



BADEN POWELL COLLEGE

STUDENT ENGAGEMENT POLICY

Looking Forward, Staying Ahead

*Derrimut Heath
P-6 Campus*

*Tarneit P-9
Campus*

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Related Policies:

- Student Welfare Policy
- Staff Welfare Policy
- Integration Policy
- Anti-Bullying Policy
- Anti-Harassment Policy
- Uniform Policy / Student Dress Code
- Attendance Policy
- Transition Policy
- ILP/BMP Policy
- Head Lice Policy
- Disability Discrimination Act 1992
- Disability Standards for Education 2005

School Profile

Baden Powell College is a two campus college consisting of Derrimut Heath P-6 and Tarneit P-9. The Derrimut Heath Primary School opened in 1992 and is located 30 kilometres west of the GPO, Hoppers Crossing.

In 2008 Tarneit P-9 opened, catering for students from Prep to Year 9 and is located on Baden Powell Drive, Tarneit. The college is named after Harold Llewellyn Baden Powell who had the ultimate respect for family values and education, as well as a wonderful commitment to his community. The Tarneit campus operates in a climate of rapid growth where our student population is quite diverse with over 64 nationalities represented. The design of the Tarneit campus is innovative with large flexible teaching and learning spaces.

At Baden Powell College, we believe in creating an inclusive school environment that is nurturing and forward thinking and that is a place where students feel safe, valued and listened to. This approach is reflected in our school guiding principles, which form the basis of our decisions and help us to positively shape our school environment to ensure we reflect this. For us to achieve our vision 'Look Forward, Staying Ahead' we have put in place a series of structures, programs and processes designed to promote student engagement, improve student attendance and enhance student connectedness. The school mantra ***I am Responsible, I am Respectful, I Prepared to Learn, I am Safe*** are explicitly taught to all students and provide a common language across the school. At Baden Powell College we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. We have a moral and legal responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe. A set of Child Safe Standards have been developed to endorse these obligations.

A commitment to team work underpins all our operations. Our focus at all times is on the total development of each student with positive reinforcement and celebration of their successes. We believe that children progress through developmental learning stages when certain conditions of learning and basic needs are met. In the learning environment, students will be engaged and immersed in a range of meaningful experiences guaranteed to facilitate ongoing educational development. Professional Learning Communities [PLC's] led by experienced leaders, are established at each school: P-2, 3-6 and 7-9, to collaboratively work together to improve the learning outcomes of all students.

Our college community values education and shares a common vision of the future: *Looking Forward, Staying Ahead*. It is committed to providing students with the skills, knowledge and values necessary to be effective members and leaders of our society. Our mission is: Educating our community through the provision of leading edge educational services, products and practices.

In 2009 staff developed a set of trademark behaviours which are proudly displayed in the foyers at both campuses. All staff model and live these behaviours each day.

| |
|---|
| <p>We live what we teach. We seek to understand. We seek win-win outcomes. We are inclusive, purposeful and professional.</p> |
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Dynamic leadership, and a team of dedicated and innovative staff, facilitates a balanced curriculum. Teachers provide a rich, student centred, integrated curriculum with daily programs dedicated to literacy and numeracy development and weekly programs in The Arts, PE. LOTE (Italian) and Digital Literacy.

The special learning needs of many students are catered for with a highly effective and efficient Program for Student with Disabilities, as well as Levelled Literacy Intervention, Language and Numeracy Support, EMU, GRIN and Individual Learning Plans.

Our College priorities are Literacy, Numeracy and Student Engagement. Our focus is on developing excellent teaching pedagogy and practice through literacy and numeracy coaching, using data as evidence to guide student improvement, classroom walkthroughs and accessing pertinent and timely Professional Development. We explicitly prohibit corporal punishment as a mean to discipline students. We are a school who models and endorses the restorative approach: to restore relationships and build positive partner

Whole School Prevention

This College is committed to a safe, stimulating and engaging learning environment. Achieving your '*personal best*' is our motto.

Our current School Strategic Plan is:

- the development of purposeful learning communities to strengthen leadership visibility and the development of collective professional leadership.
- the increased teacher capacity to deliver best practice teaching and learning within an agreed instructional learning framework.
- the focus on giving and receiving feedback to enhance best practice, develop consistent effective teaching and learning practices particularly in Reading and Number (as indicated by NAPLAN).
- the development of a culture and climate that fosters the building of purposeful learning teams, supports collective team work driven by professional and collective accountability.

Our student engagement policy and procedures are based on the principles of procedural fairness.

The following programs and policies support student engagement, encourage attendance and promote positive behaviours.

