



STUDENT ENGAGEMENT AND INCLUSION POLICY

This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

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STUDENT ENGAGEMENT AND INCLUSION POLICY

1. Profile

Cranbourne East Secondary College, in the Hunt Club Estate East Cranbourne, began operating in 2011 with a Year 7 intake of 150 students. In 2016 those Year 7's completed Year 12 as the school's first Year 12 cohort. The school is located in a high growth area with a number of affordable housing estates being developed. There were 1,177.8 students enrolled at the school in 2017. Enrolments are predicted to reach 1320 by 2019. The college was established through a private/public partnership. As a consequence, the buildings and grounds were completed before the school opened. The Student Family Occupation index of 0.54 places the college close to the state mean in relation to the socio-economic profile. Students are drawn from 15 feeder primary schools with most coming from the adjacent Cranbourne East Primary School.

In 2017, CESC had a total of 123 staff, consisting of 5 PCO members, 80.2 teaching FTE and 26.3 ES non-teaching staff.

Currently in 2018, the college has 138 staff employed including 7 PCO members, 85.9 teaching FTE teachers and 30.5 ES non-teaching staff.

2. College Values, Philosophy and Vision:

Cranbourne East Secondary College (CESC) is committed to providing an inclusive, 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.

CESC students are supported by committed teachers and Education Support staff and a Principal Class and Leading Teacher Team that have improved student learning outcomes at the heart of their work. The school is led via a distributive leadership model that promotes shared leadership throughout the College.

CESC provides a broad range of educational opportunities to cater for all students. The College ensures smooth transitions in each year level and works in collaboration with feeder schools and outside agencies to best cater for the whole student. It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at the College work collectively to ensure that all students feel valued and cared for have meaningful opportunities to contribute to the College and can effectively engage with their learning. This College has curriculum and programs that are designed to be engaging and inclusive whilst recognising and responding to the diverse needs of our students.

The College strives to be a learning community where students and staff can relate well to each other, and where different ideas and viewpoints are valued and respected.

Refer: The [Effective Schools are Engaging Schools: Student Engagement Policy Guidelines](#)

This ethos is built on the following values:

- **Respect**
- **Growth**
- **Achievement**
- **Responsibility**

Cranbourne East Secondary College's vision is to **“give every student, every opportunity to exceed their potential by providing a high quality pathway to success.”**

3. Rights and Responsibilities

Every member of the school community has a right to participate fully in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

The College is committed to support multi-culturalism, the prevention of racism, sexism, bullying and violence and the recognition of disability discrimination laws. Staff and students must comply with many Acts of Parliament, including:

- Ministerial Order No. 870. (2016) Child safe Standards.
- The Equal Opportunity Act 2010;
- The Disability Discrimination Act 1992;
- The Charter of Human Rights and Responsibilities Act 2006.

This College encourages personal responsibility and self-discipline. Positive attitudes and appropriate behaviour will be rewarded and inappropriate behaviour should result in logical consequences, which encourage students to learn from their mistakes.

The **Ministerial Order No.870 (2016)** sets out a compliance to child safety, embedding a culture in Victorian schools of 'no tolerance' for child abuse. Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

See the appendices for support documents in the implementation of child safety strategies in the College:

The **Equal Opportunity Act 2010 (Vic)** sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- Age
- Breastfeeding
- Gender identity
- Impairment

- Industrial activity
- Lawful sexual activity
- Marital status
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

The ***Charter of Human Rights and Responsibilities Act 2006 (Vic)***

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The Charter outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

The ***Disability Standards for Education 2005*** clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 2005*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

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

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional staffing, providing special resources or modifying the curriculum
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- Benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

The **Education and Training Reform Act 2006 (Vic)**, which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—

- (i) Realises their learning potential and maximises their education and training achievement;
- (ii) promotes enthusiasm for lifelong learning;
- (iii) allows parents to take an active part in their child's education and training.

4. Guiding Principles:

CESC strives to provide a secure and stable environment in which students can learn and develop individual skills and abilities. This will be achieved by: -

- The school collaboratively developing and implementing 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.

5. Engagement Strategies:

To realise our vision, our College has a range of strategies in place that enable student engagement, promote wellbeing, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or 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.

Pro-social values will be a whole-school focus and include close links with the curriculum. The AusVELS and National Curriculum include the learning domain of Physical, Personal and Social Learning, which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In this context, the College curriculum will include values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement. 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 College are outlined in Appendix 2.

