



# **Yea High School**

## **Student Engagement & Well-Being Policy**

**Produced in consultation  
with the school community**

**To be read in conjunction with DET and School documents:**

**Preventing and Responding to Challenging Behaviour  
Yea High School Statement of Values  
Yea High School Classroom Behaviour Guidelines (2019)  
Child Safe Code of Conduct and Policies  
Duty of Care Policy  
Bullying Prevention Policy  
Inclusion and Diversity Policy**

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## 1 School profile statement

Yea High School is a co-educational secondary college, situated 100 kilometres north-east of Melbourne. The school has approximately 330 students enrolled and provides for the educational needs of a mixture of rural and semi-rural communities. The student family occupation index in 2020 was 0.4532.

The school runs an outreach program for students who were previously not connected with education – the Access Yea Community Education (AYCE) Program. The program has 110 students enrolled at 3 AYCE campuses located around the state.

Yea High School is a member of the Big Picture Education Australia Network of schools.

### **School Strengths**

- Effective in supporting student pathways to quality destinations.
- Staff has a strong commitment to professional growth and development.
- School council has a demonstrated commitment to family engagement practices.
- AYCE program has had considerable success in connecting students to education.

### **Areas for Improvement and Recommendations for the Future**

- Build further rigour into students' work.
- Further develop the concept of 'student voice' within the school program.
- Continue to commit to student wellbeing and career education linking with critical community partners.

## 2 Whole-school prevention statement

The School Council, parents, teachers and students are committed to improving the learning of all students at the school. Every effort is made to give students confidence and to motivate them by reinforcing their strengths, setting achievable tasks and by encouraging all students to work to their fullest ability in the pursuit of excellence in all spheres of their learning.

In particular, Yea High School is committed to working in partnership with families. We believe that families and the school working as partners will increase student achievement and help students develop positive attitudes. To meet this commitment part of the school family engagement policy states:

By engaging with families we seek to:

- Ensure every aspect of the school culture is open, helpful and friendly
- Help families understand what will support their child's education and learning.
- Provide families with strategies and techniques that will assist their children with learning activities, and that will support and extend the school's program.
- Promote frequent two-way (school-to-home and home-to-school) communication about school programs and student progress.

Yea High School starts from the premise that we assist and support all of our students to achieve an excellent outcome. We build this on four important educational principles established at the PD day involving staff, students, parents and community representatives.

- **Rigour**: We hold high expectations of all students
- **Relevance**: We offer a relevant and engaging curriculum, where learning is personalised and students have access to learning in the real world
- **Relationships**: We seek to develop significant relationships with families and the broader community
- **Refining Practice**: We strive to be excellent classroom practitioners

A key to establishing these foundations is the building of partnerships with students and their families. We seek to develop relationships with these important people through ongoing conversations which are based on the twin concepts of respect and trust.

At the heart of our relationship with our students is the expectation that students will:

- Come to school everyday
- Work productively and effectively in classes
- Get on well with other students
- Work cooperatively with the teacher and their classmates
- Celebrate and be proud of their achievements

### 3 Rights and responsibilities

#### 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 the human rights of others.

All DET 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

### **3.4 Statement in relation to corporal punishment**

The school explicitly prohibits the use of corporal punishment.

### **3.5 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.

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

### **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

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 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:**

Refs: INFORMATION ON CYBERSAFETY AND ACCEPTABLE USE AGREEMENT (2014)  
YEA HIGH SCHOOL eSMART status (2016)  
USE OF STUDENT WORK AND INFORMATION AND COMMUNICATION  
TECHNOLOGIES POLICY (2016)

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 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.

We expect students who observe another person being harassed or bullied to tell that person to

report the issue to a teacher or another suitable member of staff.

We expect students who see a friend harassing or bullying another person to let them know their behaviour is unacceptable. Bystanders who do nothing to stop harassment or bullying may be contributing to the problem by providing an audience for the bully.

We expect students who are being harassed or bullied to tell the person to stop what they are saying or doing and to report the matter to a student leader, teacher or another suitable member of staff.

