



EPPING SECONDARY COLLEGE

STUDENT CODE OF BEHAVIOUR

Date Ratified by School Council:
Review Date:

The Student Code of Behaviour focuses on the following:

Focus

- Providing a positive learning environment for students to achieve their full potential;
- Wellbeing of all students;
- A safe and welcoming learning environment.

Policy

- The Student Code of Behaviour:
- Creates an environment based on our College Values for all students to achieve their full potential;
- Creates common expectations based on the College Values;
- Achieves improved student wellbeing through improved behaviours and processes;
- Focuses on student-student relationships, student-staff relationships and school-parent/carer relationships;
- Achieves a safe and secure environment where students are valued;
- Creates an environment where good behaviour, good work and outstanding achievement is recognised;
- Prepares students for life beyond school.

Related Documents

- College Vision
- College Values
- Refection Room Process
- Late to School Procedures
- Behaviour Flowchart
- Uniform Policy
- Mobile Device Policy
- Digital Technologies Policy
- Hands Off Policy
- Bullying Prevention Policy
- Smoking Policy
- Camps & Excursions Policy
- Student Wellbeing & Engagement Policy

Other Supporting Documents

- Incident Report
- Red Card
- Wellbeing Referral
- Monitoring Card
- Contract/s

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GUIDING PRINCIPLES

Epping Secondary College is a vibrant school where learning is valued and students empowered to become lifelong responsible learners, where the varying talents of students and staff are recognised and celebrated and where excellence and efforts are rewarded.

College Vision: Epping Secondary College strives to enable and equip all young people to reach their full potential - of being curious and acquiring new knowledge and skills; of forming strong, valuable, healthy relationships; of participating in creative expression; and of building strong mental and physical wellbeing.

Within our vision, our school is a place where:

- Students feel safe and well cared for;
- Students are expected to reach their potential;
- Students have the opportunity to engage in a range of co-curricular and extra-curricular opportunities;
- Everyone is expected to observe and follow the College Values;
- Students' achievements are acknowledged and celebrated through Year Level Assemblies and other forums;
- Outstanding student achievement is celebrated at the school's Awards Evening and the Year 12 Valedictory Evening.

SCHOOL RULES

In order to ensure that our school environment is a supportive one, we must all ensure the following eight school rules are adhered to.

1. We follow staff instructions in order to allow learning to take place (Respect);
2. We treat other students and the school environment with respect and must not disrupt the learning of others (Respect);
3. We attend all classes, are punctual and properly prepared for work (Resilience);
4. We do our best to learn (Care);
5. We show consideration and respect for others through our words and actions so as not to disrupt the learning of others or cause them harm or offence (Respect & Care);
6. We work and behave in an orderly and safe manner and in a way that isn't disruptive or unsafe for others and ourselves (Respect);
7. We always act responsibly to care for all equipment and property: ours, others and the school's (Respect & Care);
8. We act in a way that reflects well on ourselves, our families and our school (Resilience);

COLLEGE VALUES

These core values, developed by students working with staff and parents/carers, have become embedded in our school way of life. All members of the school community are expected to live the College Values to make our school a happy, safe and productive environment.

College Values: Respect, Resilience, Care

Respect

We treat all individuals with respect. Our relationships are based on trust and mutual respect. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

Resilience

We strive to successfully adapt to challenging experiences and tasks through emotional, social, academic, and behavioural perseverance.

Care

We value community, build empathy with each other, and we act with integrity and compassion.

Epping Secondary College is committed to providing an orderly, safe, caring and stimulating environment that allows all students to reach their potential.

We believe this is achieved through:



Members of the Epping Secondary community always... JDM

RESPECT



Listen to and follow instructions;
Value diversity by respecting other people's opinions, beliefs, ideas and choices;
Make sure we are ready for learning and work;
Actively work to build an open, inclusive and equal environment at school, online and in the broader community.

RESILIENCE



Utilise feedback and learn from mistakes;
Challenge ourselves and strive for the best;
Seek help if needed from staff and support services.

CARE



Encourage each other to bring out our best;
Display empathy;
Care about our environment, learning space and online presence;
Look out for the physical, emotional and mental safety of ourselves and each other;
Take a positive stance in response to inappropriate behaviours and report them when necessary.

SUPPORTIVE ENVIRONMENT

In developing this document, the importance of a Supportive School, Supportive Teachers and Supportive Classrooms has been a focus.

Supportive Teachers - *A supportive teacher:*

- Identifies the behaviour, the effect the behaviour is having and asks the student to stop (or move, etc);
- Labels behaviour as unacceptable, not the student;
- Does not personalise student behaviour;
- Never gives up on a student and lets the student know that they will not give up;
- Lets the student know them as a person;
- Shares their own experiences with students if they can be useful e.g. experiences of failure, fear, mistakes etc;
- Is non-judgemental about students and their families.

Supportive Schools - *A supportive school has the following elements:*

- There is preventive, corrective and supportive discipline;
- There is a commitment by staff to keeping students safe by refusing to accept bullying and put downs in the school;
- There is respect, support, policies for, and education about, inclusivity of all members of the school community pertaining to an individual's choices and beliefs;
- The school supports the anti-bullying and harassment policies;
- There is a commitment by staff to give time and attention to students experiencing challenges or difficulties;
- There are positive staff to staff interactions modelled for students;
- Pro-social behaviours are directly taught across the whole school.

Supportive Classrooms - *A supportive classroom has the following elements:*

- Mutual respect is demonstrated by students and the teacher;
- There is a focus on positive thinking and the teacher models optimism;
- The prevailing ethos in the classroom is one of cooperation;
- Negotiation is used for decision making where possible;
- Students feel safe from put downs, bullying and exclusion;
- There is acceptance and all students feel they belong;
- Classroom discipline is characterised by respect for other peoples' ideas and opinions;
- Staff strive for students to experience repeated success;
- Tasks and learning experiences are tailored to students' individual levels of ability;
- Students take personal responsibility for their own actions particularly in regards to excluding, harassing and disrupting other students;
- The teacher actively encourages the development of higher order oral responsibility which focuses on the rights and feelings of others;
- Everyone feels special and there is a belief that differences are valued;
- The teacher identifies and follows up on things they have in common with each student;
- Students believe the teacher is approachable, supportive and trustworthy;
- The teacher encourages the development in students of strategies for managing feelings e.g. anger, fear;
- Positive risk taking is supported and valued. Mistakes and failures are seen as necessary parts of the process of achieving goals;
- Teachers use grouping strategies which do not encourage exclusion and isolation.

RIGHTS AND RESPONSIBILITIES

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY:	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY	PARENTS & GUARDIANS HAVE A RESPONSIBILITY
<p>1. Each person has a right to be accepted and treated with respect and courtesy.</p>	<ul style="list-style-type: none"> ➤ To treat others in this way. e.g. No put-downs. 	<ul style="list-style-type: none"> ➤ To treat others in this way. e.g. No put-downs. 	<ul style="list-style-type: none"> ➤ To treat others in this way. e.g. No put-downs.
<p>2. Each person has the right to learn; and to develop interests, abilities and ambitions in a secure and supportive environment.</p>	<ul style="list-style-type: none"> ➤ To be prepared for classes [appropriate materials, books and resources]; ➤ To be punctual; ➤ To attend all classes and activities; ➤ To work co-operatively with others; ➤ To listen to and learn from others; ➤ To explore and express relevant and thoughtful ideas and opinions; ➤ To complete set work to the best of their ability; ➤ To complete all homework by due date; ➤ To behave in a way which allows others to learn; ➤ To be accountable for their behaviour; ➤ To use electronic equipment and personal devices responsibly; ➤ To ensure that any permission forms or notices are returned to school by the due date. 	<ul style="list-style-type: none"> ➤ To support identified students and families requiring assistance with appropriate materials, resources and uniform; ➤ To be prepared for classes: Appropriate plans, corrections, materials etc]; ➤ To set homework; ➤ To be punctual; ➤ To attend all classes and activities; ➤ To work co-operatively with others; ➤ To listen and learn from others; ➤ To explore and express relevant and thoughtful ideas and opinions; ➤ To work to the best of their ability; ➤ To keep clear and accurate records of student work/results; ➤ To be accountable for their professional practice; ➤ To follow classroom management plans which are fair and consistent; ➤ To help all students to develop their interests, ambitions and abilities with effective, flexible and supportive teaching practice and meaningful work: 	<ul style="list-style-type: none"> ➤ To support students and the school in providing a quality education; ➤ To support actions which are taken in accordance with the school's Student Code of Behaviour; ➤ To supervise their children's homework; ➤ To sign permission notices by the following day; ➤ To contact the school when concerns arise; ➤ To inform the school of all student absences, lateness, being out of uniform etc; ➤ To communicate in writing with the school when there are changes of address, phone numbers, known extended absences, etc; ➤ To make the school aware of any difficulties or problems which may affect student

<p>3. Each person has the right to feel and be safe.</p>	<ul style="list-style-type: none"> ➤ To act in a safe, respectful and sensible manner with consideration for others. This includes not orchestrating fights, conflict or arguments between others, bullying or any form of harassment; ➤ To follow safety rules; ➤ To immediately report unsafe actions or situations; ➤ To behave in a sensible and safe manner on the way to and from school; ➤ To use their own medication appropriately; ➤ To follow all instructions from Staff. 	<ul style="list-style-type: none"> ➤ To give clear instructions about appropriate safety procedures; ➤ To be aware of and observe Occupation Health & Safety Guidelines; ➤ To act in a safe manner and with consideration for others; ➤ To immediately respond to and/or report unsafe actions or situations; ➤ To monitor medication as arranged with parents; ➤ To be fully aware of the school's current Emergency Management Plan. 	<ul style="list-style-type: none"> ➤ To support the school's policies and practices; ➤ To report any known unsafe actions or situations immediately they are aware of them; ➤ To notify the school of health problems which could affect other members of the school community; ➤ To provide for the general well-being of their children; ➤ To notify the Student Coordinator or teacher of specific conditions and requirements for illness and arrange monitoring.
<p>4. Each person has the right to equal opportunity.</p>	<ul style="list-style-type: none"> ➤ To treat others with respect and equality regardless of sex, gender, sexual orientation, gender identity, race [including colour, nationality and ethnic or national origins], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment. 	<ul style="list-style-type: none"> ➤ To treat others with respect and equality regardless of sex, gender, sexual orientation, gender identity, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment. 	<ul style="list-style-type: none"> ➤ To treat others with respect and equality regardless of sex, gender, sexual orientation, gender identity, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.
<p>5. Each person has the right to have all personal or community property cared for.</p>	<ul style="list-style-type: none"> ➤ To care for all personal and community property: ➤ To have all personal property clearly named; ➤ To use property appropriately; ➤ To store valuable items safely; ➤ To provide a lock for a designated locker; 	<ul style="list-style-type: none"> ➤ To promote responsible attitudes and behaviour towards property: ➤ To care for all personal and community property; ➤ To have appropriate labels on school and personal property; ➤ To ensure rooms are secure, by locking doors/windows; 	<ul style="list-style-type: none"> ➤ To support the school's policies and practices; ➤ To ensure that all student property is clearly named and that students do not bring inappropriate property to school; ➤ To promote responsible attitudes and behaviour towards personal and community property.

	<ul style="list-style-type: none"> ➤ To hand in lost property; ➤ To report interference with property belonging to others; ➤ To check lost property for missing items; ➤ NB: personal items are brought to school only at the students' own risk; ➤ To ensure their locker and learning space/classroom is clean and tidy. 	<ul style="list-style-type: none"> ➤ To ensure rooms are left clean and tidy. ➤ To implement and monitor the school's policies; ➤ To contribute to information flows between the school, the parents and the community; ➤ To contribute to the school newsletter and other documents for parents and the community. 	
<p>6. Each person has the right to participate in the life of the school including relevant decision-making processes.</p>	<ul style="list-style-type: none"> ➤ To participate in the school's decision-making processes: ➤ To participate in various extra- curricular activities; ➤ To adhere to all school policies; ➤ To let their parents know what's going on at school. 	<ul style="list-style-type: none"> ➤ To participate in the school's decision-making processes and foster student, parent and community participation: ➤ To participate in and implement extra-curricular activities. 	<ul style="list-style-type: none"> ➤ To ensure their children observe the policies; ➤ To be informed about and participate in the school's decision- making processes; ➤ To support and when relevant participate in the school's extra- curricular programs; ➤ To maintain close contact with the school; ➤ To read the school newsletter and access XUNO on a regular basis.
<p>7. Each person has the right to achieve his or her best.</p>	<ul style="list-style-type: none"> ➤ To strive to achieve their best by working consistently and with effort to their full potential. 	<ul style="list-style-type: none"> ➤ To strive to achieve their best by working consistently and with effort: ➤ To provide educational programs and services which cater for individual needs; ➤ Continually strive to improve professional practice. 	<ul style="list-style-type: none"> ➤ To show daily interest in their children's work and efforts; ➤ To provide encouragement for their children to achieve their best; ➤ To foster positive attitudes towards education and achievement.
<p>8. Each person has the right to experience success and to receive praise for achievement.</p>	<ul style="list-style-type: none"> ➤ To take up the opportunities provided by the school: ➤ To encourage and support others to achieve; ➤ To accept positive feedback; ➤ To acknowledge and praise others; 	<ul style="list-style-type: none"> ➤ To create opportunities for the members of the school community to achieve and be successful: ➤ To accept positive feedback; ➤ To encourage and support effort and achievements of both students and staff members; ➤ To foster an atmosphere 	<ul style="list-style-type: none"> ➤ To acknowledge and praise their children's efforts and successes; ➤ To attend functions which involve or recognise their children's contributions to the school when possible; ➤ To acknowledge and praise efforts made by the members of the whole school community.

