

Cann River P-12 College



Student Engagement & Well-Being Policy

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Cann River P-12 College School Engagement Policy

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Section 1: School Profile Statement

Vision	Our school aims to be a safe and happy learning community where students are engaged to achieve their personal best in a caring environment of respect and co-operation.
Values	<p>We aim for each child to be:</p> <ul style="list-style-type: none"> Confident, happy and positive Considerate and respectful of others, locally and globally Skilled and knowledgeable for success in the world <p>We aim for the school to be:</p> <ul style="list-style-type: none"> Respectful of differences Inclusive Positive – acknowledgment of achievement Encouraging high expectations Nurturing and safe Connected to the community <p>We value:</p> <ul style="list-style-type: none"> Skills and knowledge Relationships - respect Community <p>Our Expectations are</p> <ul style="list-style-type: none"> - Respect Self - Respect Others - Respect The School Environment
Environmental Context	<p>Cann River is situated 450 kilometres from Melbourne in Far East Gippsland, near Croajingolong and Coopracambra National Parks; the town has about 170 residents: The school has a strong sense of developing students as individuals and providing them opportunities and pathways: the curriculum is tailored to diverse student needs: students enjoy a high degree of individual attention. There is a whole school approach to developing social skills largely based on ‘Positive Behaviour Intervention and Support Model’. (PBIS)</p> <p>Our Expectations are</p> <ul style="list-style-type: none"> - Respect Self - Respect Others - Respect The School Environment <p>The College caters for a population of 46 students from Prep to Year 12. Class groupings in 2017 for students are: P - 2, 3-6, 7-9 -10, 11-12 . The College offers a broad flexible and inclusive curriculum, including VCE and VET programs. There are opportunities for Year 10 students to undertake VCE and VET units: in 2017 there are thirteen students studying at least one of fifteen possible subjects. The school population can be transient.</p> <p>There is limited future employment options for students in the immediate area so transition beyond school is a focus. All students experience a wide range of learning experiences both in and out of the community: excursions include urban excursions, Outdoor Education, Sport, careers expos, work experience, year level camps, and VCE studies.</p>

A major focus is professional development with a teamwork-based approach: professional learning teams work to develop and enhance their teaching approaches this is closely linked to teacher evaluation. This is focused on the FISO and on a Performance and Development Culture.

The school is very well resourced with staff for its size, with a teacher in each specialist area: teaching aides are used to support student learning at all year levels and we have specialist support with speech therapy, social worker, and other special needs.

Extra school programs include: after school activities (with student leaders) youth group, breakfast club, community soccer and basketball, annual school magazine, annual whole school production, interschool billy-cart competition, successful entry to many art competitions, parent community barbeques, Book week activities, , and weekly VCE study nights. 'Jinga', the school community newsletter, is published fortnightly.

The school has excellent facilities: with recently built Science and Art rooms, and a refurbished Woodwork workshop. There is a professional kitchen, and a VET Auto workshop. Students in years Prep to 12 have access to netbooks. The School also has a gardening program. The School has a bus and a car.

Section 2: Whole School Prevention Statement

Cann River P-12 College aims to promote high student engagement, attendance and positive behaviours. We believe that all children can learn and achieve and that the wellbeing of every member of the school community is important.

Our mission is to develop an energetic, welcoming, supportive and harmonious environment in which all students, staff and families feel engaged and connected.

In order to achieve this, we will –

- have high expectations
- provide students with learning that lead to meaningful opportunities in the future
- acknowledge and celebrate our successes, and recognize and value effort
- develop a curriculum that is challenging, inspiring and relevant to individual students and our community's needs. Our staff will be informed about both local needs and about global trends, new technologies and innovations
- strive to develop positive, trusting relationships for all
- monitor and reflect on wellbeing and engagement of students, staff and families, and support those who are struggling
- put in time and effort, inside and outside the classroom, to get to know each other, have fun together and show that we value each other
- challenge and change systems to ensure they best meet the needs of all children and families
- follow appropriate Departmental Guidelines such as the Student Engagement Policy Guidelines, Equal Opportunity Act, etc.
- have clear Child Safety Policies in Place

Our success will be measured by-

- the attendance, retention and achievement of students
- the attitudes and opinions of students, families and staff
- the retention of positive, skilled, healthy, enthusiastic and engaged teachers
- improved learning outcomes leading to greater life choices

We have a large number of programs and practices in place that support our students to attend school, participate in class and enjoy learning.