Student concerns about harassment, bullying and cyberbullying will be taken seriously and all reports and complaints will be treated confidentially.

### 3.6 Rights and Responsibilities of the School Community

#### Rights and Responsibilities of **Students**

<b>Rights</b>	<b>Responsibilities</b>
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• participate fully in the school’s educational program and have all work expectations made clear.</li> <li>• receive assistance and support to address school-related issues.</li> <li>• be provided with a range of learning experiences in well managed environments to meet individual needs.</li> <li>• receive timely, respectful and constructive feedback from teachers.</li> <li>• be treated fairly with respect.</li> <li>• raise concerns with an appropriate member of staff.</li> <li>• be given the opportunity to build skills and knowledge through additional programs.</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• participate fully in the school’s educational program and to attend regularly. Students are expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>• demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</li> <li>• as students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual self-directed learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li> <li>• students should, with support, be expected to participate fully in the school’s educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> </ul>

**Rights and Responsibilities of Parents/carers**

<b>Rights</b>	<b>Responsibilities</b>
<p>Parents and carers have a right to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• have the opportunity to discuss and contribute to their child's learning plan.</li> <li>• receive accurate, timely and constructive feedback about their child's learning from staff at the school.</li> <li>• receive feedback on their child's social and emotional learning from staff at the school.</li> <li>• to voice any concerns with an appropriate member of staff with the expectation that those concerns will be addressed in a timely and appropriate manner.</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>• ensure their child's prompt arrival and regular attendance at school</li> <li>• ensure that their child is groomed and dressed according to the school's expectations.</li> <li>• engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• support the school in maintaining a safe and respectful learning environment for all students.</li> <li>• support their child at home with their learning.</li> </ul>

**Rights and Responsibilities of Teachers and Education Support Staff**

<b>Rights</b>	<b>Responsibilities</b>
<p>Teachers and Education Support Staff, as appropriate, have a right to</p> <ul style="list-style-type: none"> <li>• feel safe and secure within their workplace.</li> <li>• Voice concerns with an appropriate member of staff, student or parent.</li> <li>• expect that they will be able to operate in an orderly and cooperative environment .</li> <li>• be informed, within privacy restrictions, about matters relating to students that will affect the teaching and learning program for that student.</li> <li>• Receive timely and appropriate feedback from colleagues.</li> </ul>	<p>Teachers and Education Support Staff, as appropriate, have a responsibility to</p> <ul style="list-style-type: none"> <li>• Follow the VIT Teacher Code of Conduct and meet Professional Standards and uphold an active, professional and positive presence.</li> <li>• Display, model and teach the school values and positive social behaviours.</li> <li>• fairly, reasonably and consistently, implement the engagement policy.</li> <li>• Make learning intentions known early in a session.</li> <li>• Know how students learn and how to teach them effectively.</li> <li>• Know the content they teach.</li> <li>• Know their students.</li> <li>• Implement effective teaching strategies and use assessment data to drive teaching and learning.</li> <li>• Create and maintain safe and challenging learning environments.</li> <li>• Use a range of teaching strategies and resources to engage students in effective learning.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand their role and responsibilities under the Child Safe Standards and policies</li> </ul>
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### 3.7 Whole School Rules

Yea High School has a set of 'Whole School Rules' which help encapsulate specific ways students might relate to the school and those around them. By following these rules students have the best chance of meeting their responsibilities to others as well as having their own rights being met:

- (a) Listen to and follow instructions
- (b) Care for and respect property
- (c) Respect the basic rights of others
- (d) Act in a way that is safe to you and others
- (e) Come to class on time with correct materials prepared to work

### 4. Shared expectations

Students and staff have adopted the following values to support a harmonious learning community:

	<u>Trust</u>	<u>Respect</u>	<u>Acceptance</u>
<u>Concepts</u>	Leadership Integrity Safety Honesty Guidance	Encouragement Love Equality Care Happiness	Unity Teamwork Cooperation Fair play Tolerance
<u>Actions</u>	Support a secure environment Positive student/teacher relationships Be a positive person Know who to ask for help Tell the truth	Include and support others Get along with others Be willing to participate Work in school	Don't be bully Be open minded Appreciate others Show consideration Respect yourself Be friendly and approachable Care for others

Yea High School has 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 school's values 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 others
- **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<sup>[SEP]</sup>
- attracting highly skilled and diverse staff making the school a preferred employer<sup>[SEP]</sup>
- increasing the range of knowledge, skills and experiences available in the workforce<sup>[SEP]</sup>
- 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.

