



Rutherglen Primary School

Student Engagement Policy

Principal: Karryn Williams

School Council President: Marika Partridge

Date Approved:	14 February 2023
Approved By:	School Council
Next Review Date:	August 2026
Responsible for Review:	Principal
References:	Victorian Government Schools Policy & Advisory Guide



STUDENT ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the office.

PURPOSE:

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour

Rutherglen Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student well-being and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE:

This policy applies to all school activities, including camps and excursions

CONTENTS:

- 1: School profile
- 2: School values, philosophy and vision
- 3: Well-being and Engagement strategies
- 4: Identifying students in need of support
- 5: Student's rights and responsibilities
- 6: Student's behavioural expectations and management
- 7: Engaging with families
- 8: Evaluation

POLICY:

1: School Profile

Rutherglen Primary School is a small school located in the township of Rutherglen in North-East Victoria and lies close to the Murray River bordering Victoria and NSW. It is approximately 3 hours' drive from the state capital Melbourne, and approximately 35 minutes' drive from the regional cities of Albury-Wodonga. The region is known for its wine industry and agriculture, and as a town on the border of Victoria and NSW has employment opportunities within driving distance in a number of industries and tourism ventures.

The school has a staff of 2 and a stable enrolment of approximately 170 students from Foundation-Year 6 drawn from the local community and the nearby towns of Corowa, Springhurst, Barnawartha, Chiltern, Howlong and outlying farming areas. Our school is located in the heart of the town, enabling us to develop close ties to the local community, whilst enjoying support from organisations and individuals within the area.

Our original school building dates back to 1885 and houses 8 classrooms, library, French classroom and a number of meeting spaces and break out rooms to support to student well-being. This building has been renovated with today's learners in mind, with rooms being opened up to allow for team teaching and flexible learning spaces, whilst still maintaining the historic integrity of the building. Located next to the administration building is the Art room, and the buildings at the west end of the school yard accommodate the Cooking Centre and Out of School Hours Care. Our newest building, which accommodates our Foundation-Year 2 classes also provides for flexible learning spaces with its light, open learning spaces fostering a real sense of teamwork, collaboration and community. A central learning and meeting area also serves the classrooms and provides flexibility for small group work and whole school events, such as assemblies and performances. The school has well-kept grounds with significant funds having been spent on establishing an all-weather and multi-purpose playing field, as well as a multi-age play structure and a variety of quiet and play spaces to suit all student interests.

The school currently provides early intervention literacy support, specialist Visual Arts, French and Physical Education programs and as a user-pay option, music and drama lessons. The school offers a wide range of extra-curricular activities, camps and excursions. The school employs a wellbeing mentor who provides small group and individual support for students and families in the role of prevention and early intervention.

2: School values, philosophy and vision Rutherglen Primary School's statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Our school values promote the importance of all children being happy, confident, self-disciplined and motivated life-long learners who strive for excellence whilst having respect for one's self and others. This is embodied in the school's values: Respect, Responsibility, Integrity and Empathy. The school seeks to engender a positive community spirit which encourages learning in a caring, family atmosphere, where children are the focus and individual needs are met. We seek to provide a safe and responsible school community in which children can learn and be valued as individuals. The school's values guide us in striving for such goals and provide the pillars on which student engagement is built.



At Rutherglen Primary School 'we are proud of who we are and what we do' and as a community will be guided by the same shared expectations that are directed by our school values.

SCHOOL VALUES:

Respect

- use respectful words and body language when communicating with others
- listen to others, and respect their right to share their opinion
- respect the rights of all members of the school community
- show respect for and value the school beliefs
- follow school rules
- accept individual differences
- acknowledge the strengths and abilities of others – everyone belongs

Responsibility is...