		<p>in which achievement is valued and rewarded;</p> <ul style="list-style-type: none"> ➤ To acknowledge and praise others; ➤ To inspire each other to excel. 	
<p>9. Each person has the right to a clean, tidy and attractive school.</p>	<ul style="list-style-type: none"> ➤ To use bins and dispose of rubbish properly: To care for equipment, facilities and the environment; ➤ To participate in maintaining a clean and tidy school; ➤ To maintain a clean and tidy school. 	<ul style="list-style-type: none"> ➤ To provide bins and facilities for handling of litter: To provide encouragement and awareness programs so students value and respect the school environment; as well as promote care and concern for equipment, facilities and the environment; ➤ To maintain a clean and tidy school. 	<ul style="list-style-type: none"> ➤ To promote care and concern for school equipment, facilities and the environment; ➤ To participate in projects which help in the development of resources and pride in the school.

CONSEQUENCES FOR NOT FOLLOWING SCHOOL RULES AND POLICIES:

Listed below are samples of the consequences that will apply should students breach the Student Code of Behaviour. It is indicative of the level or seriousness of offences and the likely school responses to incidents.

Individuals and individual circumstances will be taken into account when consequences are applied.

The purpose of this list is to highlight possible consequences of inappropriate behaviour and to provide students, staff and the school community with guidelines to ensure the rights and needs of all people in the community are respected, monitored and effectively addressed. The list itself is not an exhaustive one, it includes examples. Other infringements will be dealt with accordingly.

Note that not every listed consequence will be applied in every case. The three levels contained in this document reflect the increasing seriousness of problems [e.g. Level Three disruptions to teaching and learning are regarded as extreme and will be dealt with accordingly]. Cooperation as a member of our school's community is expected and appreciated.

Note that all school rules and consequences apply while students are at the school, engaged in school activities and representation and on the way to and from school.

False reporting of offences will be treated severely as such actions are deemed to completely undermine the school's student well-being processes.

Corporal Punishment is prohibited at Epping Secondary College and will never be used under any circumstance.

LEVEL ONE - DISRUPTIONS TO TEACHING AND LEARNING

The classroom teacher or the Staff member “on the spot” is in charge of the situation and manages any problems - with the Student Coordinator or Year Level Leader being kept informed or involved as appropriate. If contact with the family is needed the Student Coordinator or Sub-School Leader will coordinate this process. It is the teacher’s responsibility to deal with level one disruptions to teaching and learning within the classroom in the first instance.

Examples of Disruptions

Consequences

1A) Lateness to school.	<p>After Period 1:</p> <ul style="list-style-type: none"> ➤ Go to the Attendance Officer and register your arrival at school; ➤ Make your way to the scheduled class immediately; ➤ Teachers are to check the time of admission on XUNO and report to the Student Coordinator if arrival to class is longer than 10 minutes after signing in; ➤ Students continually late to school are given consequences by Year Level Leaders and Student Coordinators e.g. Attendance Monitoring Card, Detention, Friday Afternoon Principal Detention, Suspension. [See Appendix B].
1B) Lateness to class without a note.	<ul style="list-style-type: none"> ➤ Remind student of school rules ➤ Class teacher keeps records and time is made up – as appropriate and note made in Student Chronicle on XUNO; ➤ Persistent lateness to class - detention held by class teacher; ➤ Student Coordinator notified after repeated efforts from the classroom teacher. A detention may be issued and parental contact made.
1C) Lack of equipment and books for classes.	<ul style="list-style-type: none"> ➤ Classroom teacher to establish reasons for lack of equipment, and support student as appropriate; ➤ Remind student of school rules, with teacher warning for first incident of not bringing the materials to class; ➤ Classroom teacher may issue student with a classroom teacher detention; ➤ Further incidents reported to parents by classroom teacher and recorded on XUNO; ➤ If a student has no resources then the Student Coordinator or Year Level Manager will manage the student and contact with the parent; <ul style="list-style-type: none"> - Monitoring Card if appropriate; - Detention may be given where appropriate; - For persistent lack of equipment refer to Level 2 consequences.
1D) Lack of homework / work not submitted.	<ul style="list-style-type: none"> ➤ Remind student of school rules; ➤ Note recorded on XUNO and work is submitted the next lesson; ➤ Classroom teacher detentions may apply; ➤ Parent/s must be contacted by the classroom teacher via phone, email or XUNO to inform them of consistent behaviour when class work is not completed. ➤ Subject teachers to contact the Student Coordinator when significant problems arise. Arrangement for catching up with work to be negotiated. This can be after school, with prior consent of parent, or lunchtime; ➤ Refer to Level 2 for further consequences.

<p>1F) General misbehaviour – in the class, buildings and yard.</p> <p>This may include not following instructions, swearing and acting in a manner contrary to the school values.</p>	<p>At Time of Incident:</p> <ul style="list-style-type: none"> ➤ Remind student of school rule; ➤ Student asked to stop with warning of consequences; ➤ Follow up with a consequence. <p>Follow Up:</p> <ul style="list-style-type: none"> ➤ Refer to school’s Behaviour Flowchart (Appendix C); ➤ Discuss with Student Coordinator for advice, if necessary; ➤ Complete appropriate XUNO entry, if appropriate; ➤ Student Coordinator contacts parents for repeated offences; ➤ Escalated consequences may include: <ul style="list-style-type: none"> - Monitoring Card; - Counselling; - Behaviour Support Plan; - Detention (class or yard duty); - Restricted Access at recess/lunch; - Repeat offenders will move to Level 2/3 consequences.
<p>1G) Accessing other people’s property without permission.</p>	<ul style="list-style-type: none"> ➤ Remind student of school rule; ➤ Recorded on XUNO; ➤ Classroom teacher or Student Coordinator Detention where appropriate.
<p>1H) Wearing incorrect uniform, including inappropriate sport /PE uniform.</p> <p>Epping Secondary College uniform requirements are clearly stated in the Uniform Policy.</p>	<p>Out of Uniform With a Note:</p> <ul style="list-style-type: none"> ➤ Uniform Pass will be issued before the start of the day by the Student Coordinator; ➤ If students are repeat offenders then parents will be contacted in ascertaining any required support; ➤ Refer to Sport/HPE uniform policy for further details. <p>Out of Uniform Without a Note:</p> <p>* Unless specific arrangements have been made:</p> <ul style="list-style-type: none"> ➤ If a student attends school out of uniform without a note from their parents they will receive an administration detention. ➤ If a student has attended school more than 4 times out of uniform, (whether they have a note or not) they will receive an administration detention. A fifth breach of uniform policy will incur a suspension. ➤ If a student breaches the uniform policy for a sixth time, a meeting will be held with parents and further suspensions can be incurred or enrolment at the school will be reviewed. <p>Out of Uniform on the occasion of an excursion: (with or without a note)</p> <ul style="list-style-type: none"> ➤ Student will not be permitted to attend the excursion (refer Uniform Policy – Appendix D). If available, correct uniform will be offered to the student for the duration of the excursion. Alternate program will be organised for the student by the person organising the excursion. Contingency plans <i>may</i> be made with Student Coordinator, but these should be organised in advance of the day of excursion. Parent contact required. <p>Wearing incorrect uniform inappropriate/unsafe jewellery</p> <ul style="list-style-type: none"> ➤ Removal of jewellery will requested. Item/s will be confiscated; ➤ First offence – confiscated item/s kept for the day; ➤ Second offence – contact parent; ➤ Third offence and subsequent offences – a detention issued.

1I) Being in buildings or other areas designated “out of bounds”.	<ul style="list-style-type: none"> ➤ Remind student of school rules; ➤ Removal from area and warning; ➤ Community Service for repeated offences (refer to page 22); ➤ Repeated offences - Restricted lunch/recess areas as determined by a Student Coordinator and/or detention.
1J) General swearing and offensive language (in the classroom and school grounds).	<ul style="list-style-type: none"> ➤ Remind student of school rules; ➤ Apology made; ➤ Class Teacher Detention as appropriate; ➤ Refer to Level 3K if involving staff; ➤ Repeat offenders will be given more serious consequences. Refer to Level 2/3 consequences.
1K) Eating/drinking (other than water) in class or buildings.	<ul style="list-style-type: none"> ➤ Remind student of school rules; ➤ Removal of item/s and confiscation if necessary by the classroom teacher or teacher on duty; ➤ Clean-up of immediate area if necessary; ➤ Community Service for repeated offences (refer to page 21); ➤ Detention may be issued if a student refuses the above instructions.
1L) Littering and spitting.	<ul style="list-style-type: none"> ➤ Remind student of school rules; ➤ Clean up of immediate area; ➤ Community Service where appropriate (refer to page 25).
1M) Use/possession of chewing gum, “whiteout”, permanent markers & similar pens.	<ul style="list-style-type: none"> ➤ Remind student of school rules; ➤ Confiscation/removal of item/s; ➤ Refer to Level 2I if damage is caused; ➤ Parents may be contacted; ➤ Community Service where appropriate (refer to page 25).
1N) Water fights and possession of water bombing devices.	<ul style="list-style-type: none"> ➤ Remind student of school rules; ➤ Confiscation of offending material; ➤ Clean-up of area; ➤ Student Coordinator may issue detention.
1O) Use of Digital Devices during school hours.	<ul style="list-style-type: none"> ➤ Mobile phones, wireless earbuds, speakers and wearable devices with the capacity to transmit text, audio or images are banned during school hours including recess and lunch. This is a ministerial order and impacts all Victorian state schools; ➤ Use of Digital Devices will be managed by the Mobile Device Policy (Refer to Appendix D) and the Digital Technologies Policy (refer to Appendix F). Please refer to these policies for all actions in relation to this issue.
1P) Inappropriate physical contact and public displays of affection.	<ul style="list-style-type: none"> ➤ There is a ‘hands off’ policy at the school (refer to Appendix G). All students, in particular couples, are not to be in physical contact with each other; ➤ Remind students of school rules; ➤ Discussion about appropriate behaviour in a public place and the impact on themselves and others; ➤ Wellbeing team involvement if appropriate; ➤ Repeated incidents - actions may include; parent meeting, detention, suspension if appropriate.

LEVEL TWO - DISRUPTIONS TO TEACHING AND LEARNING

The classroom teacher or the staff member “on the spot” is in charge of the situation and manages any problems - with the Student Coordinator or Year Level Leader being kept informed or involved as appropriate. If contact with the family is needed the Student Coordinator or Sub-School Leader may coordinate this process. All Level Two disruptions must be recorded on XUNO as a permanent record of the event.

Examples of Disruptions

Consequences

<p>2A) Defiant and/or continued refusal to cooperate in class.</p>	<ul style="list-style-type: none"> ➤ Classroom Teacher revisits classroom expectations and rules, gives official warning, moves the student and issues classroom teacher detention; ➤ Teacher Incident Report completed and placed on XUNO; ➤ A conference with student, teacher and relevant staff will take place to determine (among other things): <ul style="list-style-type: none"> - The need for a family conference; - Detention; - Monitoring Card; - Individual Education Plans or Behaviour Support Plan; - Friday Afternoon Principal Detention; - Formal Suspension; - Possible bans from activities/excursions; ➤ A reliable student will be sent with a red card to the Principal Class Area for assistance. Or the student may be sent to the Reflection Room [Appendix A]; ➤ The need for counselling other class members and witnesses will be addressed if this is deemed appropriate.
<p>2B) Truancy/Wagging</p> <p>(i) Leaving class without permission.</p> <p>(ii) Not attending individual classes or scheduled duties.</p> <p>(iii) Leaving premises without Permission.</p> <p>(iv) Extensive unapproved absences and school refusal</p>	<ul style="list-style-type: none"> ➤ Remind student of school rules; ➤ A reliable student will be sent with a note to the school office who will alert the relevant Student Coordinator/Year Level Leader/Assistant Principal; ➤ The classroom teacher must complete an Incident Report immediately; ➤ Parents will be contacted as soon as possible; ➤ Counselling and conferences as appropriate; ➤ Consequences in “Refusal to Cooperate” (2A) may apply. ➤ Monitoring attendance through Attendance Card or Monitoring Card; ➤ Detention; ➤ Individual Education Plan or Behaviour Support Plan; ➤ Friday Afternoon Principal Detention; ➤ Possible ban from activities/excursions. <p>➤ Refer to 2B (i) NB: VCE and VCAL students are subject to Victorian Curriculum & Assessment Authority attendance requirements which are 90% for Epping Secondary College.</p> <p>➤ Refer to 2B(i); Student Coordinator may arrange restricted areas at lunch/recess.</p> <p>All extended absences will follow the process outlined in the Student Attendance policy where a clear staged approach to student absence is outlined with supporting documentation; Please note that;</p> <ol style="list-style-type: none"> 1. Year 11 and 12 students are subject to ESC VCE attendance requirements – 90%; 2. Regional Office may be contacted to send appropriate letter as required.

