

**Airly Primary School**

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

**Produced in consultation  
with the school community**

**To be read in conjunction with  
*Effective Schools are Engaging Schools –  
Student Engagement Policy Guidelines***

**2016**



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## 1 School profile statement

Airly Primary School is a small rural school in Gippsland, within a ten minute drive from Sale, Stratford and Maffra. Established in 1924, Airly draws students from these neighbouring towns. Our current student enrolment is twenty. A junior and senior class operate.

Our unique location allows Airly Primary School to offer an alternative to larger schools in urban areas. Smaller student numbers has led to Airly often becoming the school of choice for families seeking a smaller, more personal setting or a placement for children in need of extra educational or emotional support, often on the recommendation of community agencies, existing parent body or school support staff. All families bypass other schools to come to Airly Primary School.

The School Council, staff and community believe that children best learn in a happy, caring, safe and stimulating environment. The aim of Airly Primary School is to work as a team, with parents, in making sure each student achieves his / her potential. *"Aiming for Excellence in Education"* is the school motto and we achieve this by modeling the school values of Respect, Attitude, Co-operation and Environment. The welcoming atmosphere of Airly Primary School enables students, staff and parents to feel comfortable working with each other, knowing that everyone is striving for the best student outcomes. The parents work hard to promote the school and to raise local funds and are invited to participate in school activities and programs as appropriate.

Airly has many feeder kindergartens, with children being drawn from different sources in the neighbouring towns. Hence, a structured transition program is conducted in Term 4 each year for kindergarten students to familiarise themselves with the Airly Primary School environment. Transition activities are held for senior students in an on-going manner throughout the school year. This largely involves the Sale Rural Cluster with excursions, camps, group days and leadership programs, allowing our senior students to form relationships with the students from other rural schools, in readiness for their secondary education. Senior students are involved in many leadership activities, with Student School Council allowing a feeling of ownership of their school, being the voice of the student body, organising school events and reporting to the School Council.

The Airly staff works hard to develop and implement programs to meet the needs of all children, including special needs students, and empower them to reach their full potential. The school offers a variety of programs designed to extend and enrich students. These include Science, AUSLAN, camps, swimming program, PMP, vegetable garden and cooking program, interschool and Division swimming, athletics and cross country events. Students and staff use teleconferencing to meet with others outside our school grounds.

## 2 Whole-school prevention statement

Airly Primary School aims to provide a safe, caring and challenging learning environment that equips children with the necessary skills and knowledge to become valued members of the local and global community. All involved in the school community are committed to creating an atmosphere of co-operation, high expectations and success for all in a safe and friendly environment. *'Aiming for Excellence in Education'* is the school motto and this is achieved by demanding that the school values of **RESPECT, ATTITUDE, CO-OPERATION & ENVIRONMENT** are met. The values are central to the school's daily operations and apply to students, staff, parents and all involved in the Airly School community. We are aiming for ACE behaviour. Airly Primary School's values were determined in collaboration with all members of the school community.

- **Respect** – Caring for everybody and everything
- **Attitude** – Be happy
- **Co-operation** – Work Together
- **Environment** – Look after plants, animals and our environment

Airly Primary School follows the Wellington Network initiative of **School Wide Positive Behaviour Support**.

Our Purpose Statement is to have all involved in the school community to be committed to creating an atmosphere of co-operation, high expectations and success for all in a safe and friendly environment.

A Behaviour Matrix has been developed outlining the expectations of all involved with the school. This is written in positive terms with a focus on expected behavior rather than on misbehavior.

Airly PS aims to:

Have all students feel safe, connected and excited about their learning.

Explicitly teach values

Develop student leadership via Student School Council and Sale Rural Cluster activities.

Embed a whole school approach to student wellbeing with a focus on prevention, using Restorative Practices.

Implement the student wellbeing aspects of the Victorian Curriculum.

Emphasise parental involvement and community participation.

Integrate ICT into teaching and learning practice to enhance student learning outcomes.

### 2015 Airly Primary School Behaviour Matrix

	<b>All settings</b>	<b>Classrooms</b>	<b>Using Technology</b>
<b><u>Respect</u></b> Caring for everybody and everything	Do your work Help others Look up to others Use manners Speak nicely Listen to others Care for our surroundings Be an upstander to bullying	Use 'inside' voices Listen to instructions Keep hands to yourself Walk in the classroom Share space and equipment Return others' property Pack up when asked	Keep food and drink away from devices Use two hands and move carefully Save your work to your file When bad images appear, close the window
<b><u>Attitude</u></b> Be happy	Being positive Get your work done Talk nicely Listen Think before speaking Participate in all activities Use manners	'Have a go' Do your best Learn from your mistakes Ask for help when you need it Taste new foods	Be patient when equipment is slow or updating Be positive when communicating online
<b><u>Co-operation</u></b> Work together	Take turns Listen to others Play fairly Be friendly Help others Share equipment	Share roles Work out problems together Celebrate success Praise others	Take turns when speaking on the Polycom Share equipment Help others to log on
<b><u>Environment</u></b> Look after plants, animals and our environment	Use less rubbish Keep the school clean Care for our surroundings Care for animals Turn taps off properly Use equipment properly	Turn off lights Keep doors closed when heater / air con is on Dress appropriately for the weather Put things back where they belong Wipe dirty feet	Turn power off or hibernate when you are finished Shut down all Windows Save paper, ink and money and only print when you really need to

