

School profile:

Edgars Creek Secondary College provides students from Year 7 – 12 with world-class educational facilities in Wollert. It is a co-educational facility that will form part of a wider education and community precinct, which along with the secondary college will include a primary school, a community activity centre and a council reserve.

The school will feature a state-of-the-art STEM building, with a series of science labs, flexible break-out spaces, and material tech and digital technology learning spaces. The spaces have been specifically designed to cater for contemporary teaching and learning approaches with a focus on interdisciplinary project-based learning in the areas of design, technology and the sciences. Edgars Creek Secondary College will also include an additional two-storey administration and library resource centre. Edgars Creek Secondary College is designed to be a school that is an important piece of community infrastructure with its facilities being used for the delivery of both educational programs and community projects.

Teams of educators work together to plan and teach a comprehensive curriculum and to provide rich learning environments for all students. Our programs are supported by contemporary resources and the latest research on teaching and learning.

School Values, Philosophy and Vision

Our Vision:

Edgars Creek Secondary College is a school that provides all young people with the opportunities to be passionate about learning, innovative and creative with their learning while developing a strong sense of community and global responsibility.

Our Mission:

At Edgars Creek Secondary College our mission is to provide an educational experience that will not just not prepare students for future pathways in the 21st Century but stimulate students to see the possibilities for innovation and inspire them to create their own unique opportunities for the future be it through further education, training or business enterprises.

Our Philosophy:

Our 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.

Our Aim:

Our aim at Edgars Creek Secondary College is to equip all young people with the skills and capabilities they need for economic, social and cultural success in the 21st century. The personalized learning needs of all young people will be catered for via a highly differentiated curriculum.

Our aim is to use evolving technologies, collaborative and problem-based learning that is supported by strong literacy and numeracy core skills. This will enable the development of confident flexible learners who are able to respond resiliently to challenges across their lifetime.

We aim to build their skills, self-confidence, leadership abilities and community spirit through a rigorous, but rich and varied curricular and co-curricular program. We want our students to be innovative, ethical and responsible citizens.

Our Values:

Respect:

- Respect Yourself – having regard for self in terms of physical, social and emotional health.
- Respect Others– Mutual Respect and acceptance of others, their property and their differences.
- Respect of Environment – recognising that we must act responsibly to maintain our world.

Endeavour to Learn:

- Learn by maintaining a positive and curious mind while seeking out new knowledge and ideas.
- Acknowledge that learning extends beyond the classroom into the larger community and the world.
- Learning is an active process where students are challenged to solve problems and construct meaning in critical and creative ways with the support of passionate and committed teachers.

Aim to Innovate

- Encourage originality, enquiry, positive risk-taking, critical thinking and multiple means of expression in all members of the school community
- Use evolving technologies to support student engagement and teaching and learning

Look to Inspire yourself and others

- Pursue personal excellence in at least one area of school life – academic, leadership, community involvement, the arts, sport or extra curricula programs
- Displaying pride and satisfaction in individual achievement while encouraging others to do the same.
- To look to members of the school and global community for inspiration and motivation in how to achieve a positive and well-balanced life.

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

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.

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**.

Strategies to promote the participation & empowerment of children (Child Safe Standard 7)

Strategies to promote the participation and empowerment of children

Description:

Edgars Creek Secondary College ensures children feel safe and comfortable in reporting concerns or allegations of abuse. We have implanted simple and accessible processes that help children understand what to do if they want to report abuse, inappropriate behaviour or concerns for their safety. All staff at Edgars Creek Secondary College will have an awareness of children's rights and adults' responsibilities regarding child abuse.

Rationale

Children often do not report abuse because they feel uncomfortable or they do not know how to raise their concerns or allegations of abuse. Some organisations do not have simple and accessible processes assisting children to understand their rights and how to report concerns regarding their safety.

Edgars Creek Secondary College will implement this standard by:-

- Providing children with child-appropriate and accessible information about what child abuse is, their rights to make decisions about their body and their privacy, that no one has a right to injure them, and how they can raise concerns about abuse. Information can be included in our welcome packs, information sessions and posters, as well as on the school website.
- Ensuring information and processes for reporting concerns are accessible to all children. Edgars Creek Secondary College has policies and procedures that are able to be accessed and understood by children with a disability.
- Ensuring information and processes for reporting concerns are culturally appropriate for Aboriginal children. A way to help ensure this could include engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisation to review information and processes.
- Considering access and culturally appropriate language, photographs and artwork for Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability when drafting communications materials.