2C) Acts that diminish the school's reputation. Including online via Social Media.	<ul style="list-style-type: none"> ➤ Incident Report to the Student Coordinator, Year Level Manager and/or Assistant Principals; ➤ Parent contact as appropriate; ➤ Possible bans from excursions or other events/activities outside school; ➤ Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate.
2D) Cyber bullying.	<p>Incidents of cyber bullying often take place outside of school and therefore it is difficult for the school to enforce or investigate these types of incidents. Where possible the school will:</p> <ul style="list-style-type: none"> ➤ Notify both sets of parents/carers (the bully and victim) of the incident; ➤ Parents/carers and/or the child being cyber bullied may report this to the police; ➤ If mediation is suitable then this may occur. If this does not work then disciplinary consequences may be deemed suitable. These could include; ➤ Counselling and referral; ➤ Detention; ➤ Behaviour Support Plan; ➤ Friday Afternoon Principal Detention or formal suspension as appropriate; ➤ Refer to the Bullying Prevention Policy (Appendix H) for more information; ➤ Police and/or legal action if considered appropriate by those involved.
2E) Smoking and Vaping.	<ul style="list-style-type: none"> ➤ Refer to the Smoking Policy (Appendix I) for more information.
2F) Minor theft or burglary.	<ul style="list-style-type: none"> ➤ Incident Report to Student Coordinator which is then recorded on XUNO; ➤ Replacement or recompense of item by student deemed to have taken the item/s; ➤ Friday Afternoon Principal Detention / Formal Suspension.
2G) Behaviour endangering students' own safety, or that of others.	<ul style="list-style-type: none"> ➤ Incident Report to Student Coordinator which is then recorded on XUNO; ➤ If in class the student is likely to be sent to the Refection Room; ➤ Parent contacted by Student Coordinator; ➤ Friday Afternoon Principal Detention or Formal Suspension as appropriate.
2H) Causing Intruder/s to enter and/or be in the school grounds /facilities.	<ul style="list-style-type: none"> ➤ Incident Report to Student Coordinator, Year Level Manager or Assistant Principal which is then recorded on XUNO; ➤ Parent contact; ➤ Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate.
2I) Causing damage to school property. Wilful vandalism/ graffiti. Causing damage to other people's property.	<ul style="list-style-type: none"> ➤ Incident Report to Student Coordinator, Year Level Manager or Assistant Principals which is then recorded on XUNO; ➤ Parent Contact; ➤ Clean up of area; ➤ Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate; ➤ Recompense of damaged item by student; ➤ Repeated offences or first serious offence – Suspension.
2J) Production and/or use of offensive material.	<ul style="list-style-type: none"> ➤ Report to Student Coordinator, Year Level Manager or Assistant Principals which is then recorded on XUNO; ➤ Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate; ➤ Written apology when appropriate; ➤ Counselling as required; ➤ Repeated offences or first serious offence – Suspension.

2K) Forgery.	<ul style="list-style-type: none"> ➤ Report to Student Coordinator or Year Level Managers which is then recorded on XUNO; ➤ Detention, Friday Afternoon Principal Detention or Formal Suspension; ➤ Parent contact; ➤ Possible Police involvement.
2L) Plagiarism. Use of unauthorised and electronic devices.	<ul style="list-style-type: none"> ➤ Refer to the plagiarism section located in the Learning, Assessment and Reporting policy; ➤ VCE students are subject to VCE and VCAA Authentication rules. Refer to the ESC and VCAA VCE Administrative Handbooks; ➤ Refer to the Mobile Device Policy (Appendix E).
2M) Lewd behaviour.	<ul style="list-style-type: none"> ➤ Report to Student Coordinator which is then recorded on XUNO; ➤ Written apology; ➤ Counselling as required; ➤ Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate; ➤ Repeated offences or first serious offence – Suspension.
2N) Tampering with lockers.	<ul style="list-style-type: none"> ➤ Report given to Student Coordinator, Year Level Manager or Assistant Principal which is then recorded on XUNO; ➤ Students may have locker privileges removed and their equipment re-located to the Student Coordinator’s Office; ➤ Detention or Friday Afternoon Principal Detention as appropriate; ➤ Repeated offence or serious offence may result in suspension.
2O) Refusal to follow the instructions of a staff member.	<ul style="list-style-type: none"> ➤ Report to Student Coordinator/Year Level Manager/ Assistant Principal which is then recorded on XUNO; ➤ Written apology; ➤ Counselling as required; ➤ Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate; ➤ Repeated offence or first serious offence – suspension.
2P) Persistent lateness to school.	<ul style="list-style-type: none"> ➤ Students continually late to school are given consequences by Year Level Managers and Student Coordinators e.g. Detention, Friday Afternoon Principal Detention, suspension. [Refer to Appendix B]
2Q) Persistent lack of equipment/ homework/submission of work. Disruptive behaviour.	<ul style="list-style-type: none"> ➤ Report to Student Coordinator/Year Level Manager/ Assistant Principal which is then recorded on XUNO; ➤ Detention/ Friday Afternoon Principal Detention; ➤ Parent contact; ➤ Monitoring Card; ➤ Individual Learning /Behaviour Plan/Student Development Plan.
2R) Persistent swearing/ offensive/lewd language. Swearing in conversation /towards staff.	<ul style="list-style-type: none"> ➤ Report to Student Coordinator/Year Level Manager/ Assistant Principal which is then recorded on XUNO; ➤ Parent contact; ➤ Student Behaviour Plan; ➤ Monitoring Card; ➤ Detention/Friday Afternoon Principal Detention; ➤ Formal suspension as appropriate.

LEVEL THREE - DISRUPTIONS TO TEACHING AND LEARNING

The Assistant Principal/s will be involved and the Principal as appropriate, where a serious incident posing danger or threat occurs. All Level 3 disruptions must be recorded on XUNO as a permanent record of the event.

Examples of Disruptions	Consequences
<p>3A) Distribution, acquisition and/or use of controlled or illegal substances [including alcohol and illicit drugs].</p>	<ul style="list-style-type: none"> ➤ Confiscation; ➤ Removal of student from situation and medical care as appropriate; ➤ Immediate referral to Principal; ➤ Parents informed as soon as possible; ➤ Police informed as appropriate; ➤ Parent Conference; ➤ Formal Suspension; ➤ Written agreement; ➤ Student Wellbeing Team - counselling and referrals; ➤ The offence may lead to the expulsion process.
<p>3B) Violent behaviour [including inciting fights, assaults and other reckless aggressive/anti-social behaviour].</p>	<ul style="list-style-type: none"> ➤ Removal of student/s from other students; ➤ Incident Report to Student Coordinator, Year Level Manager, Assistant Principals and Student Wellbeing Team where relevant; ➤ Parents informed as soon as possible; ➤ Student sent home; ➤ Police informed as appropriate; ➤ Parent Conference; ➤ Formal Suspension; ➤ Written apology - as appropriate; ➤ Behaviour Support Plan; ➤ Student Wellbeing Team - counselling and referral; ➤ The offence may lead to the expulsion process.
<p>3C) Other illegal activities [including carrying knives, weapons, dangerous goods, etc].</p>	<ul style="list-style-type: none"> ➤ Confiscation; ➤ Incident Report to Student Coordinator, Year Level Manager, Assistant Principals and Student Wellbeing Team where relevant; ➤ Immediate withdrawal from classes; ➤ Parents informed as soon as possible; ➤ Student sent home; ➤ Police informed as required by law; ➤ Parent Conference; ➤ Behaviour Support Plan; ➤ Formal Suspension; ➤ Student Wellbeing Team - counselling and referral; ➤ The offence may lead to the expulsion process.
<p>3D) Vandalism [destruction of property through reckless behaviour or deliberate action].</p>	<ul style="list-style-type: none"> ➤ Incident Report to Student Coordinator, Year Level Manager or Assistant Principals; ➤ Parent contact; ➤ Repair or recompense for damage negotiated as appropriate; ➤ Extensive community service arrangements and/or detention; ➤ Formal Suspension; ➤ The offence may lead to the expulsion process.

<p>3E) Major theft.</p>	<ul style="list-style-type: none"> ➤ Incident Report to Student Coordinator, Year Level Manager or Assistant Principals; ➤ Parents informed as soon as possible; ➤ Police informed as required by law; ➤ Replacement of item/s; ➤ Formal Suspension; ➤ Behaviour Support plan; ➤ The offence may lead to the expulsion process.
<p>3F) Computer offences. All students are required to follow the guidelines for Digital Devices. Refer to the Mobile Phone and/or the Digital Device Policy</p>	<ul style="list-style-type: none"> ➤ Computer usage offence: all students are required to follow the Mobile Phone and Digital Device Policy and the Acceptable Use of Computer Hardware and Software Agreement signed by all students. ➤ Breaches of these policies by students can result in a number of consequences which will depend on the severity of the breach and the context of the situation. This includes: <ul style="list-style-type: none"> - removal of network access privileges - removal of email privileges - removal of internet access privileges - removal of printing privileges - other consequences as outlined in the school’s Student Wellbeing and Engagement and Bullying Prevention policies.
<p>3G) Offences relevant to 4.3.3 (Grounds for Suspension) & 4.4.2 (Grounds for Expulsion) of the DEECD’s ‘Effective Schools are Engaging Schools – Student Engagement Policy Guidelines, 2009.</p>	<ul style="list-style-type: none"> ➤ Suspensions and Expulsions as per the ESC Student Wellbeing & Engagement Policy Guidelines.
<p>3H) Offences relevant to the Racial and Religious Tolerance Act, 2001.</p> <p>Acts that engage in conduct that incites hatred against, or serious contempt for, a person’s racial or religious background, including:</p> <ul style="list-style-type: none"> - serious contempt for and severe ridicule of people’s racial or religious and practices; - writing racist graffiti; - making a racist speech; - displaying racist posters or stickers; - engaging in racist or religious vilification; - making offensive racist comments in a publication (including Internet, email and social media). 	<ul style="list-style-type: none"> ➤ Incident Report to the Student Coordinator, Year Level Manager or Assistant Principal; ➤ Removal of offensive material; ➤ Parents informed; ➤ Parent conference – if necessary; ➤ Mediation with Student Wellbeing Team member; ➤ Written apology; ➤ Behaviour Support Plan; ➤ Friday Afternoon Principal Detention; ➤ Formal Suspension; ➤ Loss of computer privileges (if applicable).

<p>3I) Use of mobile camera phone at school to record staff and students.</p>	<ul style="list-style-type: none"> ➤ This issue will be dealt with according to the ESC Mobile Device Policy and the Digital Device Policy; ➤ Consequences can include the following: ➤ After School Detention; ➤ Friday Afternoon Principal Detention; ➤ Formal Suspension. ➤ The offence may lead to the expulsion process when behaviour is repeated.
<p>3J) Possession and/or distribution of any inappropriate material such as pornography.</p>	<ul style="list-style-type: none"> ➤ Confiscation of material; ➤ Report to Student Coordinator, Year Level Manager or Assistant Principals; Report to parent with option for parent to collect material or destroy within one week; ➤ Detention and/or formal suspension; ➤ Ban from computer facilities may be applicable; ➤ Reported to the police when required.
<p>3K) Swearing at or abuse of staff, or visitors to the school.</p>	<ul style="list-style-type: none"> ➤ Incident Report to Student Coordinator, Sub-School Leader and Assistant Principal; ➤ Friday Afternoon Principal Detention or Formal Suspension as appropriate; ➤ Written apology; ➤ Counselling and reconciliation processes as required; ➤ Behaviour Support Plan. ➤ The offence may lead to the expulsion process when behaviour is repeated.
<p>3L) Harassment / Bullying</p> <p>[Any verbal (including but not limited to racial, sexual or religious) or physical conduct which is unsolicited, unwelcome, threatening or repeated and regarded as offensive. Any persistent behaviour or act which causes another to feel uncomfortable and distressed. This includes setting up others.]</p>	<ul style="list-style-type: none"> ➤ Incident Report to the Student Coordinator and Year Level Manager or Assistant Principal; ➤ Parents informed; ➤ Parent Conference; ➤ Student Coordinator Detention where appropriate; ➤ Friday Afternoon Principal Detention; ➤ Suspension; ➤ Behaviour Support Plan; ➤ Loss of digital device and personal computer privileges (if applicable). ➤ The offence may lead to the expulsion process when behaviour is deemed severe. <p>Mediation is to occur with the Student Wellbeing Leader or representative. Parents should be contacted about mediation prior to this occurring. Mediation is a tool that can be used to assist in resolving conflict between students. Not all conflict situations are appropriate for mediation. Staff and students should use their judgement in determining when this process is suitable.</p> <ul style="list-style-type: none"> ➤ A student's involvement in the mediation process should be voluntary. Students should be prepared for the mediation prior to the meeting so that they have a clear understanding of the process and what will be expected of them. Mediators can be members of the Wellbeing Team, Year Level Managers and/or Student Coordinators. Mediators are impartial. They ensure that confidentiality is preserved by all parties. They are not concerned with assigning blame or punishment. The emphasis is on negotiation, and coming to a shared agreement.