These programs and practices include:

Whole School Prevention Statement Cann River P-12 College

<p>1.1 Creating a positive school culture Shared Vision and Values Overarching Stability Positive Relationships Communication Support People feel valued Recognition of growth/effort Induction for new staff</p>	<p>1.2 Building a Safe and supportive school environment Three Core Values - Respect Self - Respect Others - Respect the School Environment Safe play area for younger students at the College Buddy system Parent Teacher interviews Maintenance of Building and Grounds Wellbeing co-ordinator Personal Development Program Home groups</p>	<p>1.3 Expecting positive, supportive and respectful relationships that value diversity Taught in Every Class Personal Development Program Camps Cross Year Level unit Subjects/units to allow for students interests/choices Individual Learning Plans Specialist expertise (e.g. Counsellor, Speech Pathologist)</p>
<p>1.4 Promoting pro-social values and behaviours Since 2012 the school has been using PBIS. In 2015 we tracked all the students against The Personal and Social Learning Continua.</p>	<p>1.4 Encouraging student participation Active After School Activities Program Wide Range of extra-curricular activities Electives in the secondary school Subsidies for Excursions/Camps to allow access for all House competition Sport – Interschool sport Building positive relationships Instrumental Music Program Gardening Program Broad Curriculum - catering to interests/future pathways. Acknowledging success/progress/effort.</p>	<p>1.5 Proactively engaging with parents/carers School Council Parent/Teacher interviews Parent fundraising group “Jinga” Newsletter Assemblies Volunteer Morning teas Mother’s Day Luncheon</p>
<p>1.7 Implementing preventative and early intervention approaches Education support staff - teacher aides Psychologist Student Wellbeing Co-ordinator Speech Pathologist Counselling Assessments Home group and teachers Transition Programs Individual Learning Programs</p>	<p>1.8 Responding to individual students Discipline procedures Meetings with parents Wellbeing issues identified and dealt with Mandatory reporting Individual Learning Plans Restorative practices Transition Links with Health Services Relationships with teachers Awards Data Collection</p>	<p>1.9 Linking to the local community “Come in Book Character” day Anzac and Remembrance Day Services Video Conferencing Land Care Programs Reconciliation Activities</p>

1.10 School Accountability and Improvement Framework AIP Principal and Staff PDP Student Opinion Data including the MDI Parent Survey	Other	
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Section 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 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

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)

They include:

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

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property

- knocking a person’s books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

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

- the language you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (“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 that you feel comfortable with.

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

3.6 Rights and Responsibilities of the School Community

- Cann River P-12 College School community is guided by the following principles:
- All members of our school community have the right to be safe
- All members have the right to be treated with respect
- All members have the right to be in a secure environment without interference, intimidations, harassment, bullying or disruption
- All members of our school community are expected to be polite, courteous and well mannered

These principles are aligned with the relevant pieces of legislation including the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006, The Disability Standards for Education 2005.

The rights and responsibilities are set out in the table below.

Rights and Responsibilities of Students

	Rights	Responsibilities
Treatment - to ensure fair and just treatment.	-to be treated with courtesy and respect -to be free from violence, intimidation, bullying and harassment from other members of the school community. -to have legitimate problems listened to and acted upon justly	-to treat others with courtesy and respect. -to take care of themselves and others. -to refrain from bullying, intimidation or harassment of others.

