CAULFIELD JUNIOR COLLEGE
STUDENT ENGAGEMENT AND INCLUSION POLICY

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

November 2015

Principal

Amanda McLean

School Council President

Rob Minc

Table of Contents

Caulfield Junior College Student Engagement and Inclusion Policy

Approved by School Council 23.11.2015

1.   School profile

Caulfield Junior College is a Victorian State Government School situated in Caulfield North, an inner southern suburb of Melbourne and was established at its present site in 1914. At the time of its establishment, it was a Central School, catering for students from P-8. Currently, it is a P-6 school with an enrolment of 510 students. There is a regional imposed neighbourhood boundary for local enrolments.

The main building was built in 1914 and houses the Administration area, classrooms, art room, library, multipurpose room and a staffroom. The detached 1938 building at the rear of the property encompasses office space, a small hall that is used as an ICT suite and classrooms. A number of double relocatable buildings in the same vicinity house more learning spaces. A new building funded by the federal governments Building the Education Revolution (BER) provides flexible learning spaces for senior students. Recently, extensive outdoor redevelopment work has been carried out including landscaping, a multipurpose ball court and installation of artificial turf oval and playing spaces.

Caulfield Junior College is a bi-national school accredited to deliver both the Australian and French curriculum in accordance with Department of Education and Training (DET) and the French Ministry of Education's standards and practices. CJC is accredited by the Council of International Schools (CIS) for adhering to international standards.

Caulfield Junior College is a unique primary school with 75% of students from a Language Background other than English (LBOTE) speaking 18 languages. The school is committed to meeting the community expectations for internationalised education which is reflective of the multicultural nature of the community.

Caulfield Junior College runs a sister school exchange program in New Zealand. The school has a P-6 camping program. Parents are fully involved with the school through school council, Parents Committee, Parent Education Program and the classroom helpers program. The core values of the school are respect, responsibility, love of learning, integrity and harmony. Our values are embedded all aspects of school life.

2.   School values, philosophy and vision

Our Mission:

At Caulfield Junior College, we are committed to providing students with diverse learning opportunities in a multicultural context that challenge students to recognise their individual potential.

Our Vision:

Caulfield Junior College will provide a high quality education that affords all students the opportunity to maximise their potential in:

- A challenging academic 21st century learning environment
- A set of valuable life and social skills promoting active global citizenship
- Active engagement with a diverse community that fosters an international mindedness
- A safe, supportive and inclusive whole school environment.

Our Values:

The values of Caulfield Junior College are:

- Responsibility
- Integrity
- Harmony
- Respect and
- Love of Learning.

International Mindedness:

At Caulfield Junior College it is an understanding that students will develop the knowledge and skills to appreciate our own and other people's cultures; exploring differences, embracing them when we can, in order to become responsible citizens of the world.

The school's values of respect, responsibility, harmony, integrity and love of learning underpin all teaching and learning and combine with the pedagogy of thinking, inquiry, cooperating, global and self-evaluating.

Student welfare and wellbeing is a high priority. Many programs have been implemented to support the emotional and social wellbeing of students including; 'Let's All Do It Together'

Our school is also committed to preventing and addressing bullying, including cyberbullying.

3. Guiding principles

At Caulfield Junior College we work together as a whole school community to ensure a preventative school culture by providing programs and practices including the Student Leadership positions, developing a whole school Buddy and Transition Program, a comprehensive kindergarten to Prep Transition Program, Life Education, School Captains, Student Led Assemblies, Student Representative Council, a Student Wellbeing Team, school funded psychologist and DET Student Support Officers.

- 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.

Restorative Practices:

The use of Restorative Practices is used to encourage engagement, self-responsibility and independence and to build pride and respect in each individual student.

The following restorative approach will be used.

A restorative practice question approach is built upon the following key questions:

When things go wrong	When someone has been hurt
• **What happened?** • **What were you thinking at the time?** • **What have you thought about since?** • **Who has been affected by what you have done? In what way?** • **What do you think you need to do to make things right?**	• **What did you think when you realized what had happened?** • **What impact has this incident had on you and others?** • **What has been the hardest thing for you?** • **What do you think needs to happen to make things right?**

A Staged Response
- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves Student Wellbeing Team (Assistant Principal), Principal, and Leading Teachers and if necessary the DET Student Support Officer and all persons affected in the incident. The response will be documented.
- There will be situations where a formal conference involving the before mentioned people: parents, support persons and convener will be required (Student Support Group). Any imposed consequence will be embedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a further Student Support Group to devise

strategies and approaches to address the behaviour. This may include intervention from specialist services and external agencies in the local community and the development of an Individual Behaviour Management Plan.