DETENTIONS

A multi-tiered detention system is in place with increasing severity between levels. The intention is for students to take the consequences of their behaviour at class teacher level, and for the class teacher to carry through with clear and logical consequences for misdemeanours in class, in buildings or in the yard.

Very few students should be referred to the Student Coordinator Level Detention. A tally is kept of Student Coordinator Level Detentions.

NB: No student can be detained for a detention beyond fifteen minutes duration at the end of the school day without at least twenty-four hours' notice to the parent/guardian. Students cannot be kept for more than one half of any break such as recess or lunchtime.

CLASS TEACHER DETENTIONS:

These are Level One Detentions which are held at the discretion of the classroom teacher with at least twenty-four hours notice to parents (if after school). This means staff must complete the XUNO entry titled – Classroom Teacher Detention – Issued. These detentions can be held for up to thirty minutes duration after school,

Parents should ensure that their contact details are up to date so they can receive these details.

Teachers can also run detentions without notification for up to half of the scheduled time allocated for a student break such as recess or lunchtime.

If the student fails to attend either detention the teacher will reschedule in the first instance. Students who continually fail to attend will then be referred to the student management team.

Once any detention has been completed by a student the teacher must complete the Chronicle entry – Classroom Teacher Detention – Completion.

STUDENT COORDINATOR DETENTIONS:

1. Level Two Detentions which will occur during the week for at least 45 minutes during which time students are expected to satisfactorily complete their homework or revision of the day's classes, in silence. These detentions will be supervised by the Student Coordinators on a rotational basis. Students are required to satisfactorily complete their homework. Each student must provide sufficient work to engage them for the entire session otherwise they will be required to write out the school rules. If students are seen to be wasting their time, or distracting others, another detention may be issued.
2. Records of the number of Student Coordinator Detentions attended by students will be maintained by the Student Coordinator.
3. If a student does not attend a Student Coordinator Detention they will be issued with two penalty detentions.
4. If a student is late to detention and cannot provide a valid reason they will be asked to attend their detention at another time and may also be issued with a penalty detention. Students who are more than 10 minutes late will not be admitted to the detention and will have the original detention rescheduled and may also be issued with a penalty detention.
5. If the penalty detention is not attended the student will be given a Friday Afternoon Principal Detention. If this detention is not completed, then the student will be suspended.
6. If the behaviour of a student during detention does not follow the guidelines listed above then they will be exited from the detention room and suspended from school.

N.B. It should be noted that students who are suspended or who have repeated Student Coordinator Detentions may be excluded from excursions, camps and/or other special events at the Principal's discretion.

AFTER CLASS CONSULTATION TIME:

This can occur at any time within and outside school hours. Teachers have access to students for up to 15 minutes at the end of the school day and at other times – provided the student’s recesses/lunchtimes are not reduced by more than 50%.

COMMUNITY SERVICE

WHY?

This type of sanction is a logical consequence designed to help the student and the school when things “go wrong”. It is used to help students to make up for the damage they have done and to better understand their responsibilities as citizens of the school community. Firstly, they repair immediate damage they caused. Then they can work on other school enhancement projects which will give them the opportunity to develop commitment to their environment.

WHO?

Students involved in breaking the Student Code of Behaviour - particularly related to safety, the environment and development of school pride and a sense of community.

HOW?

Generally students will be asked to do yard-duty-type activities during lunchtime or after school between 3.05 and 3.50pm using the guidelines as set out under “DETENTIONS”. For serious offences more specific services will be negotiated with the student, parents/carers and the school.

FRIDAY AFTERNOON PRINCIPAL DETENTIONS

Friday Afternoon Principal Detentions are used as a consequence of serious breaches of the Student Code of Behaviour often in lieu of suspension. Students will attend the school in full school uniform on the nominated Friday afternoon from 3:05pm to 4:30pm. The students will be required to bring school work to be completed during the detention. Students must attend with enough school work to complete over the 1.5 hour period.

Students who are more than ten minutes late will not be admitted to the detention and will be given an additional consequence.

It should be noted that students who do not attend these detentions will be given a formal suspension.

REFLECTION ROOM

The college has a Reflection Room in operation. Students who continue to misbehave after warnings or who commit a serious breach of the code will be exited to the Reflection Room by the classroom teacher. Parents are contacted and the relevant Student Coordinator / Sub-School Leader is also notified of the send out. The student must meet with the classroom teacher and negotiate a return to the class. In some cases another consequence such as a detention may also occur. If a student does not meet with the teacher prior to the next class they may be sent again to the Reflection Room.

Students who do not attend the Reflection Room may be suspended. Any student who is continually sent to the Reflection Room may receive further consequences and a parent meeting may be called.

SUSPENSION

Epping Secondary College operates in accordance with **Ministerial Order 1125; Procedures for Suspension and Expulsion.**

Authority for Suspension

Only a principal has the authority to suspend a student from the school of which he or she is the principal. This power cannot be delegated.

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures/consequences have not reformed the consistent unacceptable behaviour of the student or where the incident is severe in nature (Level 2/Level 3).

The student's behaviour must meet one or more of the following conditions:

- a) Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) Causing significant damage to or destruction of property;
- c) Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
- d) Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- e) Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student;
- f) Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g) Committing or attempting to commit or is knowingly involved in the theft of property.
- h) Dependent on the level of behaviour and measures which have been put in place previously, the school may deem it necessary to administer a suspension. A suspension may be administered in one of two ways.

INTERNAL SUSPENSION

When an internal suspension has been administered, a student will attend school as normal but **WILL NOT** attend regular classes for the duration of the suspension. The student will also be isolated during regular social times. The following points will be implemented where appropriate;

- The student will be isolated within the school to work with Student Coordinator/Year Level Manager/Assistant Principal;
- The student may be required to work for some periods in the Refection Room if appropriate should no other option be available;
- Classroom teachers may provide work for the student to complete whilst on suspension;
- Depending on the reason for suspension, the student may be required to complete a **Reintegration Task** whilst on suspension;
- If a reintegration task is given, the student **WILL NOT** be allowed to return to normal class until the

Student Management Team is satisfied that the student has completed the task to the required standard;

- The Student Management Team will discuss a possible reintegration back to regular class with the student and parents/carers prior to reintegration being awarded;
- The student may be administered a further behavioural support measure such as a Daily Monitoring Card, Behaviour Support Plan or Individual Education Plan once reintegrated back into normal lessons;
- A mediation may take place as required between parties involved;
- A referral to the Wellbeing team may be appropriate.

EXTERNAL SUSPENSION

- A student may be administered an **external suspension** in which case they are not to attend school for the duration of the external suspension;
- The Student Management Team may decide that a suspension may be completed partially as an external and internal suspension. (For example, one day internal. One day external);
- Depending on the reason for suspension, the student may be required to complete a **Reintegration Task** whilst on suspension;
- If a reintegration task is given, the student **WILL NOT** be allowed to return to normal class until the Student Management Team is satisfied that the student has completed the task to the required standard;
- The Student Management Team will hold a **suspension conference** with the student and parents/carers to discuss a possible reintegration back into regular classes. A member of the Principal Team may be required to be involved in this process;
- The student may be administered a further behavioural support measure such as a Daily Monitoring Card, Behaviour Support Plan or Individual Education Plan once reintegrated back into normal lessons;
- A mediation may take place as required between parties involved;
- A referral to the Wellbeing team may be appropriate.

Reintegration Tasks

Any student who is suspended, either internally or externally may be required to complete a **Reintegration Task(s)** prior to being permitted to return to regular classes. This may be discussed with parents as part of the reintegration process. The reintegration task is an opportunity to reflect upon the student's behaviour, the school rules and the impact on themselves and the wider school community. A reintegration task is designed to achieve the following;

- To allow the Student Management Team to work with the student to develop an awareness and understanding of their behaviour and its effect on themselves and others;
- To allow the student to take ownership of their behaviour and learn from their mistakes;
- To build positive relationships between the student and members of the Student Management Team and individual classroom teachers;
- To provide a learning opportunity for the student;
- To work collaboratively with parents/carers to curb unacceptable behaviour that falls outside of the school's acceptable behaviours as outlined in the ESC student Code of Behaviour.

It is the goal of the school to ensure that the suspension process provides an appropriate consequence as well as an opportunity to learn from mistakes and alter behaviour accordingly.

The accumulation of numerous incidents requiring suspension, whether internal or external, similar or different in nature, may require the intervention of the principal class resulting in alternate pathways being explored, including expulsion.

A principal has the authority to expel a student from the school of which he or she is the principal. This power cannot be delegated.

Please refer to the Student Engagement Policy for further information regarding the expulsion process.

UNIFORM INFRINGEMENT

All members of the Epping Secondary College school community should refer to the ESC Uniform Policy for management of students not in correct school uniform.

TIME OUT PASS

In exceptional circumstances a Time Out Pass may be issued to a student that will allow that student to leave the classroom under their own instruction. If this occurs the student will always report directly to the Principal class area and inform a member of the Principal class that they are in the area having used the card.

The Time Out Pass will be issued under the guidance of the Wellbeing Team; however, the following steps must be fulfilled prior to the card being issued to the student:

- Consultation with the relevant Student Management Team;
- Approval from the relevant Assistant Principal;
- All classroom teachers informed of the process and circumstances including sighting a copy of the card.

The Time Out Pass will be produced by the Wellbeing Team and will vary according to the needs of the student.

CAMPS AND EXCURSIONS

Students who have breached the Student Code of Behaviour may be excluded from excursions and camps. This will particularly apply to students who incur any form of suspension. Students attending a School Camp may be required to sign a Student Code of Behaviour form as part of the camp process.

EXAMINATIONS AND TESTING

Examinations and/or testing are held throughout the year. It is expected that all students respect the rights of others to concentrate on the examination or test to enable each to perform to their best.

Any disturbance that affects the rights of other students under examination or test conditions will be regarded as a serious breach of the Student Code of Behaviour. The following procedure will apply:

1. The student will be given one formal warning by the supervising teacher;
2. A second incident will result in removal from the room and instruction to report to the Reflection Room or an Assistant Principal;
3. Consequences may include one or more of the following: contacting parents, loss of the examination/test mark on the student's record, a record of the incident in the student's report for that subject mark 0% recorded and community service detention arrangements.
4. Please note that breaches of Victorian Curriculum & Assessment Authority (VCAA) exams will be reported and dealt with by VCAA which oversees the implementation of external VCE exams. These consequences can include: cancellation of all or part of the exam paper, cancellation or alteration of grades and other consequences as deemed necessary. See also the College VCE Policy Handbook for further information.

All staff on exam supervision will monitor students and deal with incidents as outlined above

All VCE students are subject to the requirements outlined in the VCE Policy Handbook. Any breaches will be dealt with in accordance with the VCAA Administrative Handbook.