| PROGRAM | PROGRAM OVERVIEW |
|--|--|
| Peer Mediation | Our 5/6 students complete training to solve minor problems which can exist in the school yard. These students are rostered every lunchtime to assist in the school yard helping to solve disagreements |
| CASEA | An 8 week program aimed at helping students from Year 1 to Year 3 to learn important skills to manage their emotions and behaviour. The program also provides a parenting component which provides parents with strategies to address anti-social behaviours. |
| Student Leadership | Student Council meet where they are able to voice their ideas and opinions. Students lead many events throughout the year [fundraising, BPC Idol, award ceremonies] and are visible at each assembly. |
| Restorative Justice Chat Circles | Restorative Justice is a process which encourages students to appreciate the consequences of their actions, enables students to make amends where their actions have harmed others, requires students to be accountable for their actions and encourages respect for all concerned |
| It's Not Okay To Be Away (INOTBA) It's Cool to be at School | This program addresses student attendance, school refusal, lateness and provides tips for parents of students who are regularly late or absent. It primarily involves all students P-6 |
| Breakfast Club | A Breakfast Club operates every Tuesday and Thursday before school at each campus. Students are able to enjoy cereal and toast while chatting to staff and meeting new friends. |
| Seasons | Seasons is an 8 week program which offers counselling to students who have recently suffered grief or trauma. |

| | |
|--|--|
| FisT | Feelings is Thinking assists young people from P-6 to develop skills to deal with their emotions and behaviours |
| Values Education | Each month we focus on one of our 8 College values. Staff include these in their curriculum planning and teaching. |
| EAL program | Students who have limited English are provided with extra support in small groups within their learning spaces by our trained EAL staff. |
| Buddy Program | Each P-6 class is connected with another where students are 'buddied' with each other. Throughout the year they develop a bond where the younger student knows they have someone to go to if the need arises. |
| Resilience, Rights and Respectful Relationships | All classrooms will deliver the eight topics of Social and Emotional learning across P-9. |
| Kool Zone at Tarneit campus | Kool Zone provides a calm, safe and engaging environment for students who find the school yard an 'anxious' place to be. This area is offered every recess and lunch break and is supervised by teaching staff. Students are able to choose from reading, computer, building, games or craft activities during this time. |
| Social Skills Program | A social skills program is provided for those students with special needs to provide them with everyday life skill experiences. This program focuses on life skills such as using a timetable to use public transport, purchasing food from a supermarket to prepare a meal.... |
| Transition Program | As students enter, move through and exit Baden Powell College, a range of activities and programs are in place to support the students. These include: <ul style="list-style-type: none"> ▪ Prep – 6 Transition Program – 3 Friday sessions during term 4 are scheduled where students experience the environment and programs ▪ Transitions within the school - All staff support the students to move through the school in a range of ways including Term 4 grade placements, getting to know all staff, accurate and ongoing assessments to identify student achievements and learning needs. ▪ Secondary school transition where many opportunities are provided especially for those students who display anxieties. |
| Literacy & Numeracy Intervention | Experienced staff provide explicit teaching for selected students who require extra support in literacy or numeracy. Eg GRIN, Bridges, EMU, Language (speech) support, SPOT, Levelled Literacy Intervention |
| Active Afterschool Care | Physical activities and sports are provided after school for students to participate and develop their skills. |

College Values

Each month a College value is focussed on and taught in many forums: the classroom, within the curriculum enrichment program and is constantly reinforced through the college newsletter and at weekly assemblies.

| Month | Value | Slogan |
|---------------------|----------------|---|
| February | Relationships | <i>Fabulous Friendships begin in February</i> |
| March / April | Respect | <i>Marching on with Manners</i> |
| May | Self Awareness | <i>If it's going to be, It's up to me</i> |
| June / July | Feelings | <i>Dealing with Feelings</i> |
| August | Responsibility | <i>Respond Responsibly</i> |
| September / October | Tolerance | <i>Be a Mate and Tolerate</i> |
| November | Honesty | <i>There's Honour in Honesty</i> |
| December | Values | <i>Everyone is valuable, Value everyone</i> |

Our College values are also supported by the Australian Government’s nine values for Australian schools:

| | |
|---|---|
| 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 & 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 & Inclusion | Be aware of others and their cultures, accept diversity within a democratic society, being included and including others |
| Honesty & Trustworthiness | Be honest, sincere and seek the truth |

Rights and Responsibilities

All members of our college community have a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Our College have developed these rights and responsibilities through a process of consultation with students, staff and parents.

Rights and Responsibilities of Students

| Rights | Responsibilities |
|---|---|
| <p>Students have a right to:</p> <ul style="list-style-type: none"> • participate fully in the school’s educational program • feel safe at school and work in a secure environment where there is no intimidation, bullying (including cyber-bullying) or harassment, • learn without interference from others • be treated with respect and in a fair and equitable manner free from harassment • expect their property to be safe | <p>Students have a responsibility to:</p> <ul style="list-style-type: none"> ~ participate fully in the school’s educational program and to attend regularly. ~ learn and obey all school rules ~ display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. ~ resolve differences through discussion and compromise, not conflict ~ attend class prepared to learn and not interfere with the learning of others ~ take care of their own and other’s property |

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.

Rights and Responsibilities of Parents/Carers

| Rights | Responsibilities |
|---|---|
| Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. | <p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> ~ promote positive educational outcomes for their children by ~ taking an active interest in their child's educational progress and by modelling positive behaviours ~ ensure their child's regular attendance ~ engage in regular and constructive communication with school staff regarding their child's learning ~ support the school in maintaining a safe and respectful learning environment for all students |

Rights and Responsibilities of Teachers

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

Equal Opportunity and the Charter of Human Rights

This policy is greatly influenced by the, 'Equal Opportunity Act 1995' and the 'Charter of Human Rights and Responsibilities Act 2006'. They set out the grounds of discrimination that are unlawful and aim to promote freedom, dignity and equality for all.

Specifically these acts work towards creating a community in which there is:

- Recognition and acceptance of the equality of men and women
- Equality of people of all races, regardless of their religious or political convictions, their impairments or their age
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural rights
- Valuing of difference.