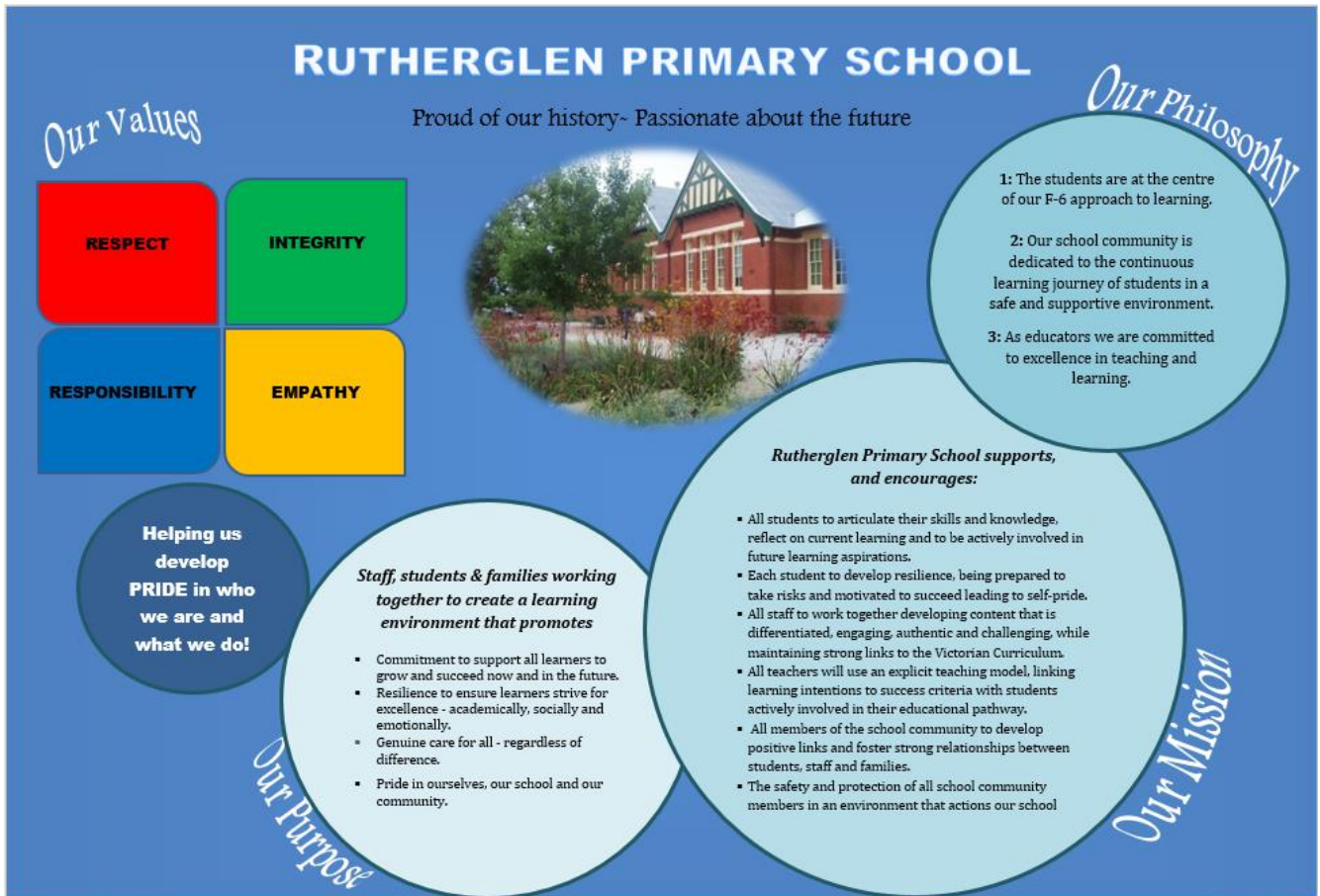
- trying your best in everything you do
- making good choices without supervision
- be responsible for your own learning, behaviour, actions and words
- support others to achieve great things as a team, class, school
- being at school and on time

Integrity is...

- being truthful to yourself and others
- doing what is right, even when it is difficult
- choosing your words and actions carefully
- representing yourself and our school in a positive way at all times
- playing fairly

Empathy is...