The fundamental concepts of Restorative Practices include an understanding of violation of people and relationships, resultant obligations and liabilities, restorative justice to heal and put things right and seeking to heal and put things right. These fundamental concepts have the relationship and putting it right at its core. Restorative Practice is based on an old common sense understanding of wrongdoing and the underlying need in all of us to be connected.

Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right. The healing of the relationship invariably concerns all those connected to or affected by the wrongdoing thus allowing everyone to begin their "journey to belonging."

4. Engagement Strategies

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

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

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

5. Identifying students in need of extra support

Our school will utilise the following information and tools to 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
- Engagement with student families

6. Behavioural expectations

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

7. 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 4**).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

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

- 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

Bullying
Caulfield Junior College's Anti-Bullying Policy has developed Rights and Responsibilities in consultation with the community and is reviewed and ratified by School Council annually. Bullying is a pattern of behaviour by one person or a group towards others which is designed to hurt, injure, embarrass, upset or cause discomfort.

Definition of Bullying	What Bullying is Not
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. **Types of Bullying** There are three broad categories of bullying: **1. Direct physical bullying** This form includes hitting, tripping and pushing or damaging property. **2. Direct verbal bullying** This form includes name calling, insults, homophobic or racist remarks, or verbal abuse. **3. Indirect bullying** This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. *Indirect bullying includes*: • lying and spreading rumours; • playing nasty jokes to embarrass and humiliate; • mimicking; • excluding someone; • encouraging others to socially • damaging someone's social reputation and social acceptance; and • cyber-bullying, which involves the use of email, text messages or chat rooms • to humiliate and distress someone	Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying: **1. Mutual conflict** Mutual conflict situations which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation. **2. Social rejection or dislike** Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others. **3. Single-episode acts** Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying

Bullying is different from simple social rejection, one off aggression/nastiness and mutual conflict. Bullying is a repeated unjustifiable behaviour that may be physical, verbal and/or psychological that is intended to cause fear, distress or harm to another. It is conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist. Bullying occurs to some extent in all schools. The effects of bullying on both the student being bullied and the student engaging in the bullying behaviour, show a need for intervention in social skills development in young children and the need for the creation of safe environments.

At Caulfield Junior College we have a strong commitment to prevent and minimise bullying and putdowns in the school. We are committed to the use of a combination of many approaches as we believe there is no one simple strategy to achieve a safe and harmonious environment.

Cyber Bullying

The widespread availability of the internet provides unprecedented opportunities to communicate and learn. Whilst most people use the internet as a powerful tool for communication and education, some individuals use the power of the internet for purposes such as posting quite personal information and for bullying and harassment. We can minimise the harm that such individuals do by teaching students how to use the internet safely and responsibly. The term *cyber ethics* refers to a code of safe and responsible behaviour for the internet community. Practising good *cyber ethics* involves understanding the risks of harmful and illegal behaviour online and learning how to protect internet users from such behaviour. It also involves teaching young people, who may not realise the potential for harm to themselves and others, how to use the internet safely and responsibly.

Recommendations for staying safe while using the internet at home and at school include:

- Talk to an adult immediately if you see something you are not comfortable with.
- Be open and honest with mum and dad about your Internet usage.
- Talk to mum and dad about your different online experiences, the good and the bad.
- Tell mum and dad if anyone online makes you feel uncomfortable or scared.
- Don't give out personal details.
- Use advanced search to narrow results.
- Use internet content filters.
- Don't chat to people you don't know.
- Don't open unexpected email attachments.
- Don't follow email links you are not expecting.
- Don't follow email links that request personal details.
- Use an email junk-mail filter and anti-virus software.
- Guidelines for students, teachers and parents on what to do in bullying situations can be found in our anti-bullying policy (under review) on school website.

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

8. 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

Parental responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values

9. 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 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.

10. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at

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

Related policies: *[enter details of related school policies here]*

Caulfield Junior College Student Engagement and Inclusion Policy

Approved by School Council 23.11.2015

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have the 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 (needs to be updated) and 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 the 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 school property is appropriately used and maintained.

