractive historical town 100km northwest of Melbourne, 40 km north east of Ballarat, in the Central Highlands area. Established in 1875, the original school building has been refurbished and complemented by additional architecturally designed classrooms and specialists facilities. We have two annexe schools at Drummond and Yandoit.

School enrolment is currently approximately 300. A significant proportion of students are transported to school by bus. The wide diversity of the school community presents exciting challenges for our school. Parents are actively involved in the school at many levels and their positive support is an integral part of the school.

Daylesford is staffed in all areas by high-level professionals who have high expectations of themselves and the work they do. Planning has a whole school/teams focus with staff offering positive support to each other in all aspects of their roles, both teaching and teaching support.

Daylesford Primary School is proud of the fact that it encourages individual student development in a way that promotes success, positive self esteem and risk taking within a safe, harmonious and caring environment.

Students are encouraged to develop leadership skills within their classes and family groups as well as through formal positions such as School, House and Bus Captaincy, Junior School Council and sports team management.

The Visual Arts, Performing Arts and our LOTE (Italian) programs are highly regarded in the school community and student work is frequently celebrated. A large number of our students participate in sport at district, regional and state level. Improved outcomes in Literacy, Numeracy and the development of Personal Relationship skills in all students have been high priorities at our school.

In addition to our teaching and learning programs, student well-being is significant in our school. We have a strong emphasis on the development of social competencies and values education. Students are encouraged to build positive relationships across the school through our multi – age “Family Groups” program.

Extracurricular activities are well planned and complement the delivery of our core curriculum. Our Italian Day involves students in the local Swiss/Italian Festa. Art Attack Day promotes the Visual Arts and allows students to work with many local artists. Our Performing Arts is highly regarded and our Junior and Senior choirs are actively involved in a number of local and regional events.

3. Whole-school Statement

Daylesford Primary School/Annexes promote success for all within a caring community by working with students to:

- Strive for excellence in all aspects of their learning
- Build resilience and develop highly effective social skills
- Show respect for themselves, others and the environment.
- Build a strong sense of personal identity through participation in our community.

Daylesford Primary School/Annexes are committed to “Learning and Growing Together” based on the agreed values:

- Be Respectful
- Be a Responsible Learner
- Be Honest and Trustworthy
- Be Caring and Compassionate
- Be a Good Citizen

Schools are an integral part of the lives of children and young people. We recognise this importance and ensure that our school develops a whole-school culture that is safe and supportive. It values learning for all and we promote respectful relationships. Students are encouraged to have a voice, provide feedback on their learning and student decision making is promoted.

We have a whole-school behaviour management system in place which is based on agreed classroom values & behaviours, De Bono’s thinking hats, Restorative Practices and the promotion of respectful relationships. At Daylesford Primary School we firmly believe that students learn best when the learning environment is supportive and productive, built on positive relationships through knowing and valuing each other and through the promotion of a culture of value and respect for individuals and their communities.

Our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy developed using the Department’s E5 instructional model and V.E.L.S.

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

- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to changing demographics.
- Professional learning is given high priority to ensure strategies and approaches are adopted and implemented.
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.
- Student Leadership programs and other roles of responsibility provide opportunity for students to influence change within the school community.
- Positive transition programs (K–Prep, 6-7 and between year levels) will minimise anxiety, increase resilience and ensure students develop a readiness to enter their new environment and make successful transitions.

Pro social behaviours are promoted through programs such as:

Families Program: It provides and promotes pastoral care within a structure beyond the normal classroom setting.

Circle Time: This is a positive way to build class communities allowing students to develop connections to each other, to explore feelings, learning and to develop empathy.

Focus of the Fortnight: Informs the community of the identified values that will be addressed and explored across the whole school and wider school community.

Restorative Practices: These encourage engagement, build pride, respect, promote responsibility and restore relationships.

Positive Yard Tokens: These recognise students' positive relationships/interactions and behaviour in the school yard.

Agreed Classroom Values: Classroom values, expectations and consequences are negotiated and agreed upon by all class members.

The following Goals and Targets in relation to Student engagement and Well-Being are taken from the 2009 – 2012 School’s Strategic Plan.

