

**Surrey Hills Primary School
2778**



Surrey Hills
PRIMARY SCHOOL

**Student Engagement
&
Inclusion Policy**

**Produced in consultation
with the school community**

To be read in conjunction with
Student Engagement & Inclusion Guidelines and Ministerial Order 625

June, 2014

**Principal: Mrs. Margaret Staley
School Council President: Roxanne Oakley**

Table of contents

1 SCHOOL PROFILE STATEMENT
2 WHOLE-SCHOOL PREVENTION STATEMENT
3 RIGHTS AND RESPONSIBILITIES
4. SHARED EXPECTATIONS
5. SCHOOL ACTIONS AND CONSEQUENCES

REFERENCES

1 School profile statement

Surrey Hills Primary School provides a rich learning environment underpinned by positive relationships where individuals are valued and supported to realise their potential and become confident, productive and resilient citizens. The student profile includes a very low percentage of students with a non-English speaking background. The majority of families are home-owners with a high socio-economic profile giving a Student Family Occupation (SFO) measure of 0.21. We are committed to continuous improvement and achieving excellence in teaching and learning. We have achieved high academic performance in Maths and English and we provide quality learning programs in all other curriculum areas. Our programs cater for the needs of all students and we encourage diversity. The school has a successful Out of Hours Care Program. There is a focus on student wellbeing through significant leadership and personal development programs including a proactive restorative justice approach to student management and Tribes.

Our school values and encourages the development of high quality relationships between all members of the school community. These are considered to be essential to the development of a high quality teaching and learning environment. Home/school partnerships are encouraged and valued and both parents and teachers espouse high aspirations for the achievement of students at our school.

2 Whole-school prevention statement

Surrey Hills Primary School provides a rich learning environment underpinned by positive relationships where individuals are valued and supported to realise their potential and become confident, productive and resilient citizens.

We will work towards achieving these goals in a dynamic learning environment that challenges and extends our students. There will be an enthusiasm for learning and students will be motivated and caring citizens.

Our students will

- be responsible, cooperative, independent learners who find learning a stimulating experience,
- be able to express themselves creatively,
- be willing to adapt to and apply their skills and attitudes to meet the needs of various situations,
- be considerate of and have respect for other people and be tolerant of other points of view,
- have well developed communication and social skills,
- have access to a variety of learning experiences,
- participate in programs which are well resourced,
- receive positive recognition that reflects their achievements and clearly articulates their learning path, and
- experience success.

We have a large number of programs in place to support a positive learning environment. We offer open plan learning environments that are conducive to cooperative experiences, open ended learning and shared celebrations. Our learning and teaching environment is increasingly an inquiry based and promotes deep questioning and individual research into areas of interest. Our learning and teaching philosophy is whole school based and transitional processes between and within the school support this. We provide a variety of opportunities for all students and programs are tailored as appropriate to meet the needs of students with disabilities and special needs.

Through the curriculum program our students explore:

- Aspects of positive learning
- Health and wellbeing
- Positive behaviours that support improved learning.

Our student leadership programs include:

- Buddies
- School Captains
- House Captains
- Arts Captains (Visual and Performing Arts)
- Environment Captain
- LOTE Captain
- Sports Captains
- Student Council

Additional programs are on a whole school basis and include areas such as:

- Sporting pursuits
- 12-15 lunchtime clubs
- Lypsync
- Eagles and Gateways (Gifted Education)
- School Production
- School Choir and Mini singers
- School Band
- Evening presentations of Inquiry Learning
- Wakakirri Story/Dance Festival
- Range of sporting and Arts opportunities.

Student prevention programmes we offer at Surrey Hills actively support safety in the learning community:

- Restorative Justice Practices
- Circle Time discussions
- Tribes
- Whole School and Learning Zone protocols

Outside agencies that support the positive learning environment include:

- Guidance Officer/Psychologist
- Speech Pathologist
- School Nurse

Our Out of School Hours Care programme caters for up to 40 students both before and after school. This programme actively promotes continued student engagement in their extended school day.

The physical environment of the school allows students to play freely and the combination of play based activity and structured options allow students flexible opportunities to play in a safe and cooperative manner.

Through the attitudes to school survey, staff survey and parent opinion survey Surrey Hills Primary School has direct feedback on expectations and understandings of all members of the community and uses this feedback to fine tune policy and process on an ongoing basis.

3 Rights and responsibilities

Surrey Hills is a safe and inclusive school, the school community feels welcome, supported, physically and emotionally secure. The school community works collaboratively to build a 'culture' where human rights and dignity are respected, and in doing so, the diversity of staff and students are respected. Every student and staff member of the school is encouraged to achieve their potential.

The school sees student wellbeing as a major priority. Programs, policies and management strategies all reflect this direction. It is evident in the following approaches:

Whole-school Approach

Students' and teachers' expectations of each other are discussed at the beginning of the year when Whole School and Learning Zone working Protocols are developed and are consistent with these. A whole-school approach to student wellbeing includes strategies that help all members of the school community identify student needs and take action to meet these needs within the school program and constantly review and monitor student progress.