All DET employees must act in accordance with these acts and give proper consideration to human rights when making decisions.

** Refer to section nine for a link to the 'Equal Opportunity Act 1995' and the 'Charter of Human Rights and Responsibilities Act 2006'.*

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

In determining whether an adjustment is reasonable, the College considers:

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

Schoolwide Positive Behaviour Support

We are a College who have completed the Positive Behaviour Support program. Positive Behaviour Support is: *"a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students."*

Our mantra is:

Be Respectful: respecting others through speech and manners

Be responsible: caring for yourself, others and property

Be safe: moving and playing safely

Be ready to learn: working to the best of their ability and allowing others to do the same

Our school wide systems will consist of:

- Common purpose and approach to discipline
- Clear set of positive expectations & behaviours
- Procedures for teaching expected behaviour
- Continuum of procedures for encouraging expected behaviour
- Continuum of procedures for discouraging inappropriate behaviour
- Procedures for on-going monitoring & evaluation

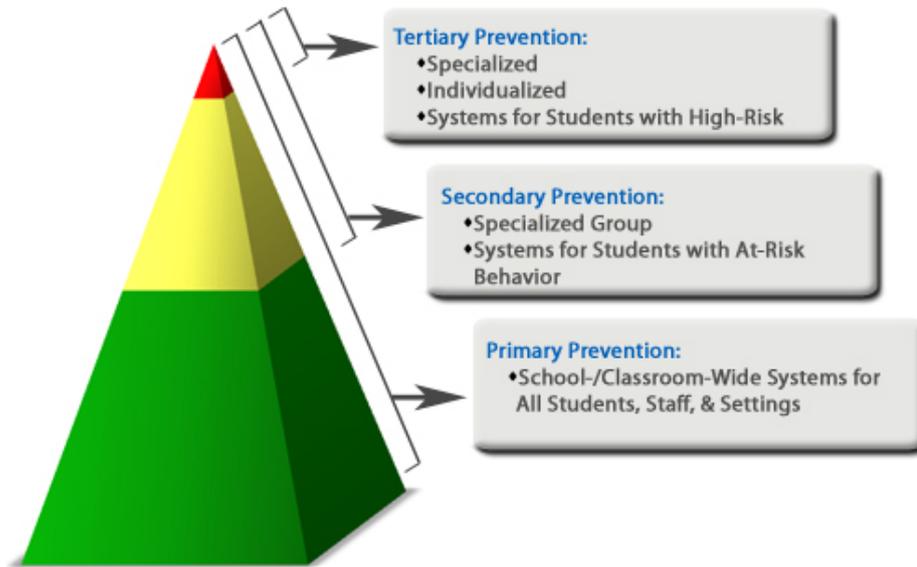
Our method of social skill instruction is to:

- ✓ Teach the rule
- ✓ Demonstrate the skill
- ✓ Students practice the skill
- ✓ Review and test the skill
- ✓ Embed in the curriculum
- ✓ Practice, practice, practice

A multi-tiered approach to prevention:

The premise of SW-PBS is that continual teaching; modelling, recognising and rewarding positive student behaviour will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behaviour analysis to develop school-wide, targeted and individualised interventions and supports to improve school climate.

Continuum of School-Wide Instructional & Positive Behavior Support



To support staff in the multi-tiered approach we have established a wellbeing team consisting of: Social Worker, Welfare Officer, Speech Therapist and Occupational Therapist. Leading Teacher for Student Engagement and Wellbeing. These experts are available to liaise and support staff and the parents of students who present with social/emotional and learning difficulties.