6. Identifying Students In Need Of Extra Support

The College analyses data and has referral process for students that may require extra support. Data may include:

- Enrolment information including health and medical information
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Observations made by staff in classroom and during the school day.
- Chronical entries made on the student management tool (Compass)
- Engagement with student families and agencies

See the appendices for support documents in the implementation of engagement strategies in the College:

- **Appendix 1: Statement of Rights and Responsibilities**
- **Appendix 2: Student Engagement Strategies**
- **Appendix 3: Shared Behaviour Expectations**
- **Appendix 4: Staged Response Checklist For Students With Behavioural Issues**
- **Appendix 5: Processes For Responding For Responding To Breaches Of Behaviour Expectations**

7. Behavioural Expectations

The College's whole-school behaviour management approach is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus is on prevention and early intervention strategies that: -

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- Provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour.

[Calmer Classrooms: A Guide to Working with Traumatized Children](#), developed by the Office of the Child Safety Commissioner, provides teachers and schools with effective relationship based classroom and school-wide strategies.

The agreed classroom behaviour expectations listed below apply to all classes across the College and staff reinforces these each day:

- Wait outside classroom for your teacher and follow the classroom lesson expectations
- Listen to and follow instructions
- Be pleasant to other people and allow them to get on with their work
- Take care of the classroom/learning space and the equipment you use
- Follow all safety expectations of the school

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

Attendance

So that students maximise their educational opportunities at the College, regular, consistent attendance is essential. Attendance is closely monitored by the College attendance officers and individual attendance is tracked and contact made home in a timely manner, to alert parents and guardians of unaccounted for absences. Parents can use Compass when advising the school in advance of an absence or if a student is absent from school then parents can use Compass to notify the school or students can, on their return, provide a parent signed note explaining their absence to their Home Group Teacher.

If students absent themselves from College without parental/guardian consent, or if the College deems the reason for the absence as unacceptable, then an appropriate consequence for this action will be applied.

In the case of ongoing or frequent absenteeism, a meeting that could include Year Level Co-ordinator, Student Wellbeing Co-ordinator, Assistant Principals, Principal, student and parents/guardians will be arranged. Means to support the student to attend College will also be examined. Parental support in these matters is vital to ensure the best possible educational opportunities for our students.

Students who are taking extended absences from school must have a Student Absence Learning Plan to support the education of students who are absent from school for an extended period. It may also be useful to develop a Return to School Plan for students who have been absent for an extended period.

LATE FOR SCHOOL

All students who are late to school must sign in at the front office where they are issued with get a late pass. This is regardless of whether a phone call has been made or it has been entered on Compass in advance. Repeated lateness will result in contact made with families, meetings held to determine the issues of concern and appropriate consequences negotiated.

LEAVING SCHOOL GROUNDS

The College undertakes legal responsibility for students during College hours, including recess and lunchtime. No student may leave the grounds without permission, in writing, from a parent/guardian and countersigned by a member of the student's Year Level Leadership team. They must then sign out at the front office where they are to present the consented note before leaving the school.

8. School actions

Responding to challenging behaviour

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of challenging behaviour, a more targeted response will be required which may include both support measures and disciplinary measures. The disciplinary measures that may be implemented for incidents of challenging behaviour will depend on the nature and severity of the incident. Successful interventions are underpinned by strong staff-student relationships, as they require an understanding of the underlying factors influencing behaviour and the immediate triggers for its occurrence. Intervention strategies may include: -

- Developing a Behaviour Support Plan and/or Individual Education Plan.
- Considering if any environmental changes need to be made, for example changing the classroom set up.
- Explicit teaching of replacement behaviours (recognise students will need time to practice these before they become habit).
- Engaging appropriate support services, such as Student Welfare Coordinator, Student Support Services or community agencies to undertake assessments and/or provide specialist support.
- Establishing a student support group to establish the student's needs and supports required.
- Implementing appropriate disciplinary measures that are proportionate to problem behaviours.
- Considering alternative learning or behaviour management options such as Student Development Centres or re-engagement programs.

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 4**).

9. 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 (**see Appendix 5**).

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.

The Principal can only approve suspension and expulsion 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>

A whole school behaviour pyramid guides teachers in their approach to discipline.

10. Engaging with Families

CESC values the input of families into its operations and curriculum offerings and seeks feedback through the Parent Opinion Survey and from parent representatives on College Council.