Effective Behaviour Management

Behaviour management in the school is focused on prevention and early intervention strategies. Positive incentives are used at an individual and homegroup level through our whole school culture. The teaching of social skills is embedded in our daily programs. This encourages a collective response to values, homegroup behaviour and positive peer relationships.

Playground supervision is very thorough, with yard duty teachers briefing each other about potential problems. Incidents are recorded and administration is able to identify and respond to patterns of negative behaviour. The emphasis is always on positive student communication and providing prevention rather than intervention strategies.

Positive Approach to Diversity

Surrey Hills is an increasingly multicultural environment and diversity is acknowledged and celebrated. Students understand that no matter what country we are from, we are all more similar than we are different. Refer to the [Charter of Human Rights](#) and the [Education and Training Reform Act 2006](#).

Positive Student–Student Relationships

Surrey Hills is a medium sized school and because of the open flexible learning zones, our students have many opportunities to engage with other students and their families. Parent organized social functions contribute to positive and inclusive relationships within the school and broader community. Peer support behaviors are set within the whole school culture and are evidenced in our buddy support program, peer support program and student leadership opportunities. Students look after each other as a matter of course, and older students care for younger students. Students work in cooperative groups that are frequently re-organised to maximise every child's connections with other students.

As a result of the above approaches Surrey Hills encourages the following:

- Respect and understanding for human rights which the *Charter of Human Rights and Responsibilities* in school activities, education and culture
- School leaders who are committed to publicly promoting equal opportunity to the school community
- Teaching and learning practices that incorporate the diversity of the school community
- Processes and systems in place that uphold and communicate equal opportunity and human rights to be enjoyed and promoted in the school.
- Processes and systems in place that uphold and communicate these values
- Strategies to ensure that everyone is accountable for maintaining the highest standards of behaviour
- Processes in place on how to prevent discrimination, harassment, bullying, vilification or victimisation, and where to seek help if these behaviours occur

- Mechanisms for complaints to be addressed and resolved in a fair and consistent manner.

Shared Expectations

Surrey Hills Primary School has developed a sense of community by valuing and encouraging the contributions of the whole school community. Community encompasses the students and their families and staff. We are committed to maintaining a strong home/school partnership.

The foundations of our school are based on the development of positive relationships between all members of the learning community. We provide a learning environment that is safe, supportive, caring and sets high expectations; an environment that empowers students to take responsibility for their behaviour and learning. Our main goal is for students to develop a lifelong love of learning. This will be enhanced by expectations based on a set of community agreed values. The values will acknowledge the rights and responsibilities of all members of our learning community.

The creation of our school values has involved all students, staff and representative parent groups. In implementing the values, all community members must take on the responsibility to “live” the expected behaviours.

Expectations of students are:

- To feel positive about themselves and the learning opportunities being offered to them.
- That they accept responsibility for all aspects of their learning.
- To attend school regularly and on time to all classes.
- To treat all members of the school community with respect and dignity.
- To ask or request support in areas of learning and community with which they may be experiencing difficulty.
- To value school resources both individually and collectively.
- To recognise the diversity of the student population and that each student has a unique contribution to make.

Teachers and school staff should:

- Develop the curriculum and teaching and learning practices in line with Principles of Learning and Teaching (PoLT), E⁵, Inquiry based learning and other relevant DEECD initiatives.
- Plan comprehensively across all AusVELS domains and develop appropriate and challenging curriculum so students experience success in all areas of their learning.
- Ensure all teaching practices are inclusive.
- Make accessible educational provision for all students.
- Create opportunities for real partnerships between parents/carers and school staff.
- Work in strong collaborative teams to develop and implement consistent and common instructional practices.
- Value student input and the contributions they make to their own learning.

Parents/Carers should:

- Take an active interest in the educational progress of their child/ren.
- Engage in regular constructive communication with the school regarding their child's overall wellbeing.
- Be expected to support the school in developing and maintaining a respectful learning environment.
- Ensure their children are attending school regularly and on time.
- Be actively involved in the three-way reporting process.

The Principal Class should:

- Provide positive leadership throughout the whole community.
- Ensure, wherever possible, the school community has the necessary resources and equipment to assist them in the process of learning and teaching.
- Ensure all teaching practices are inclusive.
- Make accessible educational provision for all students.
- Create opportunities for real partnerships between parents/carers and school staff.
- Ensure that all members of the community understand their roles and expectations.

3.1 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.

3.2 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 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 the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- 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).

3.3 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.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more 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.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with 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, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 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, 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.

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 the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your 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)

- 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)

- 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 (eg 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 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 teacher/school staff member or adult that you feel comfortable with.