| <u>SETTING</u> | <u>I am RESPECTFUL</u> | <u>I am RESPONSIBLE</u> | <u>I am PREPARED TO LEARN</u> | <u>I am SAFE</u> |
|--|---|---|---|--|
| <u>CLASSROOMS</u> <u>LIBRARY</u> | <ul style="list-style-type: none"> <input type="checkbox"/> Listen and speak politely <input type="checkbox"/> Raise hand to speak <input type="checkbox"/> Use kind words <input type="checkbox"/> Ask permission to use things | <ul style="list-style-type: none"> <input type="checkbox"/> Use whisper voices if talking is allowed <input type="checkbox"/> Treat books and equipment carefully <input type="checkbox"/> Follow directions first time asked <input type="checkbox"/> Make good choices <input type="checkbox"/> Accept consequences | <ul style="list-style-type: none"> <input type="checkbox"/> Study, read, and compute <input type="checkbox"/> Find a book, complete an assignment <input type="checkbox"/> Return borrowed materials on time <input type="checkbox"/> Take responsibility for my learning <input type="checkbox"/> Ask Questions | <ul style="list-style-type: none"> <input type="checkbox"/> Walk quietly <input type="checkbox"/> Use equipment appropriately <input type="checkbox"/> Keep the classroom tidy <input type="checkbox"/> Have a positive attitude for learning |
| <u>PLAYGROUND</u> <u>CANTEEN</u> <u>LOCKERS</u> | <ul style="list-style-type: none"> <input type="checkbox"/> Share equipment <input type="checkbox"/> Take turns and play cooperatively <input type="checkbox"/> Include others <input type="checkbox"/> Put my rubbish in the bin and pick up litter | <ul style="list-style-type: none"> <input type="checkbox"/> Follow directions first time asked <input type="checkbox"/> Make good choices <input type="checkbox"/> Accept consequences without arguing or complaining <input type="checkbox"/> Line up in Roll Order <input type="checkbox"/> Listen to the instructions from Yard Duty or Canteen Staff | <ul style="list-style-type: none"> <input type="checkbox"/> Have a plan <input type="checkbox"/> Know the playground rules and use them <input type="checkbox"/> Organise your locker so you can find things | <ul style="list-style-type: none"> <input type="checkbox"/> Use equipment properly <input type="checkbox"/> Stay in designated areas <input type="checkbox"/> Run only where permitted <input type="checkbox"/> Keep hands and feet to self <input type="checkbox"/> Look after our school <input type="checkbox"/> Make room for others in our yard |
| <u>ASSEMBLY</u> <u>FORMAL ACTIVITIES</u> <u>OUT OF SCHOOL ACTIVITIES</u> | <ul style="list-style-type: none"> <input type="checkbox"/> Listen quietly <input type="checkbox"/> Use appropriate applause <input type="checkbox"/> Make good choices <input type="checkbox"/> Take pride in my appearance and how I represent the school | <ul style="list-style-type: none"> <input type="checkbox"/> Sit in one spot quietly <input type="checkbox"/> Stay in your seat <input type="checkbox"/> Take home and return signed notes on time | <ul style="list-style-type: none"> <input type="checkbox"/> Listen, watch, and learn <input type="checkbox"/> Support your classmates | <ul style="list-style-type: none"> <input type="checkbox"/> Follow directions first time asked <input type="checkbox"/> Keep your hands and feet to self <input type="checkbox"/> Follow bus rules |
| <u>TOILETS</u> | <ul style="list-style-type: none"> <input type="checkbox"/> Wait your turn <input type="checkbox"/> Give people space | <ul style="list-style-type: none"> <input type="checkbox"/> Respect the privacy of others | <ul style="list-style-type: none"> <input type="checkbox"/> Use the toilets in recess and lunch time | <ul style="list-style-type: none"> <input type="checkbox"/> Wash my hands <input type="checkbox"/> Flush the toilet |

Shared Expectations

Schools have a responsibility to provide an educational environment that ensures all students are valued and cared for, feel connected to their school, can engage effectively in their learning and experience success.

Our College expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships
- 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 give students the opportunity to experience success in their learning.

Restorative Practices

Baden Powell College is committed to the use of restorative practices with all stakeholders.

Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote relationship management rather than behaviour management
- separate the deed from the doer
- are systematic, not situational
- 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

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.

Principal Code of Practice

Members of the Principal Class are required to work within the context of legislation and regulations, and the policies determined by the Department of Education & Training.

They are also expected to operate in accordance with the school values.

At Baden Powell College the following framework will be used to define what is expected of the Principal Class members.

Provide leadership by:

- Articulating a vision for Baden Powell College
- Providing a positive example to all members of the school community
- Encouraging open discussion on professional issues
- Encouraging others to be risk takers

Provide effective management by:

- Implementing consultative decision making processes
- Making decisions in a timely and open manner
- Supporting the development and operation of high performing teams as a management structure
- Ensuring that roles and responsibilities are clearly understood and articulated

Maintain positive relationships with staff by:

- Ensuring that there is regular feedback provided to all staff
- Ensuring that all members of staff are treated fairly
- Being accessible to staff
- Demonstrating a readiness to listen to and value staff views and concerns
- Taking an interest in the welfare and professional growth of all staff members

Develop positive relations with students by:

- Being accessible to, and communicating regularly with, students on a formal and informal basis
- Providing processes through which views of the student body can be presented to the principal class
- Being fair and consistent in the way they treat students
- Reinforcing the core values of Baden Powell College with the student body

Actively engage the broader school community by:

- Being accessible to parents and other members of the community
- Making opportunities to raise the profile of Baden Powell College within groups outside of the school community
- Genuinely encouraging parents to see themselves as partners in supporting the learning of their children
- Developing projects in partnership with community groups and organisation

Staff Code of Practice

Staff at Baden Powell College are required to work within the provision of the current Education Act and related regulations, Departmental and school-based policies. This code also acknowledges the Racial & Religious Tolerance Act 2001, which supports racial and religious tolerance and prohibits vilification on the ground of race or religion. Staff are expected to observe the following values and behaviours in their conduct.

| Values | Behaviours |
|---|--|
| Cooperation and teamwork are paramount at Baden Powell College | We share ideas, workload and resources We participate in and contribute ideas to discussions and planning We recognise and acknowledge what we can achieve as a team We value the role of all individuals in our team and respect their right to express a point of view |
| We have high but realistic expectations of everyone at Baden Powell College | We teach in the belief that all students have the capacity to learn We strive to develop a deep understanding of the strengths, learning styles and capabilities of all students We actively involve students in challenging and creative learning experiences We encourage responsible risk taking, initiative and experiential learning We establish clear expectations and build on the experiences and needs of all students |
| Each individual is treated with respect and trust | We act in a professional and ethical manner at all times We foster a supportive and tolerant environment We value and appreciate the strengths and skills of others We treat all colleagues and students equitably, justly and courteously |

Student Code of Conduct:

The Student Code of Conduct at Baden Powell College is guided by the following principles:

- All students have the right to be safe
- All students have the right to be treated with respect
- All students have the right to work and play in a secure environment without interference, intimidations, harassment, bullying or disruption
- All students are encouraged to be polite, courteous and well mannered
- 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 environment
- Teachers expect to be able to teach in an atmosphere of order and cooperation
- Principals and staff will fairly, reasonably and consistently implement the Student Code of Conduct

Baden Powell College Student Mantra:

I AM RESPECTFUL

Respecting others through our speech and manners.