- understanding and supporting the feelings of others
- showing care and kindness
- being a friend to others
- understanding and accepting other people's way of looking at things
- accepting and encouraging everyone



3: Well-being and Engagement Strategies

Rutherglen Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal:

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data

- teachers at Rutherglen Primary School use an agreed instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Rutherglen Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents (Appendix A)
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Team and other forums including year group meetings and well-being groups. Students are also encouraged to speak with their teachers, education support staff, well-being mentor and Principal whenever they have any questions or concerns. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in School-wide Positive Behaviour Support with our staff and students, which includes programs such as:
 - Resilience, Rights and Respectful Relationships
<http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>
 - Bully Stoppers
 - The Animal Behaviour Program
- opportunities for student inclusion (i.e. sports teams, chess club, recess and lunchtime activities)
- buddy programs, peer support programs
- create opportunities for cross—age connections amongst students through well-being groups, Student Leadership Teams, school production, athletics, Foundation-Year 6 Buddy program
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted:

- each year group has a home room teacher responsible for their class and a Unit Leader, who together with other staff monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through

reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans

- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- cohorts of students will be supported with additional programs such as, Social Stencil and the Play Project to support social skill development, and Boys to the Bush will enabled participation in the mentoring program for boys identified as needing support with resilience, respect and engagement.

Individual:

Rutherglen Primary School implements a range of strategies that support and promote individual engagement.

These include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - appropriate external supports such as council based youth and family services, other allied health professionals, Junction Support, NECAMHS, Gateway Health, Orange Door, UMFC or Child First
- Speech therapy, OT, counselling and psychology supports.

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.
- Student Support Groups, see:

<http://www.education.vic.gov.au/school/Principals/spag/participation/pages/supportgroups.aspx>

- Individual Learning Plan and Behaviour Support Plan

- Program for Students with Disabilities, see:

<https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-students-program.aspx>

4: Identifying students in need of support

Rutherglen Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role, supported by the school's well-being leader, in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Rutherglen Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- contact with external agencies and support services

5: Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

We believe that each person should be treated fairly and that students, staff and parents have rights which will be recognised. We believe it is the right of every individual to feel safe in a supportive environment; to have an equal opportunity to learn and to have their individuality, ideas and property respected. With rights, come responsibilities.

STUDENTS HAVE A RIGHT TO:	STUDENTS HAVE A RESPONSIBITLY TO:
<ul style="list-style-type: none"> ▪ To be able to learn and feel secure in a safe, supportive environment free from disruption, bullying, harassment, violence, racism, discrimination or intimidation ▪ Be treated fairly and with respect ▪ To have his/her opinion and property respected. ▪ To have appropriate access to school facilities. ▪ To have appropriate access to the teacher. ▪ To know what is acceptable behaviour, and the consequences of unacceptable behaviour. ▪ Be acknowledged and rewarded for positive behaviours and choices 	<ul style="list-style-type: none"> ▪ Act in a safe and responsible manner, and to be supportive and accepting of fellow students. ▪ To treat everyone with respect and fairness ▪ To be considerate of others' feelings and respect their belongings. ▪ To take care of, respect and share school equipment and property and that of others. ▪ To respect the rights of others to learn and share the teacher's time. ▪ To be aware of the school expectations and accept consequences as necessary ▪ Be in control of their own thoughts and feelings, and make positive choices

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6: Student behavioural expectations

Behavioural expectations of students are grounded in our school's Statement of Values and School-wide Expectations (Appendix B) and Behaviour Flow Charts. (Appendix B)

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Rutherglen Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive (Appendix A) and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include: (Appendix C)

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions (refer to Appendix D)
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Rutherglen Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7: Engaging with families

Rutherglen Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families in school decision making through School Council, Parents & Friends and other opportunities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8: Evaluation

Rutherglen Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Rutherglen Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following

- Available publicly on our school's website
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