<p>Safety</p>	<ul style="list-style-type: none"> -to be in a safe environment. -to feel safe. -to have safety rules clearly explained e.g. working in the woodwork room. -to be provided with facilities that are safe and free from hazard. 	<ul style="list-style-type: none"> -to follow safety rules. -to report any unsafe actions/situations straight away. -to behave in a sensible and safe manner on the way to and from school. -to move around the school sensibly, quietly and in an orderly manner.
<p>Learning</p>	<ul style="list-style-type: none"> -everyone has the right to learn. -to be provided with a variety of learning experiences and opportunities. -to be offered necessary assistance with learning. -to receive feedback. -to have individual needs catered for. -to use of ICT resources to assist with learning. 	<ul style="list-style-type: none"> - to not disrupt the learning of others. -to assist in creating an environment conducive to learning. -to participate in learning activities and experiences. -listen attentively during instructions. -make a genuine effort to learn. -to use new technologies in accordance with acceptable usage guidelines.
<p>Communication</p>	<ul style="list-style-type: none"> -to receive feedback on learning. -to communicate to other students, staff, school members and community. -access new technologies to improve communication (in line with acceptable usage guidelines). -to be spoken to respectfully. -to be listened to. -to have a turn to speak 	<ul style="list-style-type: none"> -to listen to others -to refrain from interrupting when others are speaking -to follow standard school communication procedures.
<p>Property</p>	<ul style="list-style-type: none"> -to be provided with a safe and accessible place to store personal property and equipment. -to expect that their property and equipment will be well cared for and won't be damaged. -to work, learn and play in a clean and tidy environment. - to be provided with materials/resources necessary to maintain school environment in this way (e.g. bins, school cleaners) 	<ul style="list-style-type: none"> -to take care of own and others' property and equipment. -to assist in maintaining a clean and tidy working, learning and playing environment. - to refrain from bringing inappropriate/undesirable property and equipment including computer software to school. -report the possession of inappropriate/undesirable equipment to a teacher.

Equal Opportunities	<ul style="list-style-type: none"> -equal access to extra curricula activities e.g. trips, excursions, camps, sporting events, incursions, performances. -to have individual needs catered for. -to equal opportunity 	<ul style="list-style-type: none"> -to behave and respond appropriately in different contexts. -respect others right to learn and not interfere with the learning of others. -to treat others with respect and equality regardless of sex, sexual orientation, race (including colour, nationality and ethnic or national origins), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, or physical or mental disability or impairment.
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Rights and Responsibilities of Parents/Carers

	Rights	Responsibilities
Treatment - to ensure fair and just treatment.	<ul style="list-style-type: none"> -to be treated with courtesy and respect -to be free from violence, intimidation, bullying and harassment from other members of the school community. -to have legitimate problems listened to and acted upon justly 	<ul style="list-style-type: none"> -to treat other members of school community with courtesy and respect. -to support the school in its endeavour to provide and 'equitable' education for all. -encourage students to demonstrate positive and respectful interactions towards all and learning environment. -act as a role model for their child.
Safety	<ul style="list-style-type: none"> -to expect that their child will be educated in a safe and secure environment. -to feel and be safe in the school environment. 	<ul style="list-style-type: none"> -make the school aware of any illness or impairment, medication of health issues for your child/children. -encourage their child to talk about their school day. -reinforce expectations of behaviour and safety at home. - to provide for the general wellbeing of their child. -to support the schools safety policies, procedures and practices.
Learning	<ul style="list-style-type: none"> -to expect that their child has the right to learn and to develop interests, abilities and ambitions in a secure and supportive environment. 	<ul style="list-style-type: none"> -Ensure their child's regular attendance and punctuality to school to attend parents teacher interviews -to contact the school when concerns arise (as a first option). -to provide explanations for absences, lateness and being out of uniform. -to supervise homework and promote responsible attitudes and behaviours in their children.

Communication	<ul style="list-style-type: none"> -to be spoken to respectfully. -to be listened to. -to have a turn to speak -to receive feedback on a regular basis from the school in regard to child's progress, school events etc. -to access information about their child and the school. 	<ul style="list-style-type: none"> -to discuss future pathways with their child and relate to current learning behaviours and attitudes. -to follow standard school communication procedures. -to be open and honest when discussing issues with school staff. -to inform the school of relevant medical conditions that their child may suffer
Equal Opportunity	<ul style="list-style-type: none"> -to equal opportunity 	<ul style="list-style-type: none"> -to treat others with respect and equality regardless of sex, sexual orientation, race (including colour, nationality and ethnic or national origins), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, or physical or mental disability or impairment.

Rights and Responsibilities of Staff

	Rights	Responsibilities
Treatment - to ensure fair and just treatment.	<ul style="list-style-type: none"> -to be accepted and treated with respect and courtesy. 	<ul style="list-style-type: none"> -to treat all school community members fairly and respectfully.
Safety	<ul style="list-style-type: none"> -work in a safe and supportive environment free from intimidation, bullying (including cyber-bullying or harassment). 	<ul style="list-style-type: none"> -to be aware of OHS Guidelines -report any concerns, or unsafe situations immediately. -be aware of school procedures, policies and practices. -maintain a safe, secure classroom and school environment -Duty of Care for students -Mandatory reporting obligations.