- Translating school information (including information about children’s rights, child safe policies, statements of commitment and reporting and response procedures) into relevant community languages, including relevant Aboriginal languages if appropriate.
- Gathering feedback from children, for example through surveys, focus groups, story time and social media, about whether they would feel safe and taken seriously if they were to raise concerns, and implement improvements based on this feedback.
- Enabling children to express their views and make suggestions on what child safety means to them, and on child safe policies, reporting and response procedures, and acknowledge and act upon these where possible. For example, views could be gathered through suggestion boxes and feedback sessions
- Ensuring services are accessible for people with a disability, for example provide appropriate communication aids such as hearing loops if required.
- Training relevant staff and volunteers on methods of empowering children and encouraging children’s participation.
- Ensuring Aboriginal children are accepted when identifying as Aboriginal, and that staff and volunteers understand appropriate responses to children identifying as Aboriginal.
- Encourage participation and empowerment of children in other school activities, such as decision making.
 - a. Raising awareness in the community about children’s rights, for example through staff conversations with families and communications such as websites and newsletters.

We aim to successfully implement this standard so that Edgars Creek Secondary College is a school in which:

- reporting procedures for when a child feels unsafe are accessible for all children
- children understand what child abuse is, and their rights (age appropriate)
- children understand how to report an allegation of abuse or concern for their safety to the organisation, a trusted adult and external bodies (for example, the police)
- children feel safe, empowered and taken seriously if they raise concerns
- children feel empowered to contribute to the school’s understanding and treatment of child safety
- children’s reports of concern are responded to appropriately
- all staff understand how to empower children and encourage their participation

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
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool and behaviour analytic tool
- Engagement with student families

Behavioural expectations:

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

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see Appendix 4 Bullying Prevention Policy for more information.

School actions:

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see Appendix 5).

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.

Disciplinary 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
- Detention
- Suspension (in-school and out of school)
- Expulsion

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 in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Engaging with families:

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

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 Policy

- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 6. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values

Evaluation:

Data collection and analysis

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

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as eCASES21 or SOCS

Review of this policy:

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

This policy will be reviewed as part of the school's three-year review cycle.

According to the policy, Edgars Creek Secondary College must admit all children of school age if we are their designated neighbourhood school at the beginning of the school year (or when relevant) unless an approved alternative placement has been arranged.

Implementation:

Students applying for placement at Edgars Creek Secondary College are enrolled in the following priority order, as per Department's Placement Policy:

1. Students for whom the school is the designated neighbourhood school.
2. Students with a sibling at the same permanent address who are attending the school at the same time.
3. Where the regional director has restricted the enrolment, students who reside nearest the school.
4. Students seeking enrolment on specific curriculum grounds.
5. All other students in order of closeness of their home to Edgars Creek Secondary College.
6. In exceptional circumstances, compassionate grounds.

Families applying under priority order item 1: Students for whom the school is the designated (closest) neighbourhood area. The following documents can be used to establish permanent residence:

- Property lease/rental agreement
- A council rate notice in the parent name
- Contract of Sale - land/house agreement.

Please also note the following:

- It is the responsibility of the family to provide satisfactory evidence to the school.
- Only one family per residential address will be enrolled.
- An enrolling student is expected to live with his/her parents. Staying with a relative or friend does not qualify as permanent residence unless supported by the relevant papers endorsed by the Family Court of Australia.
- If you are unable to provide this information for any reason, please contact Edgars Creek Secondary College.

Guidelines:

Before admitting a student, schools must:

- for students transferring from another Victorian government school, import student information using CASES21; and provide parents with the Student Enrolment Information Form for validation of student information
- for students who are new to the government system, obtain a completed enrolment form.