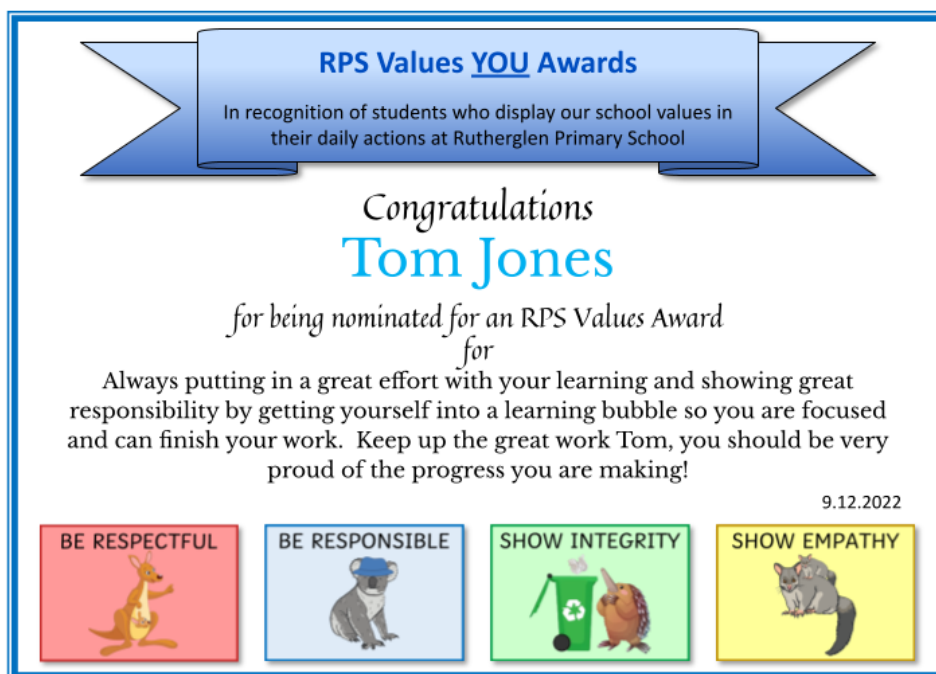
- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

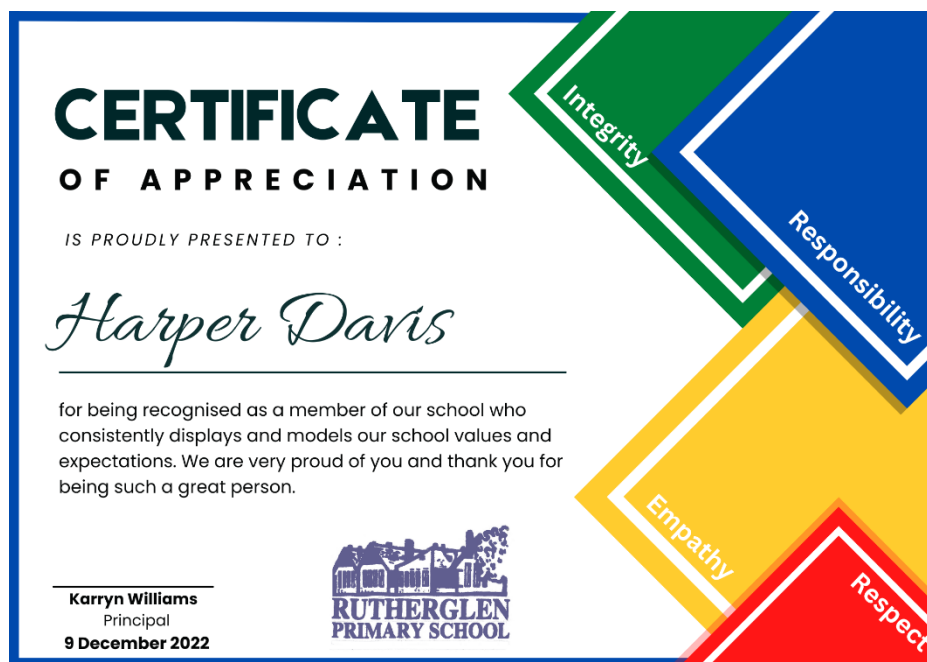
- [Child Safety Policy](#)
- [Bullying Prevention Policy](#)

'RPS VALUES YOU' AWARD SYSTEM

On a fortnightly basis students are acknowledged with an 'RPS Values You' Award that recognises their modelling of our school expectations and use of the values both within the classroom and the playground. These are presented to students at Assembly each fortnight.