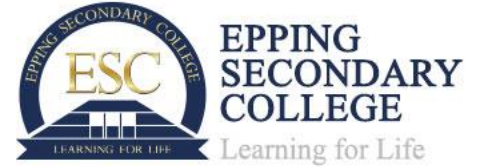
APPENDIX A – REFLECTION ROOM



RULES FOR STUDENTS SENT TO THE REFLECTION ROOM

1. If a classroom teacher sends you out you must take a “Reflection Room exit slip” form from them and then make your way quickly, quietly and directly to the Reflection Room. The time of departure from the classroom and the arrival at the Reflection Room will be recorded. If there is an unreasonable time delay then your Student Coordinator may issue you with further consequences.
2. If you are angry, agitated or escalated, the Supervisor will try to calm you down. This will be your chance to deescalate and also, your chance to record what has happened. When you enter the Reflection Room you need to remain calm and quiet or it will lead to greater and more serious issues to arise.
3. Once inside the Reflection Room you are to remain silent at all times unless the supervisor is assisting you with your ‘Student reflection’ sheet or some classwork.
4. If you misbehave in the Reflection Room you will be removed and taken to the Principal Team area and dealt with accordingly. Your parents/guardians may be contacted and asked to come and pick you up and you may be suspended.
5. The form issued by the Supervisor must be completed properly. You must complete the form honestly in full detail, completing all of the relevant sections in your best handwriting. If the supervisor asks for further details or cannot read your handwriting, follow these instructions.
6. Remember you are negotiating for your prompt return to the next class you have with the teacher that has exited you from class and that this is a good chance for you to reflect on what happened and how you repair the relationship with your teacher after the incident.
7. Classroom teachers will arrange mediation with the relevant Student Coordinator between themselves and a student who does not attend to negotiate a prompt return to the classroom. A student development plan may be created as part of this process. Students continue to attend the relevant class until this meeting occurs, unless involved in a serious Level 3 disruption, where appropriate arrangements will be made between the classroom teacher and the Student Management Team.
8. Students who are repeatedly sent to the Reflection Room will have a Student Development Plan developed by the Student Management team in consultation with the student’s classroom teachers and parents

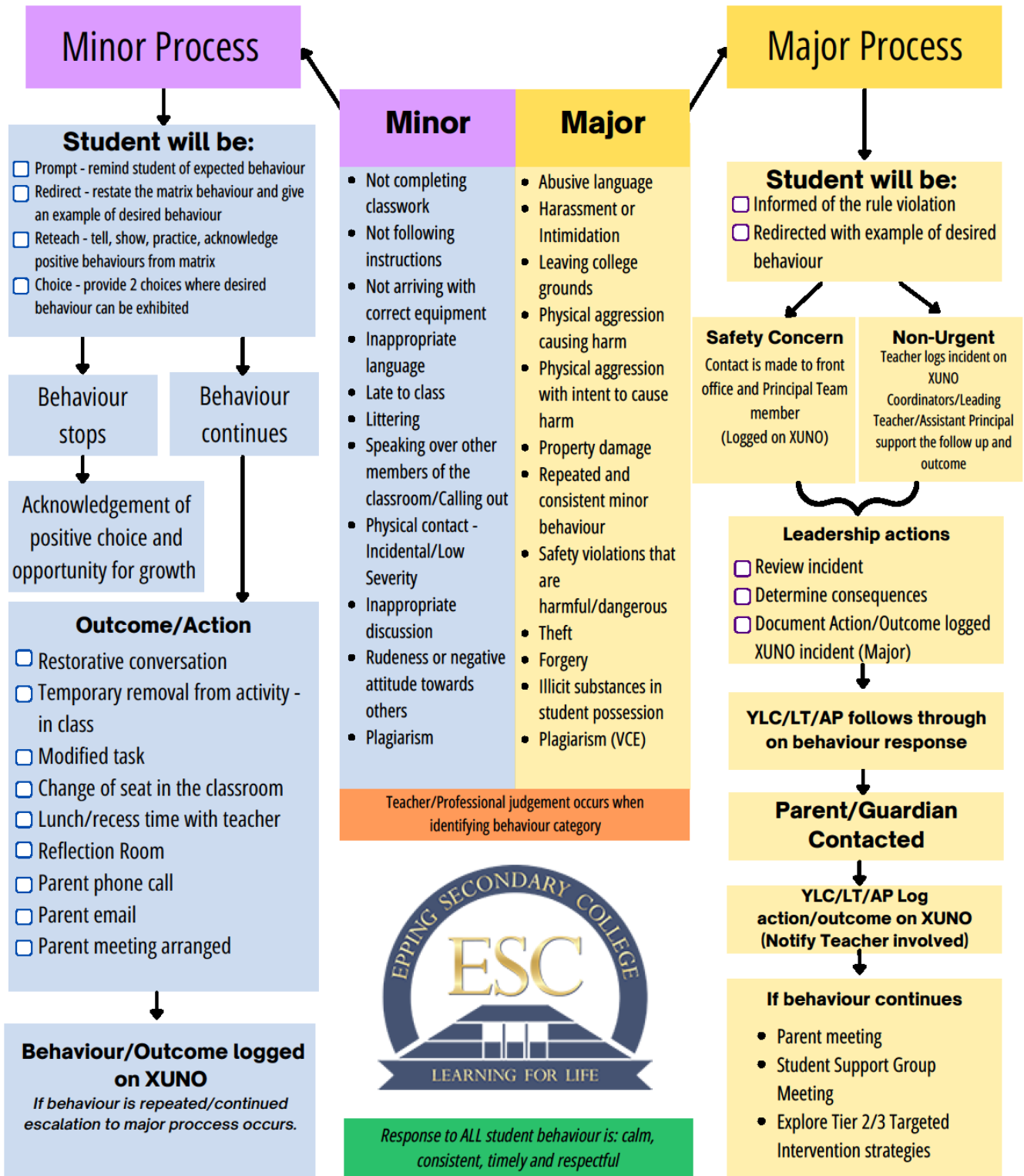
APPENDIX B – LATE TO SCHOOL



It is expected that all students will arrive at school on time for Period 1. Any student who arrives after Period 1 must collect a Late Pass from the Attendance Officer. There is also an expectation that any student who is late to school will have a note from their parent explaining why they are late. The Student Management Team will oversee the lateness to school. There are consequences for students who arrive late to school without a note over a Semester. Students who arrive consistently late with a note may also be issued with the consequences below. Parent contact should be made via XUNO or telephone to inform them of any consequences issued. The consequences include:

- A. 3 times late to school – Students are given an official warning;
- B. 6 times late to school – Student is issued with an After School Detention;
- C. 9 times late to school – Students is issued with two After School Detentions. The parent is contacted and informed of the school’s concerns in relation to this issue and the consequences of further lateness;
- D. 12 times late to school – The student is referred to the Year Level Leader who will arrange a parent meeting. A Friday Afternoon Principal Detention will then be issued;
- E. If the student is late after this point another Friday Afternoon Principal Detention may be issued or they may be suspended.
- F. Students who deliberately avoid collecting a Late Pass from the General Office when arriving late will be automatically issued with an After School Detention.

BEHAVIOUR FLOWCHART




Response to ALL student behaviour is: calm, consistent, timely and respectful

APPENDIX D – UNIFORM POLICY

Uniform Policy



Preamble	Epping Secondary College recognises that a college uniform provides an effective means for all students to share a positive identity with the college, ensure student safety, and is a ready means for the whole community to identify with the college.
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Rationale	This policy seeks to set out clear guidelines for the wearing of the college uniform.
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Guidelines	<p>The College Council is responsible for the determination and development of policy related to uniform</p> <ul style="list-style-type: none">➤ The uniform should assist in minimising socio-economic differences that may exist between students, and ensure students’ physical health and wellbeing.➤ College Council should liaise regularly with appropriate suppliers to ensure the availability of uniform items.➤ In determining the college uniform, careful consideration should be given to lasting quality, practicality, cost, and the implications on equal opportunity.➤ To ensure adequate notice is given to parents and retailers, changes to the uniform should be implemented with at least twelve months lead time.➤ The principal has the ultimate authority to interpret the college uniform.➤ Items of uniform worn should be identical with those in the Epping Secondary College Policy.➤ There are specific cool weather and warm weather expectations for the ESC Uniform➤ “College Uniform” refers to ESC specific uniform with ESC logo.
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Implementation	<p>Students are expected to wear the college uniform, unless otherwise stated.</p> <ul style="list-style-type: none">➤ Students may be exempted for medical reasons (with medical certificate) and will be expected to wear items that are similar to the standard uniform.➤ Students are expected to provide a note from parents giving good reasons why they are not in uniform.➤ Uniform passes may be issued by the Year Level Co-ordinator, Student Manager, or Assistant Principal, and students are expected to carry this at all times when not in uniform.➤ College uniform should be clean and tidy at all times.➤ Where necessary, hair should be tied to keep it safe. Any head bands, hair ties or head scarfs must be either plain navy or black. (no colours or patterns permitted). Only natural hair toning is permitted as determined by the principal. Vivid or bright variations of colour are not permitted as determined by the principal.
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- Minimal jewellery and make-up (in natural skin tones) is permitted.
 - Students may have minimal visible piercing (except for earrings) as determined by the principal.
 - Tattoos and body art must be covered with uniform.
 - Students may only wear school jackets travelling to and from school and whilst at school.
 - Only college caps, scarves and beanies are permitted. Gloves (optional) must be plain navy blue.
 - Students must wear the select school shoes as shown on school uniform pamphlets.
 - Sanctions will be applied to students out of uniform without permission, or who have had notes on more than four occasions.
 - Families in financial need can access assistance for uniforms through the Student Welfare Co-ordinator.
 - Clothing items of cultural and/or religious significance may be allowed while still complying with school policy.
 - Students attending excursions must be in full ESC uniform. Exceptions may be made due to the nature of the excursion. This will be clearly stated on the excursion form. ie bushing walking
-

Sanctions

If a student attends school out of uniform and does not collect a uniform pass, they will receive an administration detention.

* Unless specific arrangements have been made:

- If a student attends school out of uniform without a note from their parents they will receive an administration detention.
 - If a student has attended school more than 4 times out of uniform, (whether they have a note or not) they will receive an administration detention. A fifth breach of uniform policy will incur a suspension.
 - If a student breaches the uniform policy for a sixth time, a meeting will be held with parents and further suspensions can be incurred or enrolment at the school will be reviewed.
-

Excursions

Out of Uniform on the occasion of an excursion: (with or without a note)

- Student **will not be permitted** to attend the excursion (refer Uniform Policy – Appendix D). If available, correct uniform will be offered to the student for the duration of the excursion. Alternate program will be organised for the student by the person organising the excursion. Contingency plans *may* be made with Student Coordinator, but these should be organised in advance of the day of excursion. Parent contact required.
-

**Other
Expectations**

Cool Weather Uniform Options

Skirts/Slacks Combination

College Winter Skirt, short or long
Black plain Tights (with Skirt only)
Black Plain Socks with black tights only
Or White Plain Socks (not with tights)
College White Shirt
College Jumper
College Slacks (with college shirt), with black socks
College Rugby Top with Trousers, Slacks or Shorts Only

Trouser Combinations

College Trousers (with college shirt), with plain black socks
College Jumper
College Rugby Top with Trousers, Slacks or Shorts Only

Jacket – Unisex

College Blazer
College Soft Shell Jacket
College Spray Jacket
Year 12 Jacket

Footwear

* Visual Guide Available
Black Leather School Shoes, lace-up, buckle, Velcro
PE: Sports Shoes

Accessories – Unisex

College Backpack (compulsory)
College Tie (to be worn with shirt, not polo)
College Beanie (optional)
College Scarf (optional)
College Cap (optional)

PE Uniform

College Rugby Top (optional)
College Blue Polo Top
College PE shorts
College Track Pants
Sports Gym Towel if needed

Warm Weather Uniform Options

Dress Combinations

College Summer Dress
White Plain Socks
College Jumper
College Rugby Top with Trousers, Slacks or Shorts Only

Shorts Combinations

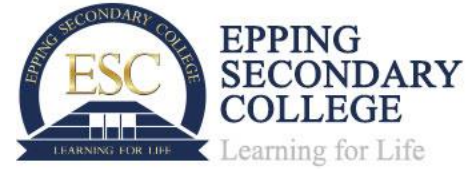
College Shorts, with plain white socks
College White Polo (with shorts only)
College White Shirt
College Jumper
College Rugby Top with Trousers, Slacks or Shorts Only

**Full School Uniform
for VCE, VCE VM, VPC
VETis Students**

Year 11 and 12 students are expected to be in full school uniform and have the school backpack. Students are to wear full school uniform. The only exceptions are students undertaking Sport & Recreation who may be required to wear their school PE uniform or work-related uniforms such as overall, as advised by the co-ordinator.

- Students cannot wear long sleeved tops under polo tops or under short sleeved shirts.
 - Students cannot wear jumpers without either a white shirt or polo top underneath, and the collar must be visible.
 - Summer dress must only be worn with white socks (knee or ankle high) and never black tights or stockings.
 - Students cannot wear white socks over black tights.
 - Students may wear black socks under black tights in winter.
 - Students cannot wear black socks with the winter skirt or the summer dress.
 - Students cannot carry casual dress bags as school bags to school. All students should have appropriate school backpacks with the college logo.
 - Students cannot carry back packs during lunchtime or recess.
 - Students cannot wear caps to class. (Caps are to be kept in lockers during class time).
 - Skirts must be an appropriate length of no more than 5cms above the knee.
 - (Check with Principal, Assistant Principals or Year Level Coordinators if unsure).
 - Students are expected to wear tidy, clean and undamaged uniform.
 - Students cannot modify any items of uniform.
-

APPENDIX E – MOBILE DEVICE POLICY



Mobile Device Policy

Rationale

As a state school serving the Epping community we believe every student is entitled to an effective, safe learning environment in conjunction with the Departments policies and procedures. This policy aims to promote engagement in the classroom as well as a consistent approach to effective mobile device use across the community.

