

STUDENT ENGAGEMENT, WELLBEING & INCLUSION POLICY

*The Currajong School takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures, and practices meet all **Child Safe Standards as specified in Ministerial Order No. 1359 (2022)***

Table of Contents

1. School Profile	3
2. School values, philosophy and vision	4
3. Guiding principles	5
4. Engagement Strategies	5
5. Identifying students in needs of extra support	6
6. Behaviour expectations	6
7. School Actions	6
8. Engaging with families	7
9. Evaluation	8
10. Appendices and Related Policies	9

Appendix 1: Statement of Rights and Responsibilities
10

Appendix 2: Student Engagement Strategies
13

Appendix 3: Behaviour expectations
14

Appendix 4: Staged response to behaviour issues
16

Appendix 5: Process for responding to breaches of Behaviour Expectations
17

1. School Profile

The Currajong School invites a community atmosphere, with an inclusive and positive learning environment. At The Currajong School we have proud tradition in providing excellence in specialist education for students with additional learning needs around social, emotional and behavioural challenges. The school aims to maximise every learning opportunity to shape our students' future through high quality, values enriched teaching and learning.

As a Victorian Independent Specialist School, The Currajong School has a clear vision and purpose. The school is renowned for fostering student excellence with the support and involvement of our learning community. The staff at The Currajong School are dedicated and committed professionals who are experts in their field of education.

At The Currajong School, the school community works together to ensure every child has a positive, happy and rewarding school experience. Parents/carers and teachers are genuine partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, to be independent and to value the pursuit of knowledge.

Students are eligible to attend The Currajong School if they meet the criteria for enrolment:

Severe Emotional Disorder

Children who require special education provision as well as psychiatric or psychological treatment or monitoring in relation to the social, emotional and behavioural problems they are experiencing.

Age

Children should be the ages to attend primary schooling during their placement at Currajong. They should be no older than 11 years of age at the time of enrolment.

Intellectual Ability

Children need to be functioning within or above the normal range of intelligence (as measured on a standardised test), to be able to benefit from the programs offered at The Currajong School. As the level of intelligence may be difficult to determine in very young children with social, emotional, and behavioural difficulties, such children may be referred on to a more appropriate school placement following periodic review.

Prognosis for Change

There should be positive indicators of children's ability to sustain changes made and to reintegrate into mainstream education following placement at The Currajong School.

2. School values, philosophy and vision combined (also refer to the Statement of values and school philosophy document)

The Currajong School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive

school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

To support our students at The Currajong School one of our major focuses in our strategic plan is the Implementation of School Wide Positive Behaviour framework (SWPBS).

The Aim of SWPBS

To create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes analysis of data in professional learning teams, implementation of evidence-based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

Our SWPBS purpose statement:

“At The Currajong School, we embrace the values of Respect, Resilience, and Responsibility, in a safe and supportive learning environment”

Our Behavioural values: Respect, Responsibility, Resilience.

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

3. Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.

- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

4. Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**

5. Identifying students in need of extra support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Engagement in the classroom
- Behaviour observed by classroom teachers
- Student data on Sentral
- Engagement with student families
- Assessments, observations
- Disengagement
- Case Management
- Data collection

6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed in **Appendix 3**.

7. School actions: Responding to challenging behaviour

Where a student behaves in a way that is unsafe towards themselves or others, acts in an aggressive manner or breaks the law, we will implement a staged response, as outlined in our Student Engagement and Inclusion Guidance (see **Appendix 4**).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. We will work to be proactive and assist in replacement behaviours and explicit teaching. However, there may be times that the following staged responses may be enacted. All disciplinary matters will also be managed in accordance with the Student Code of Conduct.

The measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals.
- Community Service
- Making time up after school
- Detention/Rethink time (at lunch time and afterschool)
- Suspension (out of school)
- Expulsion if deemed appropriate by the Principal
- Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out are met and to ensure the safety of all other students and staff.

Suspension and expulsion can only be approved by the Principal and our School will follow the processes for applying these disciplinary measures. Refer to the Student Code of Conduct for examples of why this may be considered.

Consequences and the process for behaviours of concern

The following approach is the first steps in the process in managing behaviours of concern.

Re-Teach Desired Behaviour

Step 1 – Verbally Remind with pre-correction

Example: {Student name} that language/behaviour isn't {School Value: Respectful/Responsible/Resilient} We are {insert school value} by {state expectation from behaviour matrix}.

Ask student to repeat expected behaviour.

Step 2 – Verbally Remind with pre-correction

Example: {Student name} that language/behaviour isn't {School Value: Respectful/Responsible/Resilient} We are {insert school value} by {state expectation from behaviour matrix}.