For all students, schools must:

- collect relevant admission information
- provide a privacy notice to the enrolling parent explaining the use to be made of enrolment information. For sample notices see: Privacy within [Department resources](#)
- collect and record an Immunisation History Statement - primary students.
For admission, all applicants must be:
- an Australian citizen, or a student with relevant specified visas or [Immicard](#) see : [International Student Program](#)
- deemed eligible and approved for enrolment by the principal or relevant regional director.

Appeals - in cases where the school does not provide an enrolment place to a student.

Any appeals by parents/guardians against a school's decision not to provide a placement are:

- considered by the placement committee at the desired school
- escalated to the regional director when they cannot be resolved by the desired school.

Appeals are considered based on the following department placement principles:

- provide each child with a place in the designated neighbourhood school
- provide parents/guardians with an opportunity to enrol their child at the same school as an older sibling who resides at the same address
- allow parents/guardians to send their child to any alternative school where space is available
- contain enrolments in each school within the limits of available resources as determined by the regional director.

Further information:

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

Appendices and Related Policies:

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Bullying Prevention Policy

Appendix 5: Staged response to behaviour issues

Appendix 6: 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 available at

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

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/or Equal Opportunity Policy).

Teachers 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. Teachers also have a responsibility to implement the Student Engagement Policy in a fair, reasonable and consistent manner.

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

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> ● 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 regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. ● All students will have the opportunity to participate in a 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. 	<ul style="list-style-type: none"> ● All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment ● School nurse and wellbeing staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. ● Relevant teaching staff will apply a trauma-informed approach (e.g. using Calmer Classrooms: A Guide to Working with Traumatized Children, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. 	<ul style="list-style-type: none"> ● Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services ○ Refer to external support services including Child First, Local Government Youth Services, Community Agencies



Student Engagement, Wellbeing, and Inclusion Policy

Policy Statement:

Edgars Creek Secondary College is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear bullying (including cyberbullying and harassment) prevention policy will inform the community that **bullying and harassment in any of its forms will not be tolerated.**

Aims

- To provide clear definitions of what is and what is not bullying and harassment
- To reinforce within the school community that no form of bullying or harassment is acceptable.
- To provide clear advice on the roles and responsibilities of the whole school community, including students, parents, caregivers and teachers for preventing and responding to bullying behaviour
- To provide clear procedures for everyone to report incidents of bullying to the school
- To ensure that all reported incidents of bullying are followed up and that support is given to any person who has been affected by, engaged in or witnessed bullying behaviour
- To seek the support and co-operation of the whole-school community at all times.

What are bullying, cyberbullying and harassment?

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Cyber-bullying bullying (as defined above) that occurs either online for via a mobile phone or electronic device. This may include electronic mediums such as mobile phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome which could reasonably be expected to cause offence, humiliation or intimidation to a person.

Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected, and students and staff will be enabled and supported in their pursuit of learning and teaching.

Guidelines

- A school-wide approach will be taken to deal with bullying (including cyberbullying) and harassment in a consistent and systematic way.

- All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.
- All complaints of harassment will be heard in confidence and taken seriously.
- Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.
- There will be disciplinary consequences, covering a range of strategies, for those in breach of the Bullying (including cyberbullying) and Harassment Prevention Policy, guidelines and procedures (see Appendix A).

Program

- Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.
- The Bullying and Harassment Prevention Policy of the school will be widely promoted to students, staff, parents/carers and the local community.
- A summary of the policy will be included in the Student Enrolment Package while new staff will receive documentation as part of the school's induction process.
- The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyberbullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.
- If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.
- Student programs will be organised to raise student awareness about bullying (including cyberbullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes.
- Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials e.g. * Bully Stoppers (<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/bullystopmodules.aspx>) <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachinter.aspx>
- Professional development will be provided for staff relating to bullying (including cyberbullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.
- The school will provide specialist resources such as books, videos, kits and off-site in-service activities to assist staff in responding appropriately to bullying (including cyberbullying) and harassment issues.
- Disciplinary consequences for bullying (including cyberbullying) and harassment will comply with the school's Student Engagement Policy. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Training (DET) guidelines.