Implementation

1. Students **will** be permitted to use their mobile devices (phone, tablet, watch or other telecommunication system):
 - Before 8.50
 - After 3.00
 - Special circumstances that are pre - approved for structured Teaching & Learning purposes
 - If students bring mobile devices they must remain in locked lockers during school hours
 - The school accepts no responsibility for loss or damage for devices collected under this policy
 2. Mobile devices and headphones (unless pre – approved for structured Teaching & Learning purposes) **must not** be visible during any other time in school:
 - School hours (8.50 – 3.00), this includes recess and lunch.
 3. If a student uses their device at any point when they are not permitted, the following steps will be followed:
 - **1st Offence:** device handed to the member of staff and to be collected from The Front Office at the end of the day by the student (logged onto XUNO).
 - **2nd Offence:** device handed to the member of staff and taken to the Front Office to be **collected by a parent/guardian** of the student (logged onto XUNO, Office staff call home to inform).
 - Any repeat of device misuse will result in Step 3 process and sanctions at the school’s discretion put into place.
 4. Usage of devices before 8.45 and after 3.06 must be appropriate, this includes **NOT** utilizing the photo/recording functions under any circumstances.
-

Basis of Discretion

The Principal Team may use their discretionary powers in dealing with students who offend this policy and possible sanctions.

Review

This policy will be reviewed by the Student Wellbeing & Engagement Team every 3 years – original policy January 2020.

Digital Technologies Policy

- Purpose** To ensure that all students and members of our school community understand:
- a) our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development at school [including our BYOD program]
 - b) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers, laptops, tablets)
 - c) the school’s commitment to promoting safe, responsible and discerning use of digital technologies, and educating students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and digital technologies
 - d) our school’s policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet
-

Scope This policy applies to all students at Epping Secondary College.
Staff use of technology is governed by the Department’s Acceptable Use Policy.
<https://www.education.vic.gov.au/hrweb/Documents/ICT-acceptable-use-policy.pdf>

Definitions For the purpose of this policy, “digital technologies” are defined as being any networks, systems, software or hardware including electronic devices and applications which allow a user to access, receive, view, record, store, communicate, copy or send any information such as text, images, audio, or video.

Policy ***Vision for digital technology at our school.***

Epping Secondary College understands that safe and appropriate use of digital technologies including the internet; apps, computers and tablets provide students with rich opportunities to support learning and development in a range of ways.

Through increased access to digital technologies, students can benefit from enhanced learning that is interactive, collaborative, personalised and engaging. Digital technologies enable our students to interact with and create high quality content, resources and tools. It also enables personalised learning tailored to students’ particular needs and interests and transforms assessment, reporting and feedback, driving new forms of collaboration and communication.

Epping Secondary College believes that the use of digital technologies at school allows the development of valuable skills and knowledge and prepares students to thrive in our globalised and interconnected world. Our school’s vision is to empower students to use digital technologies safely and appropriately to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

BYOD at Epping Secondary College

In order to provide modern curriculum to students, Epping Secondary College has utilised a BYOD (Bring Your Own Device) program.

Our school operates a Bring Your Own Device (BYOD) program, which means students must bring their own purchased device with them to school each day. Epping Secondary College has special arrangements with JB Hi-Fi and Edunet, two distributors who provide discounted prices for hardware to be used at ESC.

Students are required to have their own device that must meet the following minimum specifications (for Netbooks/Laptops/Notebooks):

- 11inch Screen
- Windows 10 / macOS High Sierra
- 128gb storage (SSD/HDD)
- WiFi enabled

For senior students looking to use a tablet as their device, only iOS will be supported, not Android.

Student devices must be charged daily to ensure consistent use throughout the school day. If students require charging facilities, they must:

- Have their charger tested for any flaws by the Technical Team
- Use their charger in a way that does not violate OH&S policies
- Use their computer in a manner that reflects Epping Secondary College's school values

Please note that our school does not have insurance to cover accidental damage to students' devices, and parents/carers are encouraged to consider obtaining their own insurance for their students' devices.

Epping Secondary College has in place arrangements to support families who may be experiencing long or short-term hardship to access netbooks for schoolwork. Families looking to use this program are to apply through the Wellbeing department, using the BYOD Financial Hardship form. We also have a small number of spare devices that can be loaned to students in certain circumstances.

Students, parents and carers who would like more information or assistance regarding our BYOD program are encouraged to contact Epping Secondary College on 9401 2599.

Safe and appropriate use of digital technologies

Digital technology, if not used appropriately, may present risks to users' safety or wellbeing. At Epping Secondary College, we are committed to educating all students to be safe, responsible and discerning in the use of digital technologies, equipping them with skills and knowledge to navigate the digital age.

At Epping Secondary College, we:

- use online sites and digital tools that support students' learning, and focus our use of digital technologies on being learning-centred.
- focus the use of digital technologies in the classroom to specific uses with targeted educational or developmental aims through support and network solutions such as firewalls and internet filtering software.

-
- supervise and support students using digital technologies in the classroom.
 - effectively and responsively address any issues or incidents that have the potential to impact on the wellbeing of our students.
 - have programs in place to educate our students to be promoting safe, responsible and discerning use of digital technologies, including the core Digital Technologies curriculum delivered at Year 7 and Year 9, the Health curriculum and various speakers/experts presenting to students about responsible use of technologies.
 - educate our students about digital issues such as online privacy, intellectual property and copyright, and the importance of maintaining their own privacy online.
 - actively educate and remind students of Epping Secondary College's SWPBS Matrix that outlines our school's values and expected student behaviour, including online behaviours.
 - have an Acceptable Use Agreement outlining the expectations of students when using digital technology at school that is signed when connecting to Epping Secondary College's WiFi network for the first time.
 - use clear protocols and procedures to protect students working in online spaces, which includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at the earliest opportunity.
 - educate our students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies.
 - provide a filtered internet service to block access to inappropriate content.
 - refer suspected illegal online acts to the relevant law enforcement authority for investigation.
 - support parents and carers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter and annual information sheets.

Distribution of school owned devices to students and personal student use of digital technologies at school will only be permitted where students and their parents/carers have completed a signed Acceptable Use Agreement.

It is the responsibility of all students to protect their own password and not divulge it to another person. If a student or staff member knows or suspects an account has been used by another person, the account holder must notify Year Level Coordinators, Technical Team or Leading Teacher - Digital Technologies as appropriate, immediately.

All messages created, sent or retrieved on the school's network are the property of the school. The school reserves the right to access and monitor all messages and files on the computer system, as necessary and appropriate. Communications including text and images may be required to be disclosed to law enforcement and other third parties without the consent of the sender.

Student behavioural expectations

When using digital technologies, students are expected to behave in a way that is consistent with Epping Secondary College's SWPBS Matrix. When a student acts in breach of the behaviour standards of our school community (including cyberbullying, using digital technologies to harass, threaten or intimidate, or viewing/posting/sharing of inappropriate or unlawful content), Epping Secondary College will institute a staged response, consistent with our policies and the Department's Student Engagement Policy Guidelines.

Breaches of this policy by students can result in a number of consequences which will depend on the severity of the breach and the context of the situation. This includes:

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
- other consequences as outlined in the school's Student Wellbeing and Engagement and Bullying Prevention policies.

[Student Wellbeing & Engagement Policy.pdf](#)

Review

This policy was last updated in June 2020 and is scheduled for review by the **Teaching & Learning Team** in 2022.

Hands Off Policy

Rationale

As a state school, we have a responsibility to promote harmony and safety within our school community. All members of Epping Secondary College community realise the importance of respecting the rights of others. This policy is to promote an atmosphere and general conduct which discourages/limits the opportunities for Bullying and Harassment and promotes student/staff safety and security.

Implementation

1. No student is to touch another student in a manner judged inappropriate by staff.
 2. No student is to use any form of physical violence against other students, even in “fun” or as a “practical joke”.
 3. Play fighting is not acceptable behaviour in the school environment.
 4. Self-defence is defined as the minimum required force to put oneself in a position of safety. Retaliation or revenge will not be tolerated.
 5. No student is to mimic a fighting ‘stance’ or a fighting ‘pose’. This includes pretending to prepare for a fight, or adopting a boxing, kickboxing or martial arts fighting posture (even as a joke).
 6. Bullying or any other kind of stand-over tactics will not be tolerated.
 7. These principles and/or guidelines will be espoused by the Principal and other school leaders and staff at school assemblies, in the classroom and around the school.
 8. School leaders and senior students are to model these guidelines at all times.
 9. Year Level Coordinators and teachers should be involved in reinforcing this policy in their dealings with students at school before, during and after school.
 10. Students who are observed inappropriately touching another student will be instructed to stop.
 11. Coordinator who will take action to modify the inappropriate behaviour. This may include issuing administration detentions and suspensions.
 12. All students must respect the personal space of all members of the Epping Secondary College community.
 13. Students must not record, encourage or relocate themselves towards any incident that is breaking the Hands Off Policy rule.
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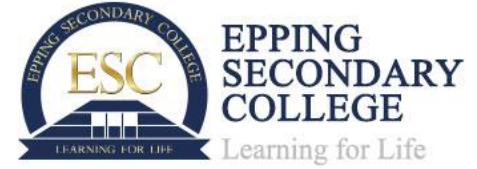
Basis of Discretion

The Principal may use their discretionary powers in dealing with students who offend this policy and possible sanctions.

Review

This policy will be reviewed by the Student Wellbeing & Engagement Team every 4 years – occurred **February 2018**.

APPENDIX H – BULLYING PREVENTION POLICY



Bullying Prevention Policy

Purpose

Epping Secondary College is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Epping Secondary College community
- make clear that no form of bullying at Epping Secondary College will be tolerated
- outline the strategies and programs in place at Epping Secondary College to build a positive school culture and prevent bullying behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at Epping Secondary College.

When responding to bullying behaviour, Epping Secondary College aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Epping Secondary College acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

Scope

This policy addresses how Epping Secondary College aims to prevent, address and respond to student bullying behaviour.

Epping Secondary College recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our *Student Code of Conduct* and *Student Wellbeing and Engagement Policy* and *Inclusion and Diversity policy*.

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

Policy

Definitions

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or

psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

Bullying can be:

1. *direct* physical bullying – e.g. hitting, tripping, and pushing or damaging property.
2. *direct* verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect* bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow the Student Wellbeing and Engagement Policy and Code of Conduct.

- *Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- *Social rejection or dislike* is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- *Single-episode acts* of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Epping Secondary College will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

- *Harassment* is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment. Further information about these two forms of harassment, including definitions, is set out in our Inclusion and Diversity Policy. Harassment of any kind will not be tolerated at Epping Secondary College and may have serious consequences for students engaging in this behaviour. Epping Secondary College will use its Student Wellbeing and Engagement Policy to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this Bullying Prevention Policy.

Bullying Prevention

Epping Secondary College has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Epping Secondary College is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The Peer Support Program encourages positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.

For further information about our engagement and wellbeing initiatives, please see our Student Wellbeing and Engagement policy.

Incident Response

Reporting concerns to Epping Secondary College

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Epping Secondary College are timely and appropriate in the circumstances.

We encourage students to speak to your teacher/Year Level Coordinator. However, students are welcome to discuss their concerns with any trusted member of staff including

teachers, wellbeing staff, school counsellors etc.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Epping Secondary College should contact the Year Level Coordinator.

Investigations

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations on XUNO; and
2. inform staff involved, i.e. the relevant Year Level Coordinator, Student Wellbeing Team, Assistant Principal, Principal.

The Year Level Coordinator is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Year Level Coordinator may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

Responses to bullying behaviours

When the Year Level Coordinator has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the Student Wellbeing Team, teachers, Assistant Principal, Principal, Department of Education and Training specialist staff etc.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Epping Secondary College will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the target student
- whether the student/s engaging in bullying behaviour have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context

- whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

Epping Secondary College may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the target student or students, including referral to the Student Wellbeing Team or an external provider.
- Offer counselling support to the students engaging in bullying behaviour, including referral to the Student Wellbeing Team or an external provider].
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the Student Wellbeing Team or an external provider.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan or Individual Management Plan restricting contact between target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connecting affected students with an older Student Mentor, resilience programs etc.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours.
- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Epping Secondary College understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

Up to date records of the investigation of and responses to bullying behaviour will be maintained.

Further Information	<p>This policy should be read in conjunction with the following school policies:</p> <ul style="list-style-type: none"> ➤ Statement of Values and School Philosophy ➤ Student Wellbeing and Engagement Policy ➤ Parent Complaints policy ➤ Duty of Care Policy ➤ Inclusion and Diversity Policy <p>The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:</p> <ul style="list-style-type: none"> ➤ Bully Stoppers ➤ Kids Helpline ➤ Lifeline ➤ Bullying. No way! ➤ Student Wellbeing Hub ➤ Office of the eSafety Commissioner ➤ Australian Student Wellbeing Framework
Evaluation	<p>This policy will be reviewed every 3 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.</p> <p>Data will be collected through:</p> <ul style="list-style-type: none"> ➤ discussion and consultation with students and parent/carers ➤ regular student bullying surveys ➤ regular staff surveys ➤ Bully Stoppers Data Collection tool ➤ assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented ➤ Attitudes to School Survey ➤ Parent Opinion Survey
Review	This policy will be reviewed by Student Wellbeing Team every 3 years.
Ratified	This policy was ratified on.....