Student Engagement Strategies **Appendix 2**

Universal strategies	Targeted strategies	Individual strategies
- Our school will deliver a broad curriculum - 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.	*Restorative Practice* is used to encourage engagement, self-responsibility and independence and to build pride and respect in each individual student. - The state wide campaign of *It's not OK to Stay Away* will be pursued in our school in line with DET expectations. - School nurse and welfare 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. - Students in years 5 and 6 will participate in the *Students Attitude to School Survey*. - At Caulfield Junior College, a comprehensive kindergarten to prep transition program is in place. A whole school transition program will be developed and run concurrently.	- Strategies to support attendance and engagement of individual students include: - 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 Well Being team. - Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies

Shared Behaviour Expectations **Appendix 3**

Caulfield Junior College Student Engagement and Inclusion Policy

Approved by School Council 23.11.2015

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • *preparedness* to engage in and take full advantage of the school program • *effort* to do their very best • *self-discipline* to ensure a cooperative learning environment and model the school values • *team work*	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups	• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	All students are expected to: • attend and be punctual for all classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness	Parents/Carers are expected to: • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • where possible keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	In accordance with legislation released March 1, 2014 the school will: In accordance with DET procedures the school will: • Proactively promote regular attendance • Mark rolls promptly and accurately in the morning and afternoon. • Follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school's Annual Report

			• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	Students are expected to: • model the schools core values of responsibility, respect, harmony, integrity and love of learning. • work in a manner that is beneficial for yourself and others. • always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes	Parents/Carers are expected to: • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school regarding their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	• The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasizes the well-being of every child • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues • The school will consistently apply its Behavioural Policy (under review) through a shared collegiate understanding and only exclude students in extreme circumstances. • The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

Staged response checklist for student behaviour issues

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

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	**School actions**
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
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)	

Caulfield Junior College Student Engagement and Inclusion Policy

Approved by School Council 23.11.2015

Process for responding to breaches of Behaviour Expectations

Appendix 5

Rules	Classroom Teacher Responsibility	Student Well Being Team / Principal Class Officers
Overall behaviour • 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 work to the best of their ability.	• Talking to the student and referring them to the shared expectations • Discussion appropriate behaviours in the classroom • Contact the parents • Making changes to the student's learning program to better equip him/her to behave positively • Withdraw privileges, e.g. walk with the duty teacher, lose the right to be in the playground • Withdraw student temporarily from class.	Implement a staged response: • Speak with the student prior to actioning • Student to ring and inform parent of misbehaviour • Restorative chat with affected parties • Behaviour Plans • Parent contact • Student support conference • Withdrawal from privileges including the playground • In house suspension • Recommendation to externally suspend and referral to Principal
Attendance and punctuality • Students must be on time to all classes • Students who are late to school must report to the general office to get a late pass. • Students cannot leave school without a parent/guardian.	• Check late pass. Adjust entry on CASES21 to Late • Speak to student/parent about lateness. Report to Principal/AP if on-going	• Speak to student about lateness issues. • Follow through with student and / or parent/guardian/carer • After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Welfare Coordinator. Inform the Principal Class via distribution list.

Caulfield Junior College Student Engagement and Inclusion Policy

Approved by School Council 23.11.2015

• Notification from home (i.e.: signed note or medical certificate) must accompany all absences.		
Uniform • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times.	• Reinforce the Uniform Policy as endorsed by School Council.	• Reinforce the Uniform Policy as endorsed by School Council. • Provide support for families experiencing financial difficulties in maintaining school uniform requirements.
Bullying • 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.	• Report to Team Leader/SWB team/Principal/Assistant Principal	• Contact parents and involve Student Wellbeing Team member/Principal/Assistant Principal • Refer to schools Acceptable Use Agreement. • Use resources from Bullystoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection. • Refer to our school's Bullying Prevention Policy. 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. • Some cases may warrant immediate suspension. This decision must be made by the Principal. • Student removed from classroom and parent contacted to collect students. Following procedure

		in Student Engagement and Inclusion Guidance re: Immediate suspension.
Property and security • Students are to respect all school property. • Students must not enter staff room, offices or sports shed unless supervised. • Students must bin all rubbish • Students must not have the following at school: Liquid paper, chewing gum, medium felt pens. • Students must return borrowed school material on time. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Electronic devices must not be used during school hours. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated.	• Challenge behaviours around rights and responsibilities and impose consequence • Repeated offences, refer to Student Wellbeing Team/Team Leader • Confiscate iPod or mobile phone and take to General office. To be returned at the end of the day. • Organise for students to remain behind and tidy the room or area. • Retain any evidence of graffiti and report to Principal Class	• Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.

Caulfield Junior College Student Engagement and Inclusion Policy

Approved by School Council 23.11.2015