Strategic Intent	Goals	Targets	Key improvement Strategies
Student Engagement and Well -Being	To improve students’ ability to self manage their social and learning behaviours.	<p>The mean levels of student opinion for each cohort on the motivation and learning confidence variables will be maintained or increase between years 3 to 6</p> <p>The proportion of years 3-6 students achieving at the expected level in the Personal Learning Domain will increase</p> <p>The proportion of students missing greater than 14 days per year will be reduces from the baseline figure for 2007</p>	<p>Teaching and learning will be strengthened by:</p> <ul style="list-style-type: none"> • The adoption of a whole school teaching and learning framework. • Implementation of the E5 instructional model. • A focus on the building of skills in the teaching of Literacy and Numeracy. • A whole school approach to the development of responsible learning behaviours <p>School Curriculum will be developed by:</p> <ul style="list-style-type: none"> • Developing a whole school approach to the Personal Learning Domain of the VELs <p>Tracking of student progress that informs teaching and student support strategies will be improved by:</p> <ul style="list-style-type: none"> • Development of K-P transition plans • Utilisation of the SAR mapping tool • Improved methods of identifying students with significant levels of absences.

Our School Values

<p>Be Respectful</p>	<ul style="list-style-type: none"> • be respectful to yourself • be respectful to others • be respectful of the environment • be tolerant of difference • be courteous • use good manners • be considerate of the feelings of others • show empathy towards others
<p>Be a Responsible Learner</p>	<ul style="list-style-type: none"> • be punctual • be organised • be persistent and keep on trying • do your best • be accountable for your choices • show pride and endeavour in your work • strive for excellence • learn about thinking and learning • use goal setting • complete tasks on time • participate fully, listen attentively
<p>Be Honest and Trustworthy</p>	<ul style="list-style-type: none"> • be honest • be reliable • have courage to do the right thing • show integrity • build a good character through your daily actions • play by the rules, take turns and share.
<p>Be Caring and Compassionate</p>	<ul style="list-style-type: none"> • be kind • be compassionate and show you care • express gratitude and appreciation • forgive others for mistakes • help people, • resolve conflict with restorative language
<p>Be a Good Citizen</p>	<ul style="list-style-type: none"> • be proud of your school and community • respect school and community property • cooperate with others • get involved in your school and community events • respect community members.

4. Rights and Responsibilities

At Daylesford Primary School/Annexes we expect high standards of student behaviour based on co-operation, mutual responsibility and self discipline. We promote positive, non-discriminatory relationships amongst students, parents, staff and the wider community.

Guiding principles

Every member of our 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.

Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality 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 the following attributes:

age, breastfeeding, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental status or carer status, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

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

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief

- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter and
- Respect and promote human rights
- Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

Students with Disabilities

The Disability and Standards for Education 2005 clarify and make more explicit the obligation 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.

An education provider must make “reasonable adjustments” to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student and any other persons in the learning or wider community including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers
- any financial incentives, such as subsidies or grants, available to the provider if the student participates

Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

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 or drawings)

Examples of cyberbullying behaviour are:

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

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

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy 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.

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 that person that they witnessed the incident and advise them to report it to an appropriate person. However, if their friend is harassing another person, let them know that their behaviour is unacceptable.

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

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

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 a 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)
- visiting appropriate places

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 and images)
- being proactive in letting someone know if something is “not 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're doing and you want them to stop
- discuss the matter with a student leader or a teacher/co-ordinator that you feel comfortable with

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

Whole School Rights and Responsibilities

Rights	Responsibilities
<ul style="list-style-type: none"> • To fully participate in an environment free of discriminatory behaviour. • To be valued and treated with respect and dignity. • To feel valued, safe and supported in an environment that encourages freedom of thought and expression • To receive support in difficult situations from the school community 	<ul style="list-style-type: none"> • To ensure that others are not harassed and acknowledge their obligations under the Equal opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006. • To participate and contribute to a learning environment that supports the learning of self and others. • To build positive relationships with the school community. Ensuring that their actions and views do not impact on the health and well-being of other members of the school community.

Rights and Responsibilities of Students

Rights	Responsibilities
<p><i>All students in our school community:</i></p> <ul style="list-style-type: none"> • have the right to work in a secure environment where without intimidation, bullying (including cyberbullying) or harassment they are able to fully develop their talents, interests and ambition • have the right to participate fully in the school's educational program • have the right to learn in an environment of collaboration and co-operation • are empowered to manage their own behaviour and to develop strategies to act in a responsible manner 	<p><i>All students have the responsibility to:</i></p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly. Student should also be expected to display positive and principled behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • approach our learning and our relationships with a positive and optimistic mind-set so that we can all be successful • demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students • share the responsibility for their own

	<p>learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning, growth and behaviours by setting goals and managing resources to achieve these goals</p> <ul style="list-style-type: none"> • be accepting of others, recognising that everyone is different yet still deserving of our respect
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Rights and Responsibilities of Parents / Carers