I AM RESPONSIBLE

Caring for ourselves , others and property.
Resolving problems calmly, responsibly and fairly.

I AM SAFE

Moving and playing safely.

I AM PREPARED TO LEARN

Working to the best of my ability and allowing others to do the same.

School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school 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.

Broader support strategies may include:

- involving and supporting the parents/carer givers,
- 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.

Student Management:

Student engagement, regular attendance and positive behaviours will be supported through relationship-based and whole-school, classroom practices which include;

- establishing a predictable, fair and democratic classroom and school environment
- ensuring students participate in developing their own classroom expectations
- provision of personalised learning programs
- consistently acknowledging and celebrating student achievements
- empowering students to take responsibility for their own learning and decision-making

Actions and consequences are incremental and will be applied fairly and consistently.

All classrooms will develop their own rewards and consequences

The Staged Response Action Plan will consist of:

- A warning
- Re-set to another area within the classroom space
- Time out to Leadership: The student notice form used, parents are notified
- Restorative practices are used to resolve conflicts and restore relationships

When the anti-social behaviour becomes consistent or extreme the following may/will occur:

- A Behavioural Management Plan [BMP] or Individual Learning Plan [ILP] will be established
- A parent meeting will be arranged
- A referral made to support agencies (if required)
- Regular meetings as a follow up
- Goal books, individual contracts may be established
- In-house suspension – student is removed from their class for a full day working with leadership staff

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.

Examples of bullying are:

Physical: hitting, kicking, spitting, pushing, taking personal belongings

Verbal: taunting, malicious teasing, name-calling, making threats, harassment

Psychological: spreading rumours, manipulating social relationships, engaging in social exclusions, extortion, intimidation

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 by posting messages/photographs without permission
- 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.

Concerns will be taken seriously. All complaints will be treated confidentially.

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 will 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.

SUSPENSION AND EXPULSION GUIDELINES

Internal Suspension

Internal suspension may be given if a student's behaviour significantly interferes with the wellbeing of others, the rights of other students to learn or the capacity of a teacher to teach a class.

Internal suspension involves the student being withdrawn from classes and the playground during breaks. Students are given alternative work tasks and break times.

Parents/carers will be informed of such withdrawals and advised that if the offending behaviour continues it may lead to an external suspension.

Suspension

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.

The Principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

- a) behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
- b) commits an act of significant violence against a person or causes significant damage to or destruction of property; is knowingly involved in the theft of property; or
- c) possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or
- d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
- e) consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or
- f) 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; parental status or status as a carer; 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.

In determining whether to suspend a student, the Principal will ensure that suspending the student is appropriate to:

- the behaviour for which the student is being suspended
- the educational needs of the student
- any disability or additional learning need of the student
- the age of the student
- the residential and social circumstances of the student.
- If the student is **Aboriginal** or **Torres Strait Islander**, the Principal has considered whether it is appropriate to contact a Koorie Education Coordinator

Suspension Guidelines:

▪ Establish the Grounds for Suspension

1. 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?

2. The principal must take into account whether a suspension is appropriate to the behaviour, the student's education needs and any other relevant circumstances.

3. 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.

4. 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.

▪ Suspension with an Immediate Effect

- 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.

▪ Notification

As soon as is practical, the principal must:

- Give verbal notification to the student and their relevant person of the intention to suspend the student, the reason/s for the suspension, the school days on which it will occur and where it will occur
- Provide the student and their relevant person with the *Notice of Suspension* and the *Procedures for Suspension* brochure prior to the day on which the suspension occurs (or on the day a suspension is implemented, if it is a suspension with immediate effect)
- Provide contact details for additional support services to the student and their relevant person.

- Provide student and their relevant person with the following documentation:
 - *Notice of Suspension*
 - *Student Absence Learning Plan* (if applicable)
 - *Return to School Plan* (if applicable)
 - Information brochure *Procedures following Suspension*.
- Record the suspension on CASES21.

Where appropriate, or if requested, a Student Support Group or another meeting with the student and their relevant person can be convened.

▪ During Suspension

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.

Grounds for Expulsion:

The principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

- the student does anything for which they could be suspended 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 at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

Expulsion Guidelines:

▪ Establish the Grounds for Suspension

The principal must consider whether expulsion 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 expulsion?
- Is the behaviour of such magnitude that expulsion is the only available mechanism?
- When considering an expulsion for a student in out-of-home-care the principal must notify the relevant Regional Director.
- When considering an expulsion for an overseas student the principal must notify the International Education Division of the Department.

▪ Investigation

- Before implementing an expulsion, the principal must undertake a thorough investigation to establish the relevant behaviours, who committed those behaviours, the context in which the behaviour was committed and any other relevant circumstances in relation to the behaviour.
- The principal should also consider any alternative disciplinary measures that may be appropriate to address the behaviour of the student.

▪ Regional Approved Support Person

As part of their investigation the principal must seek the support of a person on the Regional Approved List to assist with the following:

- Considering alternative disciplinary measures
- Considering appropriate alternative education, training or employment options that may be suitable for the student
- Attending the Behaviour Review Conference (if appropriate).
- The Regional Approved Support Person should also ensure that all options are considered and support transition arrangements where appropriate.