**'MOST CONSISTENT' AWARD SYSTEM**

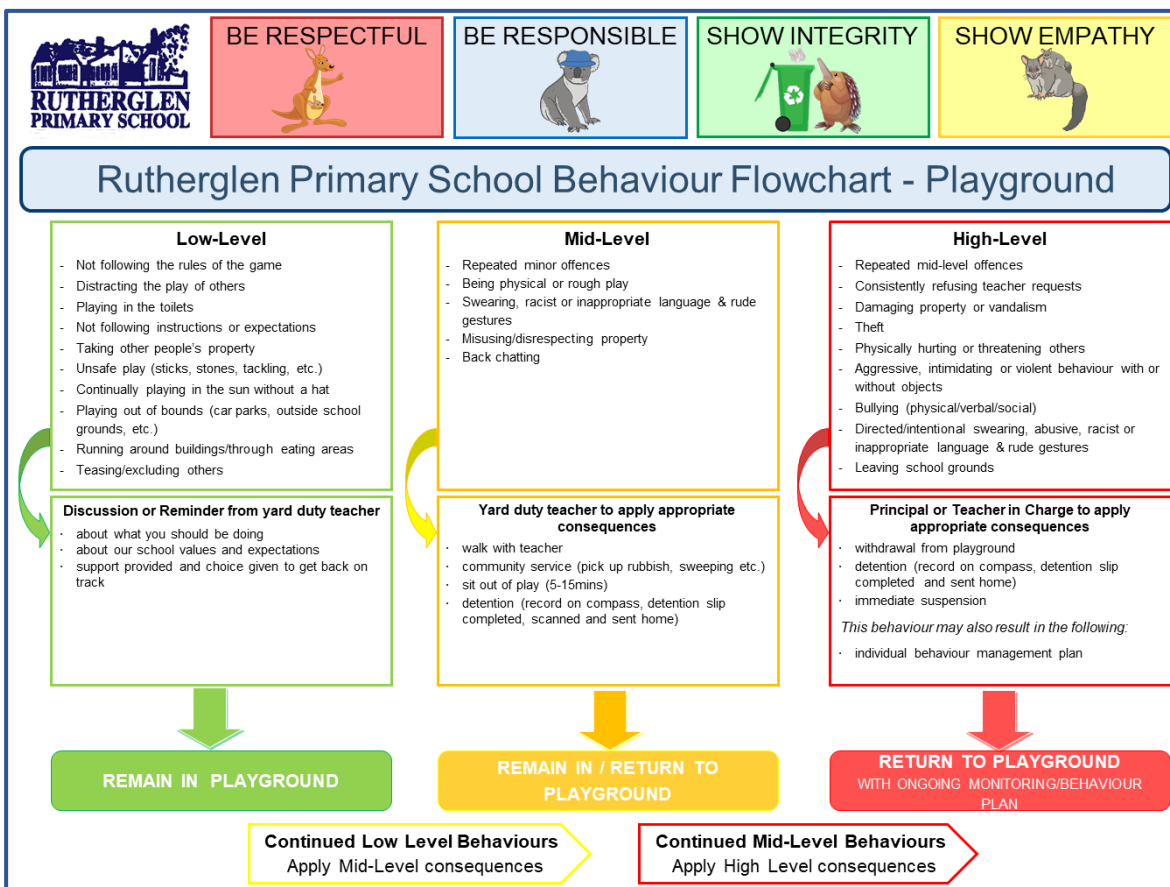
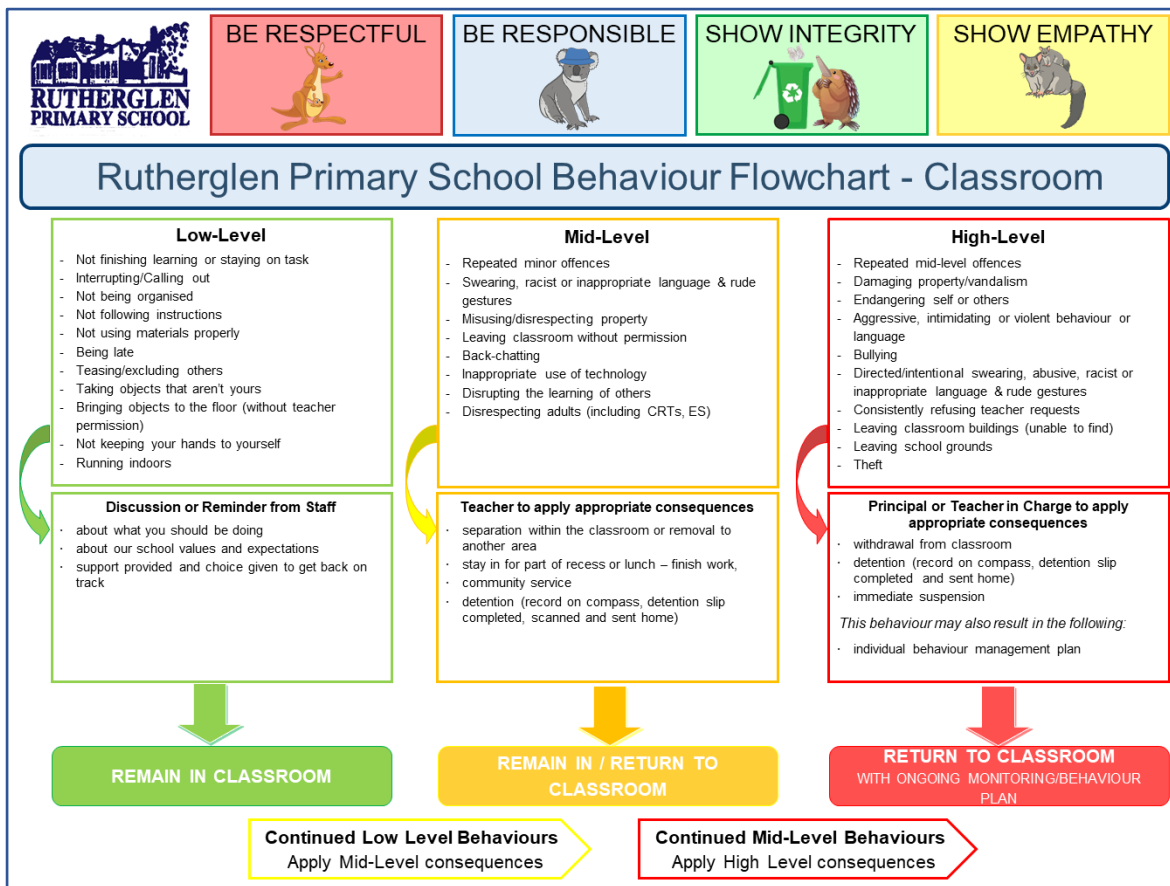
Twice a term one student from each class is acknowledged with an 'RPS Most Consistent' Award that recognises their consistent modelling of our school expectations and values in all settings and with all members of our school community. These are presented to students at Assembly.





Every student at RPS has the right to **feel safe** and the right to **learn**.
 Every teacher at RPS has the right to **feel safe** and the right to **teach**.