Links & Appendices (including processes related to this policy)

Links which are connected with this policy are:

- DET's [Student Engagement and Inclusion Guidance 2014: Student Engagement Policy](#)
- The school's Acceptable Use Agreement (re cyber-bullying)
- DET's [Bully Stoppers: Make a Stand, Lend a Hand](#)

Appendices which are connected with this policy are:

- Appendix A: Anti-Bullying (including cyberbullying) and Anti-Harassment Procedures
- Appendix B: Reporting on Incident of Bullying / Harassment – Template
- Appendix C: Formal Referral of Student who has bullied / harassed other to Student Wellbeing Coordinator – Template

Evaluation

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council on: **December 2020**

Rules	Classroom Teacher Responsibility	Sub school Managers
<p>Overall behaviour</p> <ul style="list-style-type: none"> ● Students must obey all reasonable requests of staff. ● Students must always treat others with respect. ● Students must respect the rights of others to learn. No student has the right to impact on the learning of others. ● Students must respect the property of others. ● Students must bring correct equipment to all classes ● Students must work to the best of their ability. 	<p><i>Follow suggested actions:</i></p> <ol style="list-style-type: none"> 1. <i>Remain calm</i> 2. <i>Warn with rights based warning "Your behaviour is disturbing others, please stop".</i> 3. <i>Reassert "I understand and we can discuss this later. Right now please..."</i> 4. <i>Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc</i> 5. <i>Follow through with staged consequences:</i> <ol style="list-style-type: none"> a. <i>Move student to another seat / isolated area of the classroom</i> b. <i>Organise for conference after class(restorative chat)</i> c. <i>Remove to another classroom for time out</i> d. <i>Organise conference/restorative chat to include Sub-school Manager /AP</i> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> a. <i>Incident Report to Sub School Manager.</i> b. <i>Contact with parent after consultation with Sub school Manager</i> 	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> ● <i>Speak with the student prior to actioning</i> ● <i>Student to ring and inform parent of misbehaviour in presence of Sub-school Manager</i> ● <i>Behaviour goals</i> ● <i>Attendance plan</i> ● <i>Placement into classes</i> ● <i>Restorative chat with affected parties</i> ● <i>Behaviour Plans</i> ● <i>Student Contract</i> ● <i>Parent contact</i> ● <i>Student support conference</i> ● <i>In house suspension</i> ● <i>Recommendation to externally suspend and referral to AP</i>
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> ● Students must be on time to all classes ● Students who are late to period one must report to the general office to get a late pass. 		<p><i>Speak to student about lateness issues.</i></p>

<ul style="list-style-type: none"> • Students who leave school early must have a note/compass email from home signed by their sub school manager prior to signing out at the office. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (ie: signed note/email or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission. 	<p><i>Check late pass. Adjust entry on CASES21 to Late</i></p> <p><i>Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to Sub School Manager if on-going</i></p> <p><i>Report to sub school/admin</i></p>	<p><i>On going lateness: afterschool detention and/ or organise for parent conference to resolve issue.</i></p> <p><i>Follow through with student and / or parent/guardian/carer</i></p> <p><i>After three days absence: Organise for attendance conference/telephone call as per the school's attendance strategy. Inform Student Wellbeing Coordinator. Inform the Principal Class via student at risk list.</i></p> <p><i>Organise for environment duty that day or next day.</i></p> <p><i>Repeated offences: as above</i></p>
<p>Uniform</p> <ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times. 	<p><i>Check uniform pass. If no pass, inform subschool managers. Telephone home to follow up with carers. Report extremes in appearance to Principal Class.</i></p>	<p><i>Check uniform pass. If no pass, confiscate the item of clothing and contact parent/carer.</i></p> <p><i>Family may need support with obtaining uniform.</i></p>
<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. 	<p><i>Report to Sub-school Manager or Wellbeing Team.</i></p>	<p><i>Contact parents and involve Student Wellbeing Coordinator.</i></p> <p><i>Refer to schools Acceptable Use Agreement.</i></p>

		<p>Use resources from <i>Bullystoppers</i>, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.</p> <p>Refer to our school's <i>Bullying Prevention Policy</i>. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</p> <p>Some cases may warrant immediate suspension. This decision must be made by the Principal.</p> <p>Student removed from classroom and parent contacted to collect students. Following procedure in <i>Student Engagement and Inclusion Guidance re: Immediate suspension</i>.</p>
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Evaluation

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council on: **November 2020**