▪ Behaviour Review Conference

The principal must convene a Behaviour Review Conference:

- To inform the student and the relevant person about the reasons expulsion is being considered and the evidence to support this
- To provide the student and the relevant person with an opportunity to respond and be heard
- To discuss and identify future educational, training or employment options that may be suitable for the student should the principal decide to expel the student
- To identify a course of action in the event that a decision is made to expel the student
- To provide the student and the relevant person with the information document *Procedures for Expulsion*.

▪ Final Decision and Implementation

- After the Behaviour Review Conference, the principal must consider all of the relevant matters and make a decision about whether to expel the student.
- The student and the relevant person must be notified of their decision within 48 hours of the conclusion of the Behaviour Review Conference.

If the principal decides to expel the student, they must:

- Provide the student and the relevant person with the *Notice of Expulsion* and *Expulsion Appeal Form*
- Prepare an *Expulsion Report*
- Provide the Regional Director with the *Notice of Expulsion* and the *Expulsion Report* within 24 hours of the expulsion taking effect
- Record the expulsion in CASES21.

▪ Transition and Support

- Following the decision to expel the student, the principal, in consultation with the regional office, must implement the plan of action that was devised at the Behaviour Review Conference.
- If there is going to be a significant delay in making further education or employment arrangement for the student, the principal must develop a *Student Absence Learning Plan* and continue to provide the student with appropriate work until the transition is made.

Appeal Process for Expulsion:

Grounds for appeal

Expulsions can be appealed on the following grounds:

- The expulsion process was not followed by the principal.

- The grounds on which the student was expelled are considered unfair (i.e. was the decision to expel harsh, unjust or unreasonable in relation to the circumstances?).
- A student has a history of behavioural issues, and there is insufficient evidence of prior interventions designed to address behavioural breaches and support the student.
- There are other extenuating circumstances.

Principals please note that throughout this guidance anything that is a legal obligation under Ministerial Order 625 is written as 'the principal must'. Where the guidance states that 'the principal should', this is a best practice recommendation. Expulsion appeals on the basis of process can only relate to items that state 'the principal must' not occurring.

Status of expulsion during an appeal:

If an appeal against the expulsion is lodged, the expulsion continues to have effect until the Regional Director makes a decision regarding the appeal. The principal should continue to implement the action plan that was determined at the Behaviour Review Conference, and to provide the student with meaningful work and monitor the completion of this work until the student is either enrolled at a new setting or has returned to school (depending on the outcome of the appeal).

Expulsion Appeal Process

Step one: student lodges an appeal

In order to appeal the expulsion decision, a student must provide the principal with a completed and signed Expulsion Appeal Form within 10 school days of the student receiving the Notice of Expulsion.

Step two: school principal submits documents

The principal must provide the Regional Director with a copy of the following documents within 24 hours of receiving the Expulsion Appeal:

Notice of Expulsion
Expulsion Report; and
Expulsion Appeal

Step three: Regional Director considers appeal

The Regional Director must decide whether to uphold or overturn the decision made by the principal to expel the student. He or she must use their best endeavours to make a determination within 15 school days of receiving the Expulsion Appeal from the principal.

To assist with his or her deliberations, the Regional Director may appoint an Expulsion Review Panel to review the principal's decision to expel the student. The Regional Director may consider the recommendations made in the Expulsion Review Panel Report but he or she is not bound to follow them in making a decision in relation to the expulsion appeal.

If an Expulsion Review Panel is not appointed by the Regional Director, he or she should personally consider all relevant information and documentation before making a decision in relation to the expulsion appeal.

The student and/or their relevant person must be given the opportunity to present their case against the expulsion to the Expulsion Review Panel (if appointed) or directly to the Regional Director. The Regional Director must ensure the appeal process is accessible for all students and their relevant persons, for example by engaging interpreters if required or allowing students and their relevant persons to present their case by telephone if they are unable to meet in person. To assist with their considerations, the Expulsion Review Panel should consider their legal obligations and apply the Principles of Administrative Decision Making.

Appointment of an Expulsion Review Panel (optional)

If the Regional Director decides to appoint an Expulsion Review Panel, he or she must perform the following tasks:

Determine who will be on the Panel bearing in mind that the Panel must consist of the following:

A DEECD representative nominated by the Regional Director

A member from the Regional Approved List (RAL) nominated by the Regional Director

A member from the RAL nominated by the principal

Step four: Regional Director's decision and notification

Once a decision has been made, the Regional Director must verbally notify the student, the relevant person, and the principal of the outcome of the expulsion appeal within 24 hours of the decision being made.

The Regional Director must also provide the following documents to the student, the relevant person, and the principal:

Notification of the outcome of the expulsion appeal; and

Copy of the Expulsion Review Panel Report (if applicable)

These documents should be provided within five school days of a decision being made or as soon as is practicable.

The Child Safe Standards

The Victorian Government has introduced child safe standards to improve the way organisations that provide services for children prevent and respond to child abuse that may occur within their organisation.

The standards are compulsory for all organisations providing services to children, and aim to drive cultural change in organisations so that protecting children from abuse is embedded in the everyday thinking and practice of leaders, staff and volunteers. This will assist organisations to:

- prevent child abuse
- encourage reporting of any abuse that does occur
- improve responses to any allegations of child abuse.

