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"Small School, Big Opportunities"
Kindness, Cooperation, Resilience, Respect

STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

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

(a) our commitment to providing a safe and supportive learning environment for students
(b) expectations for positive student behaviour
(c) support available to students and families
(d) our school's policies and procedures for responding to inappropriate student behaviour.

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

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

SCOPE

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

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2. School values, philosophy and vision
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POLICY

1. School profile

Tarwin Lower Primary School is situated 167 km Southeast of Melbourne in South Gippsland. The school population is drawn from a wide coastal and rural area encompassing Venus Bay,

Walkerville and Tarwin Lower. Eighty percent of the students travel by school bus. Our current enrolment is at approximately 40 students.

Tarwin Lower Primary operates three classrooms and maintains a well-stocked library. We have an Art room that also serves as a multi-purpose room and contains a kitchen area used to prepare lunches and supports a kitchen garden program. We have a Music room with a variety of musical instruments. The vast play area is situated in an attractive setting of many native and deciduous trees and garden beds which have been planted by our parents and students. Our vegetable patch is maintained by the students and our school gardener.

At Tarwin Lower Primary School, we have a range of students from diverse socio-economic backgrounds, (where socio-economic refers to family income, education, occupation and wealth). The vast majority of our students speak English at home. Our students come from a wide range of family units, including single parents, stepfamilies, blended families, nuclear families, foster care, extended family care etc. Students enrolled at our school have come to us from a number of different Pre-schools in the district, none of which is in Tarwin Lower.

Students enjoy a curriculum that explicitly and successfully teaches fundamental skills in authentic, inclusive and challenging contexts. At Tarwin Lower Primary we believe that education should be engaging and authentic and our classroom programs reflect this by embedding learning in a rich and purposeful educational experiences that develop and apply strong literacy and numeracy skills within and beyond the classroom.

The school offers a range of one hour specialist classes; Creative and Performing Arts, Library, ICT, Indonesian and Physical Education. We encourage students to take on leadership roles and play an active part in their school and community.

Student safety, mental health and connectedness to peers is strong due to ongoing social programs conducted in the school such as weekly Respectful Relationships, Bounce Back and Tarwin Lower Matters lessons. The values of our school community are Kindness, Cooperation, Resilience and Respect. They underpin all the interactions we have at school.

2. **School values, philosophy and vision**

Motto:
Small School, Big Opportunities

Vision:
To be an outstanding rural school where care, curiosity, innovation and progressive practices ensure students thrive in an ever-changing world.

Mission:
In order to fulfil this vision, we nurture our students to:
- be independent lifelong learners who are well equipped to meet the challenges of an ever-changing world.
  - think and learn through problem solving.

- achieve personal success and excellence.
- demonstrate ethical, social and environmental responsibility.
- be active, happy, engaged and productive citizens.

At Tarwin Lower Primary School, we value:

Kindness - supporting, helping and caring about others. It means being friendly, thoughtful, giving encouragement and listening to people. Kindness is including others. It is being patient, trying to understand and not judging.

Co-operation - working together, sharing, listening, encouraging, and being fair. It means everyone having a say, and if you don't agree, understanding how to negotiate solutions.

Resilience - Bouncing Back. It is understanding that bad times don't last and being optimistic. To concentrate on the positives and keep things in perspective.

Respect - yourself, others, the school, and the environment. Respecting people in person and on-line. Self-respect is always trying your best and taking responsibility for your own learning and behaviour.

We apply these values in our everyday dealings with each other and in the development of our programs and policies.

Our Statement of Values is available online at: *Statement of Values*

3. Engagement strategies

Tarwin Lower Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

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

- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Tarwin Lower Primary School use The Gradual Release of Responsibility instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Tarwin Lower Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- staff monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- staff create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bounce Back
  - Be You
  - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

Targeted

- all staff monitor the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment

- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Referral to Student Welfare Coordinator and Student Support Services
- Referral to ChildFirst, Headspace
- Lookout
- Be You

Tarwin Lower Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs

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

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

4. **Identifying students in need of support**

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

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

5. **Student rights and responsibilities**

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

5.1 Guiding principles

The Tarwin Lower Primary School Community is committed to providing a safe, positive, challenging and engaging learning environment that is relevant to the students. We believe that everyone can be successful in a variety of curriculum areas.

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

The rights and responsibilities of all members of the Tarwin Lower Primary School community need to take the following legislation into consideration; the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities 2006, the Disability Discrimination Act 1992 and the Education and Training Reform Act 2006.

5.2 Equal Opportunity

The *Equal Opportunity Act 1995* 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).

5.3 The Charter of Human Rights and Responsibilities Act 2006

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[SEP]
- Support others to act compatibly with the Charter, and[SEP]
- 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.

5.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support

services, and harassment and victimisation.

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
- 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.

5.5 Bullying and harassment

Definitions
Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyber bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.
  Cyber bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)
They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:
- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as
- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyber bullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:
- Tell the person you do not like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities:

Rights and Responsibilities of Students

Actively teaching students at Tarwin Lower Primary School whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

Rights	Responsibilities
Students have a right to: • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program	Students have a responsibility to: • participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
• parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Parents/carers have a responsibility to: • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive

	communication with school staff regarding their child's learning.
	• support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Teachers have a responsibility to • fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning.

Rights and Responsibilities of Volunteers and Visitors
Volunteers and Visitors have the same rights as other members of our school community and in turn have a responsibility to:
• respect the rights of all members of the school community
• sign the Visitors Book at the Office on arrival and departure
• Wear their visitors badge at all times when in school
• Treat all information about students with confidentiality, discussing concerns with class teacher or school leaders
• Report any student welfare concerns to the principal
  Refrain from commenting about school, students, staff and parents in a negative way.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or the school Principal.

6. Student behavioural expectations <mark>and management</mark>

Effective schools share high expectations for the whole school community. Share expectations are:

- Jointly negotiated, owned and implemented by all members of the school community, including students
- Clear and specific
- Focused on positive and pro-social behaviours
- Focused on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences

Schools – principals, teachers and school staff

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

The school's values are based on the Australian Governments nine values for Australian Schools, which are:

- **Care and Compassion**
Care for self and others
- **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect**
Treat others with consideration and regard, respect another person's point of view
- **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**
Enjoy all the rights and privileges of Australian citizenship from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**
Be honest, sincere and seek the truth

School expectations include:

- inclusive teaching practices

- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

Tarwin Lower Primary School aims to address diversity by
- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff, making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Tarwin Lower Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Tarwin Lower Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour as part of the SWPBS in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed.

Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Principal
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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

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

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

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

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

7. Engaging with families

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

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

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

8. Evaluation

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

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

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

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

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

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

- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

- Statement of Values and School Philosophy
- Bullying Prevention
- Child Safe Standards

POLICY REVIEW AND APPROVAL

Policy last reviewed 15th June 2021 Approved by	School Council
Next scheduled review date	June 2023