Ask student to repeat expected behaviour.

Step 3 – Reflection Time

If same behaviour occurs again student will participate in a 'Reflection Time' during recess or lunch time for 15 minutes.

Consequences

The Currajong School has a strict Hands Off stance to staff and students. All students have a right to a safe learning environment, and staff have a right to a safe workplace.

If a student's behaviour is unable to be re-directed, de-escalated and becomes severe, such as, ongoing bullying, ongoing verbal/physical threats, physical abuse and violence, or destruction of property where other students and staff's safety is compromised the following consequences will be put in place for the offending student.

Example of Behaviour	Consequence
<p>Physical assault or violence that continues after staff have tried to manage.</p> <p>Continued verbal threats, obscene language and bullying that after all interventions applied by staff, the student is not following directions or strategies.</p>	<p>Parents/carers will be asked to collect the child from school, and to go home and reset.</p> <p>Note: If a parent/carer can not come to collect a student from school, and staff can no longer manage the behaviours of concern. The police will be called to support staff and student safety. Similarly if the safety of a parent/carer is compromised when they come to pick up their child, the police may also be called to support.</p> <ul style="list-style-type: none"> - If the child goes home before 12pm they will have that afternoon to reset. The next day they will return, and a behaviour review meeting will be expected

	<p>with the Principal or Assistant Principal.</p> <ul style="list-style-type: none"> - If a child goes home after 12pm, then they will spend the whole next day at home for a reset day. School work will be provided by the School. The student will return after one day and the parents/carers and student will have a behaviour review meeting with the Principal or Assistant Principal. <p>Suspensions</p> <ul style="list-style-type: none"> - If at the time of the incident and when the child is picked up, the Principal or Assistant Principal, may be able to determine if a longer suspension will be put in place. However if further investigations are required the parents/carers will be informed on the same day. - After investigations and debrief with staff and students, the Principal may determine that the severity of the incident has had a greater impact on the safety and wellbeing of other students and staff and a longer Suspension is to be put in place. Parents/carers will be notified on the same day the length of the suspension and reasons why. School work will be provided for the length of the suspension. - Before the student returns to school after a suspension, the parents/carers will be asked to participate in a behaviour review meeting.
--	--

	<p>Expulsions</p> <ul style="list-style-type: none"> - The Principal will determine if an expulsion is to be considered, based on the Exclusion and Expulsion Policy - Parents/carers will be notified if an expulsion is being considered either when notified of the suspension, or during the suspension period before the behaviour review meeting. - The parents/carers of the student are able to present reasons to the Principal why an expulsion should not be implemented, before the behaviour review meeting and this will be considered and discussed at the meeting.
--	---

*Please also refer to Student Code of Conduct document.

8. Engaging with families

The School values parents/carers suggestions and seeks feedback through the Lead Parent Opinion survey.

The School will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The School will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Wellbeing and Inclusion Policy
- conducting effective school-to-home and home-to-school communications
- involving families as participants in school decision-making where appropriate
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups
- providing information sessions
- inquiry celebrations
- holding special events

Parent's responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and

constructive manner when dealing with our school. In line with our Respect for School Staff Policy.

9. Evaluation: Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or gathering information for school-based strategies and approaches.

Some of sources of data used are:

- Student attitudes to School Survey data
- parent survey data
- data from case management work with students
- data extracted from Sentral
- assessment data
- Student surveys
- Observational data

10. Appendices

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance as it is seen as best practice in an educational setting.

EVALUATION

This policy will be reviewed as per our three-year review cycle or more often if necessary due to changes in regulations or circumstances.

Approval date:	Approved by:	Next review:
July 2024	Principal	July 2027



The Currajong School acknowledges the traditional owners of this country throughout Australia and their continuing connection to land and community. We pay our respects to them and their cultures and to the Elders past, present and emerging.

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Inclusion and Diversity Policy).

Teachers/staff also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to 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; and use a range of strategies to engage students in effective learning.

All members have an obligation to ensure school property is appropriately used and maintained.