## 5. School actions and consequences

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

- establishing predictable, fair and democratic 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 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 classroom environments
- scaffolding the student's learning program.

If a situation demanding disciplining arises

- a) It must not be ignored
- b) It must be acted upon immediately
- c) It must be followed up

### Classroom Behaviour Guidelines – displayed in classrooms

Ref: **Yea High School Classroom Behaviour Guidelines (2019)**

Students will

- Arrive to class on time
- Wear correct uniform
- Have all appropriate equipment in class (text, calculator etc.) and netbook fully charged
- Keep classrooms and lockers clean and tidy
- Respect school property
- Follow teachers instructions
- Respect themselves and others

Teachers will

- Arrive to class on time
- Be positive in class
- Be consistent
- Use a calm tone of voice
- Acknowledge good behaviour
- Use respectful language
- Treat every student with respect and honesty
- Give clear deadlines
- Have a clear classroom management plan
- Follow school policies (eg phones, roll marking)

Students will

- Ask for clarification if unsure of what to do
- Speak up when something is wrong
- Inform the teacher of any difficulties that are happening in class

Teachers will

- Follow through with anything they have told students they will do in a timely manner
- Inform parents/guardians of any major concerns regarding academic progress
- Provide a safe learning environment for all students

Students will

- Meet deadlines
- Work to the best of their ability in every class
- Stay on task and not be a distraction to others
- Never swear or put others down
- Never tolerate bullying towards any student or staff member
- Be inclusive of others
- Be a positive member of the class

Teachers will

- Provide work for students of all abilities
- Have high expectations of all learners
- Provide an outline of the course (and each lesson) and follow the agreed instructional model
- Have read and put in place strategies that reflect the students individual learning plan
- Fully understand the students point of need and target learning to each student
- Never tolerate bullying towards any student or staff member

Students sent to the office for discipline reasons(Time Out)

The final consequence if a student, despite appropriate warnings, is consistently disruptive or indulges in inappropriate activities is for the student to be exited from the classroom and sent to the office (Time Out) to be supervised by one of the Principals or an Advisor or Sub School Manager.

Time Out

- a) Students sent to the office will stay in time out until the sending teacher is available to speak with the student. This will be either the following period (if the sending teacher has a preparation period) or at recess or lunch. At early possible time or the end of session 6, the teacher will meet with the student in the administration area. Town students will remain at school to negotiate the agreement and bus travellers will meet the teacher concerned at the staffroom the following morning to finalise the agreement.
- b) If a student does not meet with a teacher the following school day then the teacher must investigate why the student did not report and inform the student's Advisor or Sub School Manager at the earliest convenience if a problem exists.
- c) If a problem occurs in resolving a situation, the student's Advisor or Sub School Manager must be informed.
- d) Students will be required to stay in the designated office area until they are permitted to leave by a Principal, Advisor, Sub School Manager or the Class Teacher. Students will be required to fill out all sections of the "Classroom Incident Report".
- e) A copy of the incident report will be provided to the student's Advisor or Sub School Manager or Assistant Principal.
- f) Subsequent removal from class may result in disciplinary measures.  
Parental follow up may include:-  
  
First offence: Parent notification of potential problem.  
  
Second offence: Parents invited to attend interview with the student advisor or Year Level Coordinator or Assistant Principal.  
  
Third offence: Parents contacted and in-school suspension enacted.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers

- coordinators
- 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 experiential learning, work education, camps/outdoor education/creative arts
  - involving community support agencies.