The child safe standards are a central feature of the Victorian Government's response to the Family and Community Development Committee of the Victorian Parliament's Betrayal of Trust: Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations (Betrayal of Trust Inquiry).

Glossary of terms

| Term | Definition |
|---------------------------------|---|
| The Act | <i>Child Safety and Wellbeing Act 2005</i> ¹ |
| Aboriginal child | A person under the age of 18 who: is of Aboriginal or Torres Strait Islander descent identifies as Aboriginal or Torres Strait Islander, and is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander community. |
| Child abuse | For the purposes of these standards, abuse constitutes any act committed against a child involving: physical violence sexual offences serious emotional or psychological abuse serious neglect. Further explanation of these types of abuse is provided in the section 'What is child abuse?'. |
| Children from culturally | A child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, |

¹ If passed, the Child Wellbeing and Safety Amendment (Child Safe Standards) Bill 2015 will amend the *Child Safety and Wellbeing Act 2005*.

| Term | Definition |
|--|--|
| and/or linguistically diverse backgrounds | preferred language or language spoken at home or because of their parents' identification on a similar basis. ² |
| Child | A person who is under the age of 18 years. |
| Child safety | In the context of the child safe standards, child safety means measures to protect children from abuse. |
| Child safe organisation | In the context of the child safe standards, a child safe organisation is one that meets the child safe standards by proactively taking measures to protect children from abuse. |
| Cultural competency | A set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals that enable them to work effectively in cross-cultural situations. ³ |
| Cultural abuse | Actions and attitudes that deliberately ignore, denigrate or attack the culture of a person or community. ⁴ |
| Cultural safety for Aboriginal children | The positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination, and more than cultural awareness and cultural sensitivity. A culturally safe environment does not ignore, challenge or deny cultural identity. Cultural safety upholds the rights of Aboriginal children to: identify as Aboriginal without fear of retribution or questioning have an education that strengthens their culture and identity maintain connections to their land and country maintain their strong kinship ties and social obligations be taught their cultural heritage by their Elders receive information in a culturally sensitive, relevant and accessible manner be involved in services that are culturally respectful. ⁵ |

What is child abuse?

The child safe standards aim to protect children from abuse in organisations. Under the Act, child abuse includes five categories of abuse as outlined below.⁶

While the standards apply specifically to child abuse, organisations should look to promote children's health and wellbeing in a broader sense.

Physical violence

Physical violence occurs when a child suffers or is likely to suffer significant harm from a non-accidental injury or injuries inflicted by another person. Physical violence can be inflicted in many ways, including beating, shaking, burning or use of weapons (such as, belts and paddles).

² Victorian Government, *Cultural Responsiveness: Guidelines for Victorian Health Services* (2009)
http://www.health.vic.gov.au/__data/assets/pdf_file/0008/381068/cultural_responsiveness.pdf

³ Aboriginal Cultural Competence Framework 2008:
http://www.dhs.vic.gov.au/__data/assets/pdf_file/0011/580934/Aboriginal_cultural_competence_2008.pdf

⁴ Aboriginal Cultural competence Framework 2008
http://www.dhs.vic.gov.au/__data/assets/pdf_file/0011/580934/Aboriginal_cultural_competence_2008.pdf

⁵ Victorian Aboriginal Child Care Agency, 2010, *Building Respectful Partnerships*

⁶ These definitions are based on the Victorian [Child Protection Practice Manual](http://www.dhs.vic.gov.au/cpmanual/practice-context/child-protection-program-overview/1008-abuse-and-harm-legal-and-practice-definitions):
<www.dhs.vic.gov.au/cpmanual/practice-context/child-protection-program-overview/1008-abuse-and-harm-legal-and-practice-definitions>

Possible physical indicators:

- Unexplained bruises
- Burns and/or fractured bones

Possible behavioural indicators:

- Showing wariness or distrust of adults
- Wearing long sleeved clothes on hot days (to hide bruising or other injury)
- Fear of specific people
- Unexplained absences
- Academic problems

Sexual offences

Sexual offences occur when a person involves the child in sexual activity, or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to his/her age and development. Child sexual abuse can involve a range of sexual activity including fondling, masturbation, penetration, voyeurism and exhibitionism. It can also include exposure to or exploitation through pornography or prostitution, as well as grooming behaviour.⁷

Possible physical indicators:

- Presence of sexually transmitted diseases
- Pregnancy
- Vaginal or anal bleeding or discharge

Possible behavioural indicators:

- Displaying sexual behaviour or knowledge that is unusual for the child's age
- Difficulty sleeping
- Being withdrawn
- Complaining of headaches or stomach pains
- Fear of specific people
- Showing wariness or distrust of adults
- Displaying aggressive behaviour

Serious emotional or psychological abuse

Serious emotional or psychological abuse occurs when harm is inflicted on a child through repeated rejection, isolation, or by threats or violence. It can include derogatory name-calling and put-downs, or persistent and deliberate coldness from a person, to the extent where the behaviour of the child is disturbed or their emotional development is at serious risk of being impaired. Serious emotional or psychological abuse could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours.