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

- Ensuring all parents/carers are aware of the College's Student Engagement Policy
- Conducting effective College-to-home and home-to-College communications
- Involving families with homework and other curriculum-related activities
- Involving families as participants in College consultation
- Coordinating resources and services from the community for families, students and the College
- Involving families in Student Support Groups

Parent and guardian responsibilities for supporting their child's attendance and engagement are outlined under Shared Behaviour Expectations (**Appendix 3**). Further more, parents are expected to act in a respectful and constructive manner when dealing with our College. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Rights and Responsibilities (**see Appendix 1**).

11.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 College-based strategies and approaches.

Some of sources of data used are:

- The Attitudes to School Survey data
- College level report data
- Parent survey data
- Data from case management work with students
- Data extracted from software such as CASES21 or SOCS

Review of this policy

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

Appendix 1

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the College 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).

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 College's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the College 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 College in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with College 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 fairly, reasonably and consistently implement the Student Engagement Policy.

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

Appendix 2

Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our College will deliver a broad curriculum including offering VET programs, VCE and VCAL. • 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 College will develop behavioural expectations for all members of the College community in consultation with students, staff and parents/carers, and these 	<ul style="list-style-type: none"> • Targeted students may have an ILP to support their learning needs. • All students from Years 10 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan. • College wellbeing staff and external agencies will undertake health promotion and social skill development in response to needs identified by classroom teachers or 	<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 the College. ○ 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

<p>will be taught to all students and shared with their families.</p> <ul style="list-style-type: none"> • Our College 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 wellbeing programs that promote social and emotional learning • Students will have the opportunity to contribute to and provide feedback on decisions about College operations both through the Student Voice and other more informal mechanisms. 	<p>other College staff during the year.</p> <ul style="list-style-type: none"> • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatized Children, and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care. • Students with disrupted education will be supported through targeted learning programs. 	<p>Individual Education Plan.</p> <ul style="list-style-type: none"> ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services e.g. Student Wellbeing Coordinator or Student Support Services. ○ Refer to external support services including Child First, Local Government Youth Services, Community Agencies – e.g. Headspace
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Appendix 3

Please refer to CESC Statement of Values Policy

Appendix 4

Staged Response Checklist for Student Behaviour Issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	College actions
<p>Define and teach College-wide expectations for all.</p>	<p>Cranbourne East Secondary College strives to provide a secure and stable environment in which students can learn and develop individual skills and abilities.</p> <p>School wide expectations are explicitly taught to students as part of their transition to Cranbourne East Secondary College. This continues throughout the year for all students in classes, home group and during year level assemblies. In pastoral care, pathway to success and other year level programs, personal goal setting and how to a make success out of school is explored.</p> <p>A whole school behaviour code pyramid and expectations features in all classrooms and used</p>

	<p>to reinforce consistent college behaviour expectations. Year level meetings and communication between parents, students and college staff - face to face, on the phone and via an online student management tool reinforce these expectations as well</p>
<p>Establish whole school positive behaviour programs.</p>	<p>The school values of Respect, Responsibility, Achievement and Growth are embedded in our curriculum. The college delivers targeted prevention programs for small groups of students as well as for year levels and whole school. These promote wellbeing, mental health, safety and inclusion of everyone in the college community.</p> <p>All sub-schools have a dedicated Assistant Principal and all year levels have team leaders and team leader assistants that uphold student management and wellbeing in the college.</p>
<p>Establish consistent College-wide processes to identify and support students at risk of disengagement from learning.</p>	<p>The College has behaviour management processes for working with students who are having difficulties with behaviour at school. The classroom teacher is the first point of contact and the home group teachers and team leaders work closely with them in partnership with the parents/carers of students who are presenting with behavioural issues or concerns.</p> <p>Where problems escalate Year Level Leaders, members of the College Wellbeing Team and members of the Principal Class are involved. Students Support Groups Meetings are formed and meet with key college staff, the student and their family.</p> <p>Individual cases may be referred to DHS, Headspace, Child First, Psych Triage, DET SSSO staff, ELHMS and Region as a matter of course. Cranbourne East Secondary has a full time social worker, wellbeing coordinator and “Storm” trained staff that conduct risk assessments where warranted.</p> <p>Referrals are made to the Student Services Officer and the relevant Assistant Principal by concerned staff and a management program is put into place involving the relevant personnel.</p>

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 Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made. Consider if any environmental changes need to be made. Consider if any environmental changes need to be made	
Teach replacement behaviours.	
Engage Student Support 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)**