### **Discipline procedures – suspension and expulsion**

When considering suspension or expulsion, the school will refer to the procedures listed in the Ministerial Order 1125 and DET guidelines.

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.

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 should be considered.

### **Determining grounds for suspension.**

Grounds for suspension:

- Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Causing significant damage to or destruction of property;
- Committing or attempting to commit or is knowingly involved in the theft of property;
- Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
- Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status; physical features; political belief or activity;

pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

**The principal must first establish whether a suspension is an available option:**

- Did the behaviour occur whilst at school, travelling to or from school or at a school approved activity?
- Does the behaviour meet one or more of the grounds for suspension?
- The principal must take into account whether a suspension is appropriate to the behaviour, the student's education needs and any other relevant circumstances.

**Before implementing a suspension, the principal must ensure that:**

- The student has had the opportunity to be heard
- That any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding the suspension
- Other forms of action to address the behaviour for which the student is being suspended have been considered and implemented.

**The principal must decide on the duration of the suspension bearing in mind that:**

- A student cannot be suspended for more than five consecutive school days and written approval from the Regional Director is required if the total number of days the student has been suspended in the year is more than 15 days
- If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.
- In some instances, the principal may consider that due to the severity of the situation and the possibility of immediate threat to another person, they may need to implement immediate action.
- Under these circumstances, the school must provide supervision until the student can be collected or until the end of the school day.
- When a suspension with an immediate effect is implemented on school camp or excursion and the student is unable to be collected, then they will need to be supervised until the end of the activity.

**Prior to the day on which the suspension occurs, or on the day a suspension is implemented with immediate effect:**

- If the student is suspended for three days or less, the school must arrange for appropriate school work to be supplied
- If a student is being suspended for more than three days, a Student Absence Learning Plan and a Return to School Plan must be developed and provided to the student and their relevant person.

**Support and follow Up**

- Following the suspension, it may be appropriate to convene a meeting with the student and their relevant person to discuss the behaviour that led to the suspension. A relevant person can also request a meeting at any time during the suspension process.
- For students that have been suspended for five days or where they have received three or more suspensions in a year, then it is recommended that the school convene a Student Support Group meeting with the student, their relevant person and other personnel to discuss the behaviour that led to the suspension/s and the range of strategies to address the concerns.

## Expulsions

Ministerial Order 1125 took effect on 16 July 2018. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in Victorian government schools. The Ministerial Order must be complied with in a manner which is consistent with the Charter of Human Rights and Responsibilities Act 2006.

The Expulsion Policy, Guidance and Procedures should be read in conjunction with the Education Department's Student Engagement Policy and associated guidance and resources.

### Grounds for expulsion

A principal may expel a student from the school if, whilst attending school, travelling to and from school or engaging in any school related activity away from school (including when travelling to or from that activity) the student:

1. behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
2. causes significant damage to or destruction of property
3. commits or attempts to commit or is knowingly involved in the theft of property
4. possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
5. fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
6. consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age, breastfeeding, gender, identity, impairment, industrial activity, lawful sexual activity, marital status, parent or carer status or status as a carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
7. consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student and the student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs, expulsion is the only available mechanism

When a behavioural incident(s) is of such magnitude that an expulsion is considered, it is important that a transparent, fair and supportive process is in place for all parties involved, with appropriate checks and balances at each stage.

## References

Ministerial Order 1125	<a href="https://www.education.vic.gov.au/Documents/school/teachers/studentmanagement/MinisterialOrder1125SIGNED.PDF">https://www.education.vic.gov.au/Documents/school/teachers/studentmanagement/MinisterialOrder1125SIGNED.PDF</a>
Equal Opportunity Act	<a href="https://www.legislation.vic.gov.au/in-force/acts/equal-opportunity-act-2010">https://www.legislation.vic.gov.au/in-force/acts/equal-opportunity-act-2010</a>
Charter of Human Rights	<a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
VIT Teacher Code of Conduct	<a href="https://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics">https://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics</a>