Issues regarding school incidents should be raised in the first instance with the Homegroup teacher as soon as is practicable. Your concerns will be taken seriously. All complaints will be treated confidentially.

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 ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school's educational program and to attend regularly. Students have a responsibility to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community along with school and personal property. • Demonstrate respect for the rights of others, including the right to learn, and to contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to increasing ownership of their personal progress and responsibility for their own learning and 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"> • 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 and punctual 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"> • fairly, reasonably and consistently, implement the engagement 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.

Rights and Responsibilities of School Support Staff

Rights	Responsibilities
<p>School Support Staff have a right to:</p> <ul style="list-style-type: none"> • expect that they will be able to work in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning and wellbeing program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the engagement policy. • know their students. • create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning.

4. Shared expectations

Schools – principals, teachers and 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.

VISION

Surrey Hills Primary School will provide a seamless educational journey that values and addresses each individual and their role as a citizen in their immediate and global communities.

MISSION

Our aim for all students and staff, whatever their learning needs, is to be active, life-long learners. We will build and sustain a learning environment which promotes the health, safety and well-being of all members of the school community. To achieve this goal the school will be a place in which students and staff develop a positive attitude towards learning. High expectations of self and others at an academic and

personal level will characterise Surrey Hills Primary School. The school will be a place where students and staff learn and enhance the following capabilities:

- Fundamental skills in literacy, numeracy and creativity, which will enable them to be successful across all areas of learning.
- The personal, communication and emotional skills necessary to work and interact independently and within groups and build strong social relationships.
- Innovation, creativity, inquiry, problem solving and reflection
- Confidence to deal with global, technological and cultural change.
- Awareness and voice to undertake their role and responsibilities within their immediate and global communities

GUIDING PRINCIPLES

1. *Teaching staff will have responsibility for the education of all students and in particular those in their units.*
2. *AusVELS provides the framework under which educational provision at Surrey Hills Primary School will be planned and implemented.*
3. *All spaces, both internal and external will be considered as potential learning spaces.*
4. *The majority of furniture and equipment resources will be mobile to enable changing and flexible creation of learning areas.*
5. *Teamwork will underpin the working method of the school.*
6. *Resources are defined as incorporating facilities, furniture, equipment, materials, finances and personal.*
7. *Allocation of resources will be student focussed to maximise student learning.*
8. *All staff and students will be responsible for ensuring the new facilities and equipment are used and maintained with pride.*
9. *Homegroups will be characterised by the membership: the teacher/s and students not be area.*
10. *Operational noise levels and organisation of spaces both internal and external will be actively monitored and discussed within and between teams regularly.*

UNDERPINNING QUALITIES

Creativity

Honesty

Resilience

Respect

Responsibility

Teamwork

The school's Vision, Mission, Guiding Principles and Underpinning Qualities are based on the Australian Government's nine values, for Australian schools, which are:

Care and Compassion

Care for self and others.

Integrity

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

Doing Your Best

Seek to accomplish something worthy and admirable, try hard, pursue excellence.

Respect

Treat others with consideration and regard, respect another person's point of view.

Fair Go

Pursue and protect the common good where all people are treated fairly for a just society.

Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and

peaceful ways, contribute to society and to civic life, take care of the environment.

Freedom

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

Understanding, Tolerance and Inclusion

Be aware of others and their cultures, accept diversity within a democratic society, being included and including other

Honesty and Trustworthiness

Be honest, sincere and seek the truth.

School expectations include:

- inclusive teaching practices
- 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
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

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
- 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

5. School actions and consequences

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

- establishing predictable, fair and democratic homegroups, Learning Zones and school environment.
- ensuring student participation in the development of homegroup and wholeschool expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students 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

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 homegroup environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator
- 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 experiential learning, camps/outdoor education/creative arts
- involving community support agencies.

Discipline procedures – suspension and expulsion

The new Ministerial Order 625 sets out grounds and procedures for suspensions and expulsions. The Ministerial Order was developed to meet the requirement of the Education and Training Reform Act 2006(VIC). The grounds for suspension and expulsion have also been updated to better enable principals to prevent and respond to behavioural incidents that may compromise the health, wellbeing and safety of staff and students. The grounds for suspension and expulsion can be found at:

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

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.

NB: *'Corporal punishment is prohibited in all Victorian Schools and must not be used at the school under any circumstances'*

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class or yard if a student's behaviour significantly interferes with the wellbeing or rights of other students including the right to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from homegroup or yard activities or, in more severe cases, required to leave the homegroup or yard 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 homegroup 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.

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The principal should ensure that parents/carers are informed at least the day before an after school detention. Where family circumstances are such that the completion of after-

school work would create undue hardship the school may choose to negotiate alternative disciplinary measures with parents/carers.

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/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training 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/1543_Code-of-Conduct-June-2008.pdf
TRIBES	http://www.tribes.com
Restorative Practice	http://www.transformingconflict.org/Restorative_Approaches_and_Practices.htm