Appendix 5

Process for responding to breaches of Behaviour Expectations

Rules	Classroom Teacher Responsibility	Year Level Leaders – is this meant to be in order of process?
<p>Overall behaviour expectations</p> <p>Wait outside classroom for your teacher and follow the classroom lesson expectations</p> <p>Listen to and follow instructions</p> <p>Be pleasant to other people and allow them to get on with their work</p> <p>Take care of the classroom/learning space and the equipment you use</p> <p>Follow all safety expectations of the school</p>	<p>Adhere to the CESC Behaviour Code Pyramid See Appendix 6.</p>	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> • <i>Speak with the student prior to actioning</i> • <i>Behaviour and attendance monitoring</i> • <i>Teacher meetings</i> • <i>Modified timetable</i> • <i>Referral for wellbeing support – school based and external as required</i> • <i>Restorative chat with affected parties</i> • <i>Behaviour management plans</i> • <i>Student Support Group meeting with family and student</i> • <i>Student and parent contract</i> • <i>Lunchtime and after school detentions</i> • <i>Internal 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 	<p>Check for a late pass from the office or a teacher. Speak to student about lateness and detain at end of lesson. If a pattern presents of lateness or the student circumstances warrant</p>	<p><i>Track attendance of the Year Level Cohort.</i></p> <p><i>Set targets and a list of students with attendance concerns.</i></p>

<ul style="list-style-type: none"> • Students who are late to period one must report to the general office to get a late pass. • Students who leave school early must have a signed note from home or parent/guardian must have entered an absence chronicle directly onto Compass, which must be sighted by the year level administration or reception. • 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) must accompany all absences. • Students must not leave the school grounds without permission. 	<p>it, the Year Level Leaders and Home Group teachers of the student are informed for further investigation. Making up time missed in class is the preferred consequence, either at recess, lunchtime or after school.</p>	<p><i>Engage with families; run Student Support Group meetings and issue consequences and rewards around.</i></p> <p><i>Generate weekly reports on student attendance and raise awareness with all students and staff on the importance of attendance.</i></p> <p><i>Speak to student about lateness issues.</i></p> <p><i>On going lateness: 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 as per the school's attendance strategy. Inform Student Wellbeing Coordinator. Inform the Principal Class via distribution list.</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>Check for uniform passes issued by Year Level Leaders. If no pass, log the violation on the student data base record (Compass) and inform the Year Level Leaders who will investigate the matter further.</p>	<p><i>Check for a note from home and issue a uniform pass.</i></p> <p><i>Removable item</i></p> <p><i>a. First offense – Item removed/confiscated and Lunchtime detention</i></p> <p><i>b. Second offense – Item removed/confiscated and Afterschool detention</i></p>

		<p><i>c. Third offense – Item removed/confiscated and Removal from class. Parent contact</i></p> <p><i>Non-removable item</i></p> <p><i>a. Student is sent to Year Level Leader during Home Group</i></p> <p><i>b. Year Level Leader makes contact home, writes a note in the Student Diary and issues consequence as above.</i></p> <p><i>c. Student returns to class.</i></p>
<p>Bullying</p> <ul style="list-style-type: none"> Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyber bullying, physical or sexual conduct, which is uninvited, unwelcome or offensive to a person. 	<p><i>Report to Year Level Leader</i></p>	<p><i>Contact parents / guardians and run a Student Support Group meeting and involve the Student Wellbeing Team.</i></p> <p><i>Use educational resources to prompt reflection.</i></p> <p><i>Refer to the school Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, referral to intervention program and/or counselling.</i></p> <p><i>If the student behaves in a way that provides the basis for suspension, it will be the Principal's discretion to implement suspension with immediate effect after careful consideration of the severity of the situation.</i></p> <p><i>In cases of suspension with an immediate effect the relevant person will be contacted to inform of said suspension and a request will be made for collection of student immediately. Adequate</i></p>

		<p><i>supervision will be in place for student until such time, relevant person is able to collect student.</i></p> <p><i>In cases of suspension not taking effect immediately, a start date will be determined and governed by DET policy guide lines.</i></p> <p><i>All suspension processes will comply with DET guidelines.</i></p> <p><i>Where appropriate, run a restorative justice meeting to repair the harm between parties upon completion of consequence.</i></p>
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all school property. • Students must not enter staff rooms or classrooms unless supervised. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated. 	<p>Challenge behaviours around rights and responsibilities and impose consequences.</p> <p>For repeated offences, refer to Year Level Team Leader.</p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequences and run Student Support Group meetings</i></p> <p><i>For repeat offenders place sanctions that increase supervision and monitoring of behaviour.</i></p> <p><i>In the event of serious property damage or breaches of security parent / guardians are notified. Where possible, the student is required to repair damage. Parent / guardian may be required to meet costs if external services are needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</i></p>

APPENDIX 6

CESC Whole School Behaviour Model