Student Behaviour Expectation Matrix:
The Currajong School SWPBS Matrix



Behaviour Expectation Matrix



	Always	Classroom	Yard	Toilet	Transition	Bus / Excursions
Be Respectful	<ul style="list-style-type: none"> We greet others We use kind and friendly language We give people their personal space We keep our hands and feet to ourselves We let other people be heard We accept each other's differences We follow instructions We are kind to others 	<ul style="list-style-type: none"> We wait our turn to speak We work with others We let other students learn We listen to staff 	<ul style="list-style-type: none"> We encourage others in games We take turns when playing We follow the rules of the game 	<ul style="list-style-type: none"> We keep the bathroom area clean We let everyone have their privacy 	<ul style="list-style-type: none"> We walk safely and quietly We come to class on time We open the door for others 	<ul style="list-style-type: none"> We use the Currajong values when in public
Be Responsible	<ul style="list-style-type: none"> We report bullying We help others We speak up when something is wrong We look after the environment and equipment We are responsible for our own behaviour We are Sun Smart 	<ul style="list-style-type: none"> We ask questions when we don't understand We will have eyes on the teacher during learning time We organise our own equipment We ask for help if we need it We try new activities We keep our table tidy and ready to work We use an inside voice in the classroom 	<ul style="list-style-type: none"> We use equipment for its intended purpose We put equipment away when we've finished We join the line when the bell goes We show others how to play a new game 	<ul style="list-style-type: none"> We flush the toilet We wash our hands We leave when we're finished 	<ul style="list-style-type: none"> We are kind to the people we're standing next to We go to where we're meant to be 	<ul style="list-style-type: none"> We wear our seatbelt We stay with our group We eat and drink before or after travelling on the bus
Be Resilient	<ul style="list-style-type: none"> We attempt challenging tasks We learn from mistakes We find solutions to problems We use a reset strategy when we need to We wait our turn 	<ul style="list-style-type: none"> We are flexible when things change in the classroom We try again We can move on from a problem that upsets us We start fresh every session 	<ul style="list-style-type: none"> We choose to reward positive choices We don't always win, that's ok We ask an adult for help We include others We are patient with others who are learning We apologise when we make mistakes We walk away when someone has upset us We use the Friendship Seat 		<ul style="list-style-type: none"> We line up We wait for our teacher 	<ul style="list-style-type: none"> We listen to staff, parents and volunteers We attempt all activities



Student Engagement Strategies

Appendix 2

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our school will deliver a curriculum including Victorian Curriculum, extracurricular and specialist programs. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students. • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families. • Our school will implement SWPBS • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and formally in events such as communications to parents/carers and newsletters. • All students will have the opportunity to participate in a mindfulness, social and emotional learning curriculum program. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms such as surveys. • Our school will apply for NCCD funding to ensure the eligibility of students. • Each student will have an Individual Learning Plan • Staff will communicate with parents/carers through the use of the email, phone calls, seesaw and arranged SSG meetings. 	<ul style="list-style-type: none"> • All students in Out of Home Care will be supported by our complex case manager which is the Assistant Principal. • School first aid staff will administer medication to students. • Relevant teaching staff will apply a trauma-informed approach (using Berry Street Trauma Informed Practices when working with students who have experience trauma. • The Allied Health Professionals will support teachers and students in the implementation of Speech therapy, Occupational therapy and Social Work where identified. • The School Social Workers will offer targeted group work in identified areas using data from the Sentral and staff observations. • Staff will communicate with parents/guardians through the use of the email, seesaw, phone calls and arranged SSG meetings. • Our school will offer a range of extra-curricular opportunities such as, bike education, Sports Clinics, and Swimming. 	<ul style="list-style-type: none"> • Meet with student and their parent/carer to discuss how best to help the student engage with school. • Establish a Student Support Group. • Analysis data from Student Management tool (SMT) on Sentral and other functional/observational data. • Development of a behaviour support plan supported with consultation with student, staff, parents and external professionals where required. • Consider if any environmental changes need to be made, for example changing the classroom set up. • Refer to internal support services e.g. Allied Health Services. • Refer to Case Management. • Refer to external support services including Child First, Local Government Youth Services, Community Agencies where required. • Consider an alternative program that support the student, which may include the Allied Health professionals and specific program of interest to reengage the students. • Explicitly teach replacement behaviours of identified behaviour. • Evaluation of strategies being implemented • Consider development of individualised program/timetable focused on the strengths and interests of students incorporated into the student's daily curriculum.

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • Learning <i>listen and follow instructions from staff by doing my best.</i> • Respect to use manners and care for one another • Responsibility to ensure a cooperative learning environment and model the school values • Safety to ensure that I STOP THINK AND ACT • Students should demonstrate this alongside our school values. 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons 	<p>Parents/Careers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>The school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately twice a day • follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies

<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Model the schools core values. • Always treat others with respect • Never physically or verbally abuse others. • Take responsibility for their behaviour and its impact on others • Follow instructions reasonable requests of staff. • Respect the rights of others to learn. No student has the right to impact on the learning of others. • Respect the property of others. • Bring correct equipment to all classes • Comply with the school’s policies and work with teachers and parents in developing strategies to improve outcomes 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • Have high expectations of their child’s behaviour and an understanding of the school’s behavioural expectations • Communicate with the school regarding their child’s circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<ul style="list-style-type: none"> • The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasizes the wellbeing of every child. • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues. • The school will consistently apply its behavioural management through a shared collegiate understanding. • The school recognizes that for some students’ additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students into the learning environment.
-------------------------	--	--	--

Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Learning Plan (involve parent/carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviours.	
Engage Allied Health Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

<p>Rules: Process for responding to Behaviour Expectations</p>	<p>Classroom Teacher Responsibility- Minor Behaviours</p> <p><i>Note: This should be used in conjunction with the Minors flowchart in classrooms.</i></p>	<p>Major Behaviours- Leadership Responsibility- Types of responses</p> <p><i>Note: This should be used in conjunction with the Majors flowchart in classrooms.</i></p>
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Students treat others with respect. • Students respect the rights of others to learn. No student has the right to impact on the learning of others. • Students respect the property of others. • Students must work to the best of their ability. 	<p><i>Follow the "PROMPT"</i></p> <p>P: Be POSITIVE R: REDIRECT the students O: get the student ONBOARD M: Mature P: POLITE/PRAISE T: TASK</p> <p>Alternatively, the "5 R's"</p> <ol style="list-style-type: none"> 1. Remain calm 2. Redirect student 3. Remind them what they should be doing be explicit. 4. Reassure Give choice "You have a choice. If you will not 5. Reassert "I understand and we can discuss this later. Right now, you will..... or meet with me at lunchtime. <p>Follow through with graded consequences:</p> <ol style="list-style-type: none"> 6. Move student to another seat / thinking area 7. Remove to another classroom for 10 minutes 8. TA supports student 1:1 in quiet environment 9. Restorative chat <p>Continued Behaviour Sentral documentation</p>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> • Speak with the student prior to actioning- Try to understand WHY the behaviour is occurring. • Staff to ring and inform parent of misbehaviour • Behavioural student contract • Restorative chat with affected parties • Behaviour Support Plan – review • Parent contact and organization of meeting where appropriate. • Missing out on recess, lunch, after school • Sentral documentation • In house suspension • Referral to Case Management – Liaison with Assistant Principal. <ul style="list-style-type: none"> • Principal/Assistant Principal on to internally/externally suspend. Principal will decide if appropriate.

	<p>10. A conversation with Leadership</p> <p>11. Contact with parent after consultation with leadership</p> <p>12. Documentation on Sentral-Incident and conversation.</p>	
Rules	Classroom Teacher Responsibility- Minor Behaviours	Major Behaviours- Leadership Responsibility- Types of responses
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students to be on time and inline • Students who are late to school are required to report to the general office to get a late pass • Students who leave school early must have written permission signed by the parents and sign out at the office. • All students collected early must be signed out at the office by the parent. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (i.e.: signed note or medical certificate) accompany absences. • Students must not leave the school grounds without permission. 	<ul style="list-style-type: none"> • Staff to electronically complete the absences by 9.30am and after lunch everyday • Check entry on Sentral has been adjusted to late. • Speak to student about reasons for being late • Report to Assistant Principal when the students has been absent for more than a few days without any conversation. 	<ul style="list-style-type: none"> • Speak to student about lateness issues. • When there is ongoing absenteeism or continual lateness a meeting will be organise with the parent/carer. • Referral to Complex case management may be required. • Be mindful there may be underlying conditions (extreme anxiety) that may impact students ability to arrive on time.
Uniform	<ul style="list-style-type: none"> • Remind students of appropriate clothing. 	<i>Continual concern meeting may be organised</i>

<ul style="list-style-type: none"> • Students are to wear reasonable casual clothes appropriate for school. • It is compulsory for all students to wear appropriate footwear at all times. (Sensory needs of students can be discussed with staff and adjustments accommodated to) 	<ul style="list-style-type: none"> • Provide spare clothes for the day from the spare clothing located in sickbay. 	
<p>Bullying</p> <ul style="list-style-type: none"> • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. 	<ul style="list-style-type: none"> • Report to Leadership • Manage behavioural situations of a Minor level in conjunction with behaviour management strategies and protocols. 	<p>Contact parents/carers and involve school Leadership</p> <p>Refer to School's Acceptable Use Agreement.</p> <p>Use resources from Bully stoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.</p> <p>Refer to our school's Bullying Prevention Policy. Consequences may include restorative conversation, apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to another class, referral to intervention program and/or counselling.</p> <p>Some cases may warrant immediate suspension. This decision must be made by the Principal or Assistant Principal.</p> <p>Where safety concerns are present parents may be contacted to collect students.</p>