Possible physical indicators:

- Delays in emotional, mental, or even physical development
- Physical signs of self-harming

Possible behavioural indicators:

- Exhibiting low self-esteem
- Exhibiting high anxiety
- Displaying aggressive or demanding behaviour

⁷ A new grooming offence commenced in Victoria on 9 April 2014. Further information is available on the [Department of Justice website](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/grooming+offence) <www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/grooming+offence>

- Being withdrawn, passive and/or tearful
- Self-harming

Serious neglect

Serious neglect is the continued failure to provide a child with the basic necessities of life, such as food, clothing, shelter, hygiene, medical attention or adequate supervision, to the extent that the child's health, safety and/or development is, or is likely to be, jeopardised. Serious neglect can also occur if an adult fails to adequately ensure the safety of a child where the child is exposed to extremely dangerous or life threatening situations.

Possible physical indicators:

- Frequent hunger
- Malnutrition
- Poor hygiene
- Inappropriate clothing

Possible behavioural indicators:

- Stealing food
- Staying at school outside of school hours
- Aggressive behaviour
- Misusing alcohol or drugs
- Academic issues

Call the police on 000 if you have immediate concerns for a child's safety.

Promoting School Attendance

Regular school attendance enables students to maximise their full potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development. Our College has developed a shared response to student absences.

Shared Expectations for Attendance

Ensuring that students attend school each day is the shared expectation of all parents/carers, students and the college. It is expected that students who are absent shall alert their teacher either by letter, email or telephone why they were absent. Parents of students in years 7-9 who are absent without a notification will be telephoned on the day of their absence by the Secondary Teacher Assistant (STA).

Reasonable excuses for an absence or non-attendance at a school are:

- Illness, accident, an unforeseen event or an unavoidable cause
- No government school available within a prescribed distance of the students residence
- The child undertaking an educational program at home
- The child being suspended or expelled
- The child's disobedience, not due to any fault of the parents/carers
- The child attending or observing a religious event

Expectations: parents/carers

Parents/carers are required to:

- Ensure that their child attends school at all times when the school is open for instruction
- Promote and provide organisational support to their child for full attendance and participation at school on all designated school days
- Ensure that their child is on time for school each day

- Notify the school of their child's absence as soon as possible on the first day of the child's absence
- Notify the school in advance if an absence of any period is planned
- Support their child's learning during continued or prolonged absences through the agreed Student Absence Learning Plan
- Work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school
- Work cooperatively with the school in supporting the child to return to school and reintegrate after prolonged absence
- Ensure that contact details for the child are correct and up to date

Expectations: students

Students are expected to:

- Attend school at all times when the school is open for instruction
- Arrive on time to school and to every class
- Provide a written explanation from their parents/carers to their teachers when they have been absent from school
- Remain on the school premises during school time unless they have the permission to leave from both the school and their parents/carers
- Work with their teacher to develop learning activities to be included in the Student Absence Learning Plan and to be completed during a prolonged absence
- Work cooperatively with the school to develop personal attendance improvement goals and strategies when their attendance is unsatisfactory

Expectations: schools

Schools are expected to:

- Promote student attendance through clear statements of expectations and procedures
- Develop and implement rigorous and effective systems to record and monitor attendance
- Ensure that student attendance is recorded twice per day in primary schools and in every class in secondary schools
- Maintain accurate attendance records on CASES21 (or another suitable system that is able to download all codes and data from CASES 21) using appropriate codes
- Ensure the prompt processing of student transfers by immediately contacting the student's transferring school upon the student's enrolment at their new school
- Monitor and analyse school attendance records regularly and utilise the Student Mapping Tool for early identification and the provision of timely, targeted support to students at risk of poor attendance and possible disengagement from school
- Monitor and follow up all individual cases of student absence promptly and consistently. Schools should ensure that wherever possible, parents/ carers are aware of student absences on the same day of the absence. It is the principal's responsibility to keep parents/carers informed of the absence of post-compulsory age students
- Pursue and record an explanation for every absence
- Work collaboratively with parents/ carers and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time. This process should involve discussion with the parents/carers about the possible impact of the proposed absence on the student's learning, and the determination of an appropriate learning plan for the time spent away from school
- Convene a student support group meeting which is attendance focused with parents/carers and students when a student's attendance pattern is of concern to the school. The outcome of the meeting should lead to the development of an Individual Learning/Behaviour Plan to improve the student's attendance

- Provide ongoing intensive support for students if communication with parents/carers has not been possible or if the student's attendance pattern continues to be a problem after the initial student support group meeting

Recording Attendance/Absence

- The College now use COMPASS to record all attendances and Absences.
- Recording student attendance is required by legislation where is it a legal requirement for students between six and 16 years to attend school.
- The roll will be marked using COMPASS twice a day:
 - by 9am and 2:05pm @ Tarneit Campus
 - by 9:15am and 2pm @ Derrimut Heath Campus
- All absence notes and records of communication will be retained and stored by the school for a minimum period of one year.

Support Program: It's Not Okay to be Away / It's Kool to be at School

Baden Powell College actively support the strategies and brochures provided in the It's Not Okay To Be Away program. This is done by:

- ☺ collecting data each month
- ☺ providing certificates to the class who have the least number of absences
- ☺ providing a certificate to each student who has 100% attendance in a term and for a year
- ☺ providing a brochure as part of the College enrolment package
- ☺ placing articles in the College newsletter

EVALUATION

There will be ongoing collaborative reflective practices in place to monitor the implementation of the Student Engagement and Wellbeing Policy which will be formally reviewed through staff and School Council each three years in line with school policy documents.