VALUES AND EXPECTATIONS	SCHOOL-WIDE	LEARNING SPACES	SCHOOL GROUNDS	COMMUNITY
BE RESPECTFUL 	Be safe Speak politely Use appropriate language Follow instructions and expectations Value all of our environments Own our actions Be resilient Be considerate of others Help others Be inclusive	Listen to others Keep our classrooms clean	Value our equipment and environment Keep our school clean	Use our manners
BE RESPONSIBLE 		Be a learner Be organised	Keep body parts and objects to ourselves Return equipment Be sun smart	Look after public property
SHOW INTEGRITY 		Ask, use, return Be supportive	Play in the correct spaces Play fairly Be an upstander	Represent our school with pride
SHOW EMPATHY 		Accept others Let others learn	Include others Take care of others	Be considerate of others





BE RESPECTFUL



BE RESPONSIBLE



SHOW INTEGRITY



SHOW EMPATHY



RPS Behaviour Management & Decision Making Flowchart

Minor Behaviours

- Not finishing learning tasks/staying on task
- Distracting or disrupting others
- Interrupting or calling out
- Not following directions or instructions
- Not using equipment or materials appropriately (incl. IT)
- Teasing/excluding others
- Lateness
- Dangerous play (e.g. sticks, stones, tackling)
- Playing in an out of bounds area
- Running indoors or through eating areas
- Back-chatting or disrespectful talk
- Inappropriate language or swearing, rude gestures

Classroom Teacher / Unit Managed

Response to Minor Behaviour

1. **PROMPT: Non-Verbal Prompt** - move towards student, make eye contact, hand gesture
2. **RE-DIRECT: Verbal Reminder** - "James you are talking, show me how to be ready to learn"
3. **RE-TEACH: Correction of Behaviour** - "James, move so that you can show full body listening to the teacher."
4. **CHOICE: Opportunity to Change Behaviour** - "James, you can either re-focus or you can go to another classroom to reflect and re-set."
5. **CONVERSATION:** Conversation about the behaviour and consequence. If a reflection sheet is completed, this will be sent home. Parents may be contacted.

All responses must be:

CALM
CONSISTENT
IMMEDIATE
RESPECTFUL

Teacher Actions

Give positive feedback once desired behaviour is displayed.

Remain focused on 4:1.

Every session is a new session; allow yourself and student a fresh start.

If behaviour continues,
refer to major steps

Major Behaviours

- Repeated mid-level offences
- Consistently refusing teacher requests
- Damaging property/vandalism
- Endangering self or others
- Aggressive, intimidating or violent behaviour with or without objects
- Directed/intentional swearing, harassment, threats, abusive, racist or inappropriate language & rude gestures
- Bullying (physical, verbal or social)
- Leaving classroom buildings or school grounds (unable to find)
- Theft

Leadership / Principal Managed

Response to Major Behaviour

1. **Contact the office** to seek access to leadership.
2. **Leadership to follow agreed procedures** for responding to major behaviour.
3. **Leadership to determine consequence** using agreed response where appropriate.
4. **Teacher to record incident** on Compass.
5. **Leadership to add to response** including outcome or consequence, and communicate with parents and staff.
6. **Restorative Conversation** or **Tiered Supports** implemented where appropriate or if applicable, facilitated by leadership.

Managing and responding to behaviour — consequences for students

When discipline can be used

Schools can discipline students for behaviour incidents:

- occurring at school
- at a school activity away from the school grounds
- while travelling to or from school or a school activity.

Disciplinary measures should be consistent with a whole-school approach to behaviour support. Schools are responsible for ensuring that a local Student Well-being and Engagement Policy is in place to provide positive supports for students.

Consider other strategies first

Before moving to a disciplinary response, schools should consider whether more effective and appropriate strategies can be put in place for the student, such as wellbeing, engagement, and mental health supports.

Consequences for behaviour should always be proportionate to the nature of the behaviour and are most effective when they identify and address the causes and triggers of the behaviour.

The [Education Training and Reform Act 2006 \(Vic\)](#) prohibits the use of corporal punishment in any Victorian Government school and this must be explicitly stated in relevant school policies that address discipline (for example Student Engagement Policy). (See the Student Wellbeing and Engagement Policy template on the School Policy Templates Portal - staff login required).