Smoking/Vaping Policy

Preamble Department of Education guidelines encourage schools to develop policies to ensure that they are smoke free areas. Smoking and vaping are not permitted in many buildings and areas of the broader community for health and safety reasons, and the college should endeavour to mirror that position.

Rationale The uptake of smoking and vaping occurs predominantly among teenagers and the college shares the community responsibility to minimise the number of students who take up smoking or vaping.

Guidelines Epping Secondary College recognises the danger that smoking and vaping and passive smoking cause to health, and has established this policy to ensure that the entire school grounds are smoke free.

Smoking or vaping are not permitted in any area of the school property by students, staff or visitors.

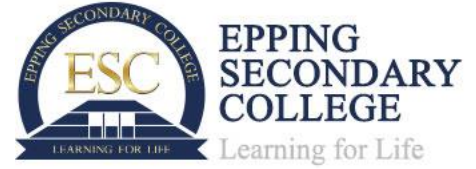
Implementation This policy will be implemented under the guidance of the Student Wellbeing and Management Team.

- Sanctions**
- If a student is caught smoking or vaping on the school grounds or after school when travelling to and from school in school uniform they will receive a one day suspension.
 - A second breach will incur a two day suspension.
 - A third breach will incur a 3 day suspension.
 - If a student breaches the smoking and vaping policy for a fourth time, a meeting will be held with parents and further suspensions can be incurred or enrolment at the school will be reviewed.
-

Review Period This policy will be reviewed by the Student Wellbeing and Management Team every 4 years.

Ratified This policy was ratified by the Student Wellbeing and Management Team in 2022.

APPENDIX J – CAMPS & EXCURSIONS POLICY



Camps & Excursions Policy

Rationale	<p>This policy covers the areas of camps, supervised and un-supervised excursions and school-based activities ('incursions') which augment and enrich the teaching and learning experience at the college.</p> <p>This policy is intended to complement the Department's policy and guidelines on excursions, camps and adventure activities which all Victorian government schools are required to follow. Epping Secondary College will follow both this policy, as well as the Department's policy and guidelines when planning for and conducting camps and excursions.</p> <p>This policy does not apply to student workplace learning or intercampus travel.</p>
Aim	<p>Camps, excursions and school-based activities are essential aspects of a comprehensive curriculum and have the capacity to enrich the educational experience of students. In particular they:</p> <ul style="list-style-type: none">➤ Enable students to participate in a wide range of activities outside the physical environment of the college.➤ Extend educational experience beyond the classroom.➤ Extend social interaction.➤ Form an essential part of the learning process.➤ Enhance personal development through responsible interaction with others and responsible use of the natural environment.
Guiding Principles & Criteria	<p>An ongoing camps program opportunity will be offered to all students during their years at the college.</p> <p>A comprehensive program of excursions and school-based activities (incursions) covering each KLA will be offered to all students during their years at the college.</p> <p>All activities organised should fulfil 3 or more of the following criteria:</p> <ul style="list-style-type: none">➤ The activity should be designed as far as practicable so that all students have access to them regardless of impediments which may result from factors such as gender, ethnicity, physical disability or financial constraints.➤ The activity directly enhances the college curriculum in one or more learning areas.➤ The activity fulfils a worthwhile educational objective which is not addressed elsewhere.➤ The activity will enhance relationships among students and staff, making the college more productive in educational terms.➤ The activity fosters attitudes among students which enhance the sense of community within the college.
Implementation	<p>Approval of all camps and excursions will be based on the criteria of the Camps, Excursions and Incursions policy and will be at the discretion of the Consultative Committee sub-group (Principal, Daily Organiser & ES Rep) and School Council, where required.</p> <p>Activities should be planned well in advance. The coordinating teacher will need to enter the activity on the XUNO Camps / Excursions / Incursions Application online form by the second last week of the term prior to the activity/excursion/camp date. (e.g. Term 3 activities need to be submitted in the second last week of Term 2). Applications will be assessed by the Consultative Committee sub-group for approval.</p>

A notice of intention to run a camp must be lodged with the Consultative Committee sub-group by the second last week of Term 4 for camps planned for the following year.

Where all the details of an activity cannot be finalised within this timeframe, full details must be provided to the Consultative Committee sub-group at least three weeks prior to the activity.

All events that relate to VCE students must be discussed with the Assistant Principal Senior School before being lodged on XUNO. The criteria that will be used in these discussions are:

- Maximizing time in class at school
- That excursions are related to the completion of required classwork and / or Outcome demonstration

For ease of understanding, activities will be categorised into the following categories; Camps, excursions and incursions requiring payment, excursions and incursions not requiring payment, unsupervised excursions and local excursions.

Online consent forms:

All consent forms will be completed through the XUNO system. Hardcopy permission slips will not be accepted unless a letter from parents / guardians is received stating that they do not have access to XUNO.

In this case a paper form may be used. The due date for hardcopy forms is one week before the excursion. Only Xuno permission forms will be accepted, hand written notes cannot be accepted.

If students attempt to attend the excursion eg arrive at the train station without having met the deadlines, parents are to be called and the student sent home.

Unsupervised excursions should:

- Where practicable be organised more than 1 week in advance.
- The unsupervised excursion form must be complete within the required timeline.
- Approved by the principal

Camps:

All Camps (And Excursions Which Include Adventure Activities) must be approved by the appropriate Year Level Coordinator, Assistant Principal, KLA before being entered onto the XUNO system. The Consultative Committee sub-group then will assess the camp according to the Guiding Principles. After approval by the Consultative Committee sub-group the Camp must be approved by School Council and the appropriate information entered onto the Department of Education Activities website. All Camp forms are to be completed within the required timeline.

Camps forms to be completed including the checklist.

- Information for students and parents
- Risk Assessment (to be completed prior to the Consultative Committee sub-group approval) and must include arrangements for a Code Red Day.
- Student Welfare and Discipline Procedures
- Permission form
- Clothing list
- Medical form
- Map of the camp and nearby area
- Staff experience and/or qualifications
- Activities requiring special precautions and the appropriate supervision requirements

- Emergency and first aid arrangements
- Day to day program including wet weather arrangements
- Fully costed budget including number of CRTs required
- Students attending

The decision to run or cancel a camps depends on sufficient collection rates as well as the benefit to those who attend. Cancellation of camps will be at the discretion of the Principal.

Students who have not paid in full and submitted signed consent forms for the camp prior to the cut-off date will not be attending.

The cut-off date for payment of camp fees is one week before the camp date, however deposits and/or full payment may be required at an earlier date due to 3rd party requirements. In these cases the cut off dates will be provided to parent/guardians in a timely manner.

The cut-off date for submission of consent forms is one week.

Excursions and incursions requiring payment:

Excursions and Incursions must be approved by the appropriate Year Level Coordinator, Assistant Principal, KLA before being entered onto the XUNO system. The Consultative Committee sub-group then will assess the camp according to the Guiding Principles.

Excursion and Incursion information to be provided to the Consultative Committee:

- Information for students and parents
- Risk Assessment – including emergency and first aid arrangements
(excursions only)
- Cost – including recognising the cost of CRT coverage (should this be included) quotes/contracts to be submitted via Xuno event.
- Students attending
- Staff attending

The decision to run or cancel an excursion depends on sufficient collection rates as well as the benefit to those who attend. An excursion/incursion will be cancelled if the collection rate is under 85%. Excursions may continue to run even if the collection rate is below this if the excursion/incursion is a required part of the students' educational program eg Ecolinc or Unibridges or at the direction of the Principal.

Students who have not paid in full and submitted signed consent forms for the excursion prior to the cut-off date will not be attending.

The cut-off date for payment of excursion/incursions costs is two days before the excursion/incursion date, however deposits may be required before this.

The cut-off date for submission of consent forms is two days prior to the event.

Excursions and incursions *NOT* requiring payment:

Excursions and Incursions must be approved by the appropriate Year Level Coordinator, Assistant Principal, KLA before being entered onto the XUNO system. The Consultative Committee then will assess the camp according to the Guiding Principles.

Excursion and Incursion information to be provided to the Consultative Committee:

- Information for students and parents
- Risk Assessment – including emergency and first aid arrangements
(excursions only)

- Full Costing – quotes/contracts to be submitted via Xuno event for approval

- Students attending

The decision to run or cancel an excursion depends on sufficient collection rates as well as the benefit to those who attend. An excursion/incursion will be cancelled if the collection rate is under 85%. Excursions may continue to run even if the collection rate is below this if the excursion/incursion is a required part of the students' educational program e.g. Ecolinc or Unibridges or at the direction of the Principal.

Students who have not received permission via XUNO for the excursion prior to the cut-off date will not be attending.

The cut-off date for submission of XUNO consent forms is one day. The cut-off date for the submission of hard copy consent forms is one week. Hardcopy consent forms are not to be provided to students unless a discussion with the General Office has occurred.

Local Excursions:

Excursions that are local and/or excursions that occur within a teacher's classtime for the students attending the excursion must be entered into XUNO, whether or not those excursions require payment or not. This is to ensure that in the event of an emergency the college is able to determine where students are when they are under the care of a teacher from the college.

Arrangements for students not attending excursion/camp:

- Students remaining at school during the excursion will be distributed to other classes with work provided by the organising teacher (of the excursion).
- Classes remaining behind during the camp will have an alternative program organised for them and be placed into collapsed classes.

Guidelines

Staff / Student Ratios:

- All excursions and camps must have a minimum of 2 staff members.
- For most "day excursions" the Department of Education mandates a ratio of 1 to 20. This ratio can be extended for senior secondary students on a case by case basis.
 - For example:
 - if a day excursion includes 16 students, there would need to be a minimum of 2 staff members accompanying the group
 - if planning a day excursion for 60 students, there would need to be a minimum of 3 staff members accompanying the group. This meets both the 1:20 staff-student ratio and the requirement that a minimum of two staff accompany students on all excursions.
 - The need for further staff should be identified through appropriate risk management planning.
- Where possible, at least one female and one male staff member should attend excursions involving female and male students.
- Camp staff/student ratio is 1 to 10 (refer to Department of Education guidelines).
- All school staff will be aware that they retain overall responsibility for the supervision and care of students throughout all camps and excursions (including adventure activities), regardless of whether or not external providers are managing the activity.

Excursion duration:

- Excursions should begin and end at the college and students must be appropriately supervised at all times.
- Students are expected to attend normal classes before and after an excursion.

Departure/Dismissal:

- Departure or dismissal from any location other than the college must be clearly indicated on the excursion approval form.
- Alternative departure or dismissal arrangements should only be made where departure from the college is inappropriate or would result in undue hardship for students or their parents. In general this would occur where the excursion begins or ends outside normal school hours.
- Principal to approve any changes to departure and dismissal arrangements/locations.

Consent Forms:

- XUNO permission/consent is the default method of providing consent
- Consent information will detail the cut off dates for collection of consent and payment
- Hardcopy consent forms can only be printed after discussion with General Office. Due date for hard copy consent is one week before the event
- Copies of emergency contact and medical information must be taken on the camp/excursion by the organising teacher

Student Supervision:

- Students should always remain under the direct supervision of excursion staff.
- Students in years 7, 8, 9 and 10 should always be kept together in groups directly supervised by excursion staff. This includes during any lunch periods that students may have.
- In situations where it is inappropriate to keep students together, students in Year 11 & 12 may be allowed appropriate “personal time” provided the excursion venue is self-contained/enclosed, and offers a high level of security.
- Students in Year 11 & 12 may be allowed up to 30 minutes “free time” for lunch, within a clearly designated and defined area.
- If Year 11 & 12 students are given “personal” or “free time”, excursion staff must always be available to students in case of emergencies. The exact location of staff, meeting points and re-assembly times must be made clear to all students.
- Head counts should be undertaken whenever there is a distinct possibility of students becoming separated from the main group (e.g. boarding and disembarking from trains), as well as on arrival and departure from the excursion venue.

Travel Arrangements:

Bus:

- Students should line up and board buses only after their name has been checked off by the staff member marking the roll.
- Where more than one bus is being used, staff should be spread appropriately between buses.

Train / Tram:

- Students should travel on one carriage with excursion staff.

- Where more than one carriage is needed, staff should be spread appropriately between carriages.
- Students should never be permitted to travel on a carriage without a staff member present.
- When travelling by train/tram, the excursion group should meet the supervising staff members at school and depart from Epping Secondary College. The Principal may approve alternate arrangements for Year 12 students.

Private Car:

- Vehicles used to transport students must carry comprehensive insurance.
- The excursion approval form must clearly state that students will be travelling in a private vehicle and must specify the name of the driver and the registration number of the vehicle.
- Students are not permitted to drive other students under any circumstances.
- Principal approval is required for the use of private vehicles.

Walking to and from train station:

- The 1:20 ratio must be adhered to as students walk to and from the station.
- Students are to cross roads at intersections, school crossings, or roundabouts under the supervision of excursion staff.
- When travelling by train/tram, the excursion group should meet the supervising staff members at school and depart from Epping Secondary College. The Principal may approve alternate arrangements for Year 12 students.