Rights	Responsibilities
<p><i>All parents / carers have a right to:</i></p> <ul style="list-style-type: none"> • expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • expect a positive and supportive approach to their child's learning and a program that meets their individual needs 	<p><i>All parents / carers have a responsibility to:</i></p> <ul style="list-style-type: none"> • 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><i>All teachers have the right to:</i></p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and co-operative environment • be informed, within Privacy requirements, about matters relating to students that will affect the 	<p><i>All teachers have the responsibility to:</i></p> <ul style="list-style-type: none"> • fairly, reasonably and consistently implement the engagement policy • treat students in a way that develops self-esteem • provide an inclusive and

<p>teaching and learning program for that student</p> <ul style="list-style-type: none"> • to be treated with respect by students, parents/carers and peers 	<p>differentiated curriculum</p> <ul style="list-style-type: none"> • plan and assess for effective learning • create and maintain safe and challenging learning environment • use a range of teaching strategies and resources to engage students in effective learning • provide a duty of care to students • use logical consequences and Restorative Practices • communicate positively with students, parents/carers and peers
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5. *Shared Expectations*

Daylesford Primary School/Annexes have developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from diverse backgrounds communities and experiences.

Expectations – Staff

Engagement

The school leadership team will:

- uphold the right of every child to receive a quality education
- 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/or acknowledge the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

The staff will:

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends student learning

- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice in developing a positive school culture.

Attendance

In compliance with departmental procedures school staff will:

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

Behaviour

Daylesford Primary School/Annexes will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response. The values base of the school will be employed when dealing with differing levels of behaviour. An individual behaviour plan will be negotiated with students and parents where there is difficult, repeated, inappropriate behaviour.

The school leadership team will:

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

The staff will:

- use the Student Engagement and Well Being policy as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- model and teach desired behaviours
- employ behaviour management strategies that reflect the behaviours expected from students
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- involve appropriate specialist expertise where necessary.

Expectations – Students

Engagement

All students are expected to:

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

Attendance

All students are expected to come to school every school day that the school is open. If students cannot attend their parents/carers must provide an explanation to the school. Students should arrive on time and ready to learn.

Behaviour

Students are expected to:

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

Expectations – Parents/Carers

Engagement

- parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school

- parents/carers are encouraged to actively participate in supporting their child's learning through establishing and building a positive relationship with the school
- parents/carers will work with the school through attendance at parent-teacher meetings and responding to communications in timely manner

Attendance

Parents/Carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

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

6 . School actions and consequences

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

- established predictable and fair classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently celebrating and acknowledging all students for their efforts and achievements
- empowering students by creating multiple opportunities for them to take on responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning.

At Daylesford Primary School/Annexes teachers encourage, recognise and acknowledge students who make good choices about their learning and their behaviour through a range of classroom and whole school strategies.

These include:

- being proactive and positive in their interaction with all students
- the collaborative development of classroom expectations
- ensuring that all students are aware of what attitudes and behaviours are expected of and also understand the consequences of making poor choices
- communicating regularly with students and their parents/carers about progress, wellbeing and achievements
- establishing systems of recognition and celebration such as assembly awards, praise, newsletter recognition and showcasing their achievements within the school community

Inappropriate behaviours including irregular attendance will be treated confidentially and responded to through the following process:

- 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

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the students wellbeing co-ordinator and managing individual pathways
- 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
- involving community support agencies

At Daylesford Primary School/Annexes there are consistent and agreed consequences when a student makes a poor choice about their behaviour.

In the classroom:

- reminder and warning
- different work space
- Exit slip and removal from the classroom
- Exit slip sent home and parents receive correspondence about their child's behaviour

In the playground:

- discussion of behaviour with yard duty teacher- strategies for problem resolution/restorative practice
- walk with the teacher, removal from the play area for “cool down” time
- for serious incidents, behaviour plans are completed by the student and sent home to parents/carers. Principal /Assistant Principal may be notified for consideration and consequences.
- communicate with parents/carers as appropriate

Repeated or Severe Behaviour:

- parent notification
- removal from the classroom/playground
- student support group meeting
- behaviour modification plan
- referral to counselling services
- formal discipline procedures

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging School Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may 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.

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 the 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.

- Convening of a support group (See Effective Schools are Engaging Schools – Student Engagement Policy Guidelines for process required)

References

Effective Schools are Engaging Schools – student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consolsct/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training and Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543Code-of-Conduct-Hune-2008.pdf