The [Equal Opportunity Act 2010 \(Vic\)](#) prohibits discrimination on the basis of protected attributes, including:

- race
- religion
- disability
- sex
- age
- gender identity
- sexual orientation.

Schools must ensure any disciplinary action does not breach this legislation.

Making the decision to discipline a student

Schools must follow the [Basic Principles of Administrative Decision Making](#) when deciding if it's appropriate to discipline a student. This includes:

- staff members knowing which discipline measures they have the authority to use
- checking they have the legal authority to make the decision, where suspension or expulsion is being considered. Only a principal has the legal authority to decide to suspend or expel a student

- maintaining accurate, comprehensive and accessible records
- guarding against assumptions, generalisations or asserted facts
- making decisions in a timely manner
- ensuring procedural fairness and an unbiased approach to making the decision by making sure:
 - any student who engages in behaviour or actions that are deemed to be unacceptable or inappropriate, and which may warrant disciplinary action, is notified that their behaviour is unacceptable and why and given an opportunity to respond, and
 - the student's response and rights are taken into account when deciding on any disciplinary action
- exercising reasonable discretion
- giving meaningful and accurate reasons for the decision being made.

In-school discipline

In instances where schools believe disciplinary actions are the most appropriate response to a student's behaviour, staged in-school disciplinary measures can be used. Schools may modify these as needed. Whilst these measures take place on school premises, they may occur outside school hours.

As with all forms of discipline, staged in-school disciplinary measures should be clearly set out in, and aligned with the school's Student Engagement Policy and expectations around behaviour. Schools should ensure they are used in a way that is proportionate to the behaviour being addressed.

Withdrawal of privileges

Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges withdrawn will vary between schools and even students at the same school; however, they may include things such as representing the school at inter-school sports or attendance at a school event.

When withdrawing privileges as a disciplinary measure, schools should ensure that:

- the withdrawal is time-limited
 - the reasons for and period of the withdrawal is clearly communicated to the student
 - the student is made aware of the behaviour standards expected in order for the privileges to be reinstated
 - consideration is given to the impact on the student's engagement and ability to achieve learning outcomes
- For example, where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal
- consideration is given to any disability to ensure that any withdrawal of privileges does not amount to unlawful discrimination. For example, a student with a disability may require an iPad with a communication application as a reasonable adjustment to enable that student to communicate/participate in class activities. In this circumstance removal of the iPad as a disciplinary measure is not appropriate
 - consideration is given to race, religious belief or activity or other special circumstances to ensure that any withdrawal of privileges does not amount to unlawful discrimination. This includes

considering circumstances where the withdrawal of privileges would restrict a student's participation in any cultural activities at the school.

Withdrawal from class

A student may be temporarily removed from regular classroom activities if their behaviour significantly interferes with the rights of other students to learn, the capacity of a teacher to teach, or where it creates a risk of harm to themselves or others.

Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Unless the student is a mature minor parents and carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Detention

Detention may be an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

Schools are permitted to require students to attend before or after school detention but are encouraged to take into account family circumstances and negotiate with parents and carers as appropriate.

During detention teachers may instruct a student to finish schoolwork which has not been completed in regular classroom time as a result of the behaviour, new work or other duties.

Schools must:

- consider local circumstances when determining what a reasonable time and place for detention entails
- make sure any special conditions relating to the imposition of detention are specified in the school's student engagement policy
- consider any other special circumstances, including whether a student has a disability. For example, a student with a disability may not understand that the detention is a consequence of their behaviour.

It is recommended that schools ensure:

- no more than half the time allocated for any recess may be used for detention
- students undertake detention at a reasonable time and place
- where students are requested to undertake detention outside of school hours:
 - parents or carers are informed at least the day before the detention
 - the length of the detention should not exceed forty-five minutes
- where the detention would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available), that alternative measures are negotiated with parents.