Learning	<ul style="list-style-type: none"> -right to learn and develop professionally -to pursue career aspirations and opportunities. -time to develop professionally. 	<ul style="list-style-type: none"> -maximise student learning opportunities. -cater to individual needs of students. -to help all students to develop with effective, flexible and supporting teaching practice and meaningful work. -To keep up-to-date with professional issues and use professional development effectively -to work in accordance with the VIT teaching standards. -to keep accurate records and be accountable for professional practice -to follow classroom management plans that are fair and consistent. -to be prepared for classes, set appropriate homework, be punctual and attend activities. -To inform parents of their child's progress and any serious disciplinary measures taken.
Communication	<ul style="list-style-type: none"> -to be spoken to respectfully. -to be listened to. -to have a turn to speak -to receive feedback on a regular basis from the school leadership 	<ul style="list-style-type: none"> -respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate as dictated by law. -communicating well and appropriately with students. -model and engage in respectful, impartial language. -refrain from discussing students' personal problems in situation where the information will not be treated confidentially. -value the input of colleagues -use the appropriate forums for constructive debate on professional matters -share expertise and knowledge in a variety of collaborative contexts. -provide support for other staff -share information relating to the wellbeing of students.
Equal Opportunity	<ul style="list-style-type: none"> -to equal opportunity 	<ul style="list-style-type: none"> -to treat others with respect and equality regardless of sex, sexual orientation, race (including colour, nationality and ethnic or national origins), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, or physical or mental disability or impairment.

Section 4: Shared Expectations

School – principal, teachers and school staff

The school has a responsibility to provide an educational environment that ensures that all students are valued and cared for, in an inclusive learning environment where they feel connected to their peers and the school and can engage effectively in their learning and experience success.

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.

Expectations of students at Cann River P-12 College

- Ownership and input into their learning and learning environment
- Behaviour which enhances their learning and the learning of others
- Physical environment and resources are treated with care and respect
- Attend school
- Actively participate in curriculum opportunities and school activities
- To develop supportive and inclusive relationships and treat all school community members with courtesy and respect

Expectations of staff at Cann River P-12 College

- Display leadership and foster opportunities to assist students to meet the expectations of them
- Abide by the principle of “Duty of Care” and ‘Child Safety Standards’
- Work as team members
- Model positive behaviours and values
- Striving to work collaboratively with those in school and in partnership with those outside the school
- Effective communication strategies with all school community members
- Strive to provide high quality curriculum
- Actively promote and support the well-being of others in the school community

Expectations of parents:

- Ensure your child arrives at school each day ready to learn
- Support your child’s learning at home
- Read the various communications relevant to your child such as newsletters/reports/notices.
- Reinforce positive learning behaviours and attitudes. Assist with their child’s school work.
- Model positive behaviours
- Foster partnerships between home and school
- Contact the school when problems arise
- Inform the school of any information/issues relevant to your child

Section 5: School Actions

Our aim is to teach with a very high standard of interpersonal skill leading towards: cooperation, mutual responsibility, respect, positive, non-discriminatory relationships between students and members of the school community. A focus that rewarding positive behaviour is a more effectual way of developing social skills than aversive responses to ‘poor behaviour’.

Serious issues with behaviour may result in:

- development of a supportive behaviour plan
- alternative arrangements such as: relocation of children into other classes
- in school suspensions
- suspensions

The steps above are necessarily sequential. The nature of the actions taken will depend upon:

- the seriousness of the behaviour exhibited
- the dangers posed to others.

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

- Explicit teaching of positive behaviour
- An established “culture of learning” in the classroom and in the school environment
- Involving students in the development of classroom expectations.
- Learning programs that cater for the needs of all students
- Consistent shared concern for the wellbeing of all students.
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator,
- tutoring/peer tutoring,
- mentoring and/or counselling including careers planning
- providing broader educational programs, for example work education, camps/outdoor education/creative arts
- involving community support agencies.

Discipline procedures – suspension and expulsion

Corporal punishment is illegal in Victoria Schools

Suspension and expulsion should be unlikely options in the Cann River School Setting, however if suspension or expulsion are considered, schools are required to follow the procedures listed in

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/inschoolsuspension.aspx>

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/expulsionprocess.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.

- Withdrawal from class where a student’s behaviour 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. 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 recess time or lunch time may be used for this work.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

References

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/detention.aspx>

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/wellbeing.aspx>

<http://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafety.aspx>

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/engagement.aspx>