**A Parent Matrix was developed in 2016**

<p><b><u>Respect</u></b> Caring for everybody and everything</p>	<ul style="list-style-type: none"> <li>• I use encouraging and positive language.</li> <li>• I work with the school community to uphold the school values.</li> <li>• I remember confidentiality.</li> </ul>
<p><b><u>Attitude</u></b> Be happy</p>	<ul style="list-style-type: none"> <li>• I show interest in my child’s learning.</li> <li>• I am positive about our school in the wider community.</li> </ul>
<p><b><u>Co-operation</u></b> Work together</p>	<ul style="list-style-type: none"> <li>• I read with my child each day and sign their reading log.</li> <li>• I support school events / fundraising.</li> </ul>
<p><b><u>Environment</u></b> Look after plants, animals and our environment</p>	<ul style="list-style-type: none"> <li>• I support my child’s sustainable learning at home.</li> <li>• I minimise wrappers in my child’s snack &amp; lunch as often as possible.</li> <li>• I allow my child to use age-appropriate content on digital devices.</li> </ul>

### 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 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

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 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)**

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 (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 student leader or a teacher/coordinator that you feel comfortable with.

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



**Rights and Responsibilities of the School Community**

The school will provide an atmosphere where all students have the right of respect from others, the right to learn, and a right to feel safe and secure in the school environment.

Parents have a right to expect that their child will be educated in a secure environment, where care, courtesy and respect for others are encouraged.

Parents have an obligation to support the school in its efforts to maintain a productive learning and teaching environment.

Teachers should expect to be able to teach in an atmosphere of order and co-operation. The Principal and staff will fairly, reasonably and consistently implement the Student Code of Conduct.

**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</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 should also be 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 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**

Rights	Responsibilities
<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> </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 modeling positive behaviours.</li> <li>Ensure their child’s regular attendance</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> </ul>

**Rights and Responsibilities of Teachers**

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> <li>expect that they will be able to teach in an orderly and cooperative environment</li> <li>be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>fairly, reasonably and consistently, implement the engagement policy.</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>Plan and assess for effective 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>

**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.

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**

Airly Primary 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
- 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.
- explicit teaching of the school's values

Broader support strategies (Tier 2 & 3) will include:

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

Airly Primary School endeavours to provide a framework to assist making curriculum (what we teach) and pedagogy (how we teach it) more deliberate and purposeful by ensuring that our values and beliefs match our practice in the classroom and playground.

### **Aims:**

- \* The school aims to provide a fair process for managing behaviour and justice.
- \* Make teaching explicit and manage classes effectively.
- \* Confront wrongdoing in our school.
- \* Create a positive culture where it is OK to talk about feelings, using School Wide Positive Behaviour Support.

### **Implementation:**

Discipline is a shared responsibility between school, home and the community.

- \* The school will adopt Restorative Justice Practises to manage student behaviour.
- \* Individual conferences will be implemented to enable students to:
  - understand what they have done wrong
  - give students ownership of the problems created
  - present a desirable way to solve problems
  - give students the chance to fix things with support
  - maintain respect for students
- \* Set clear boundaries for classroom and playground practices by establishing a set of class & school discipline rules and consequences with the students, at the commencement of each year.

### **School Rules:**

Following a School Wide Positive Behaviour Approach, students are expected to follow the School's values: Respect, Attitude, Co-operation & Environment. A child will be given a 'warning' if a School Value is breached and their name is written in the Behaviour Book.

2 warnings (in one day) = 5 minutes time out of the next recess for the student. This time is to be spent making up lost work time and spent with the teacher discussing the inappropriate behaviour.

3 warnings = 10 minutes

4 warnings = 20 minutes

5 warnings = the parent is called

\* Respond to conflict immediately. In some instances, students may be removed from the class or the playground to calm them away from others.

\* Rewards will be given regularly to encourage positive behaviour. Rewards are given in the form of Airly ACE cards. These are printed in the values colours: Respect (blue), Attitude (red), Co-operation (orange) and Environment (green). Students receive an ACE card for demonstrating the school's values. The cards are collected each day and a student is drawn as the 'ACE' for the following day. This child is allowed to sit on the 'ACE' chair, stand aside at assembly, ring the bell & other monitor duties. Being the 'ACE' for the day is a highly sought honour amongst students.

\* The school will also access outside services to provide support for students and staff. e.g; School Support Officers

NO corporal punishment is used in the school.

### **Attendance:**

To maximise student learning opportunities and performance we need to ensure that children attend school regularly, and without unnecessary absences.

Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult. Absenteeism contributes significantly to student failure at school. All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note or return a completed absence form to the school explaining why an absence has occurred.

The principal has a responsibility to ensure that attendance records are maintained and monitored at school. The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.

All student absences are recorded in both the morning and the afternoon by teachers, are aggregated on our CASES21 database and communicated to the DET. The DET and enrolment auditors may seek student attendance records.

The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.

Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues may be reported by the principal to the Department of Health & Human Services.

Student attendance and absence figures will appear on student half year and end of year reports.

Aggregated student attendance data is reported to the DET and the wider community each year as part of the annual report.

Strategies used to encourage regular attendance will include:

Phone calls home to investigate if there are concerns which need to be dealt with.

Reinforcement of the 'Every Day Counts' message.

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

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

A student may 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 (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

Airly Primary School has an agreed process for Complaints and Concerns.

## References

PROTECT portal: DET	<a href="http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1">http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1</a>
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Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
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Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm</a> <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>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>