Student Behaviour / Discipline:

- The College Code of Conduct applies while students are on excursions.
- In the event of severe misbehaviour, a student may be isolated from the group but must remain under the direct supervision of a staff member.
- Students will not be permitted to attend excursions unless they are in full school uniform (unless otherwise stipulated).
- Out of uniform notes from parents will not be accepted.
- Students participating in camps and excursions are required to cooperate and display appropriate behaviour to ensure the camp or excursion is a safe, positive and educational experience for all students involved.
- Parents/carers will be notified if their child is in danger of losing the privilege to participate in an excursion or camp due to behaviour that does not meet the standards of behaviour set out in the school's *Student Wellbeing and Engagement Policy*. The decision to exclude a student will be made by the Principal or Assistant Principal, in consultation with the Organising Teacher. Both the parent/carer and the student will be informed of this decision prior to the camp or excursion.
- If on a camp or excursion the Teacher in Charge considers an individual student's behaviour does not meet required standards, then the Principal or their nominee may determine that a student should return home during the camp or excursion. In these circumstances the parent/carer is responsible for the collection of the student and any costs associated with this.

Student Health:

- Parents and carers need to ensure the school has up-to-date student health information prior to camps and excursions. A member of staff will be appointed with responsibility for the health needs of the students for each camp/excursion. Teachers will administer any

medication provided according to our *Medication* policy and the student's signed *Medication Authority Form*. To meet the school's obligations relating to safety, a first aid kit and mobile phone will be taken by teachers on all camps and excursions.

- It is the responsibility of parents and carers to ensure their child/children are in good health when attending excursions and camps. If a student becomes ill during a camp and is not able to continue at camp it is the parent/carer's responsibility to collect them and cover any associated costs. If the Principal approves a student joining a camp late, transport to the camp is the parent/carer's responsibility.

Emergencies:

- Organising teachers should take the excursion permission notes and a mobile phone on the excursion.
- In the event of an emergency, accident or injury to an excursion participant, the organising teacher should notify the Principal immediately, in addition to undertaking appropriate emergency action.

Film Classification:

- Students Under 15 - PGR
- Students 15-18 - Parental permission for M rated films
- R rated films are not permitted

Staff:

- Excursion / Camp staff must be approved by the principal and school council and may include:
 - teachers employed by the Department or school council
 - other adults on a volunteer or paid basis such as:
 - parents or carers
 - education support class officers
 - community members
 - trainee teachers
 - campsite staff
 - specialist instructors for excursion activities.

Important: school students cannot be used as excursion staff.

Staff who will provide supervision of students and who are not registered teachers must have a Working with Children check.

The names of volunteer workers must be recorded for the purposes of volunteer workers insurance see:

<http://www.education.vic.gov.au/school/principals/spag/governance/pages/volunteers.aspx>

Where approved staff who are not teachers employed by the Department or school council are in attendance they can be included in the staff-student ratio:

- for the duration of a specific activity for which they have a designated supervisory responsibility; or
- for the overall staff-student for the program, where they are on duty and available on the same basis as other staff (usually a 24 hour basis).

Important: the specific roles and responsibilities of each staff member (teachers, instructors, campsite staff, volunteers, etc) must be clarified and understood by all staff and students prior to the commencement of the camp/excursion.

Parent Payments	<p>Most camps and excursions provided by Epping Secondary College enhance and broaden the schooling experience of our students but are not a mandatory component of our curriculum. These activities are provided on a user-pays basis in accordance with the Department's Parent Payments Policy.</p> <p>Receipts will be issued immediately upon receipt of payment and permission.</p> <p>Under no circumstance are teachers to collect money on behalf of students.</p> <p>Epping Secondary College will make all efforts to ensure that students are not excluded for financial reasons. Families experiencing financial difficulty are invited to discuss alternative payment arrangements with the Activities Coordinator. The Activities Coordinator can also discuss family eligibility for the Department's Camps, Sports and Excursions Fund (CSEF), which provides payments for eligible students to attend school activities, including camps and excursions. Applications for the CSEF are open to families holding a valid means-tested concession card or temporary foster parents and are facilitated by the school. Further information about the CSEF and the application form are available at Camps, Sports and Excursions Fund.</p>
Parent Refunds	<p>Refunds will be given to students only in exceptional circumstances or on presentation of a medical certificate or where the college cancels the excursion/camp/incursion. Students who are absent on the day of the camp/excursion/incursion will generally not be eligible for a refund as the college will have made financial commitments in terms of transport, entry fees etc. which are generally non-refundable. Deposits for camps are non-refundable.</p>
Accident & Ambulance Cover	<p>Any costs associated with student injury rest with parents/carers unless the Department is liable in negligence (liability is not automatic).</p> <p>Unless otherwise indicated, Epping Secondary College and the Department do not provide student accident or ambulance cover. Parents/carers may wish to obtain student accident insurance cover and/or ambulance cover, depending on their health insurance arrangements and any other personal considerations.</p>
Communication	<p>This policy will be communicated to our school community in the following way:</p> <ul style="list-style-type: none">➤ Included in staff induction processes and staff training➤ Available publicly on our school's website➤ Included in staff handbook/manual➤ Discussed at staff briefings/meetings as required➤ Reminders in our school newsletter➤ Hard copy available from school administration upon request
References	<ul style="list-style-type: none">➤ XUNO Camps / Excursions / Incursions Application Form➤ Camp & Excursions Flow Chart
Review	<p>This policy will be reviewed by The College Council every 4 years.</p>
Ratified	<p>This policy was ratified by the School Council in May 2022.</p>

Yard Duty & Supervision Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the Office on 9401 2599.

Purpose

To ensure school staff understand their supervision and yard duty responsibilities.

Scope

This policy applies to all teaching and non-teaching staff at Epping Secondary College, including education support staff, casual relief teachers and visiting teachers.

Policy

Appropriate supervision is an important strategy to monitor student behaviour and enables staff to identify and respond to possible risks at school as they arise. It also plays a vital role in helping schools to discharge their duty of care to students.

The Principal is responsible for ensuring that there is a well organised and responsive system of supervision and yard duty in place during school hours, before and after school, and on school excursions and camps and other school activities.

School staff are responsible for following reasonable and lawful instructions from the Principal, including instructions to provide supervision to students at specific dates, times and places.

Before and after school

Epping Secondary College's grounds are supervised by school staff from 8:25am until 3:26pm. Outside of these hours, school staff will not be available to supervise students.

Students who wish to attend school outside of these hours are encouraged to attend the library which is open between 8:30am and 4:00pm on Monday, Tuesday and Friday and 8:30am to 4:30pm on Wednesday and Thursday.

Students who are attending school extra-curricula activities outside of these hours are expected to report to the supervising staff member.

Yard duty

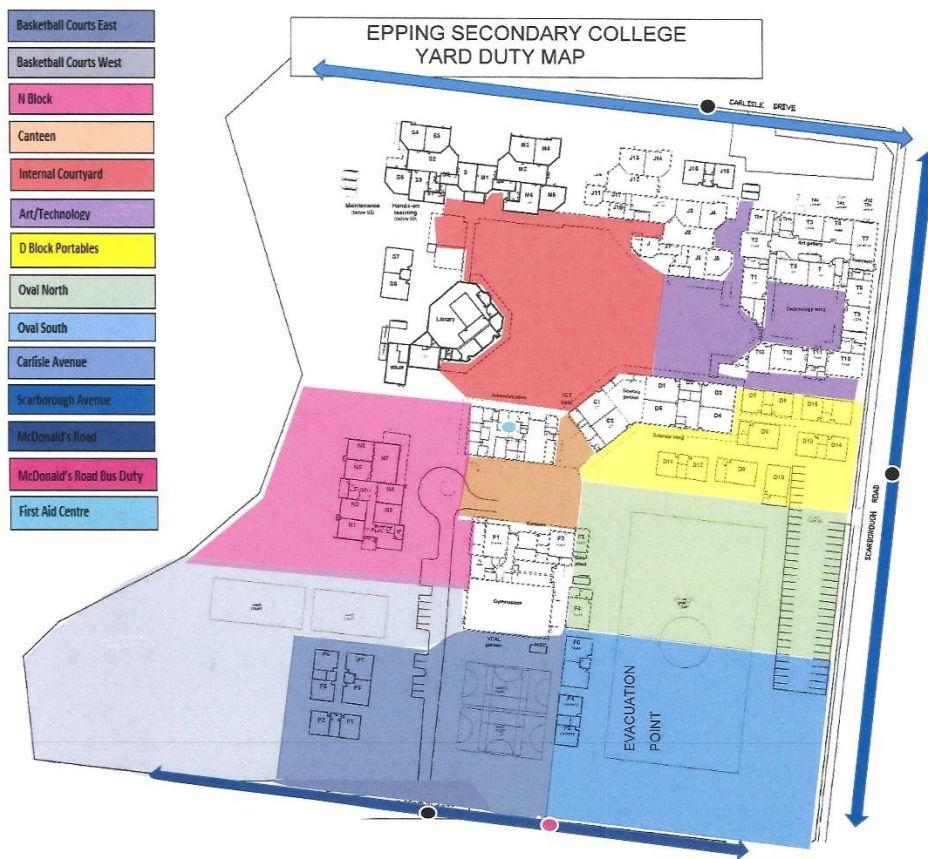
All staff at Epping Secondary College are expected to assist with yard duty supervision and will be included in the roster.

The Timetabler is responsible for preparing and communicating the yard duty roster on a regular basis. At Epping Secondary College, school staff will be designated a specific yard duty area to supervise.

Yard duty zones

The designated yard duty areas for our school, as from Term 2, 2022 are:

Zone	Area	No of Staff
Zone 1	Basketball Courts East	1
Zone 2	Basketball Courts West	1
Zone 3	N Block	1
Zone 4	Canteen	2
Zone 5	Internal Courtyard	2
Zone 6	Art / Technology	1
Zone 7	D Block Portables	1
Zone 8	Oval North	1
Zone 9	Oval South	1
Zone C	Carlisle Avenue	1
Zone S	Scarborough Avenue	1
Zone M	McDonald's Road	1
Zone MB	McDonald's Road Bus Duty	1
Zone FA	First Aid Centre	1



Yard duty equipment

School staff must:

- Wear a provided safety/hi-vis vest whilst on yard duty. Safety/hi-vis vests will be stored at staff desks and in the general office for CRT's.

Yard duty equipment must be returned after the period of supervision or handed to the next duty or relieving staff member.

Yard duty responsibilities

Staff who are rostered for yard duty must remain in the designated area until they are replaced by a relieving staff member.

During yard duty, supervising school staff must:

- Actively move and supervise around the designated zone
- be alert and vigilant
- intervene immediately if potentially dangerous or inappropriate behaviour is observed in the yard
- enforce behavioural standards and implement appropriate consequences for breaches of safety rules, in accordance with any relevant disciplinary measures set out in the school's Student Engagement policy
- ensure that students who require first aid assistance receive it as soon as practicable
- log any incidents or near misses as appropriate on XUNO in a timely manner.

If being relieved of their yard duty shift by another staff member (for example, where the shift is 'split' into 2 consecutive time periods), the staff member must ensure that a brief but adequate verbal 'handover' is given to the relieving staff member in relation to any issues which may have arisen during the first shift.

If the supervising staff member is unable to conduct yard duty at the designated time, they should contact the Daily Organiser with as much notice as possible prior to the relevant yard duty shift to ensure that alternative arrangements are made.

If the supervising staff member needs to leave yard duty during the allocated time, they should contact the General Office/Principal Team but should not leave the designated area until the relieving staff member has arrived in the designated area.

If the next duty staff member does not arrive for yard duty, the staff member currently on duty should contact the General Office/Principal Team and not leave the designated area until a relieving staff member has arrived.

Students will be encouraged to speak to the supervising yard duty staff member if they require assistance during recess or lunchtime.

Classroom

The classroom teacher is responsible for the supervision of all students in their care during class.

If a teacher needs to leave the classroom unattended at any time during a lesson, he or she should first contact a Principal Team member or the teacher next door or send another responsible student for assistance. The teacher should then wait until a replacement staff member has arrived at the classroom before leaving.

No student should be left unsupervised outside the classroom as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to the Reflection Room, a coordinator's office, or to the Assistant Principal or Principal. This should be accompanied by documentation and appropriate follow up. The student should also be accompanied by the home group captain.

School activities, camps and excursions

The Principal and leadership team are responsible for ensuring that students are appropriately supervised during all school activities, camps and excursions, including when external providers are engaged to conduct part or all of the activity. Appropriate supervision will be planned for school activities, camps and excursions on an individual basis, depending on the activities to be undertaken and the level of potential risk involved.

Digital devices and virtual classroom

Epping Secondary College follows the Department's [Cybersafety and Responsible Use of Technologies Policy](#) with respect to supervision of students using digital devices.

Epping Secondary College will also ensure appropriate supervision of students participating in remote and flexible learning environments while on school site. In these cases, students will be supervised in the library, a break out space or a common area.

While parents are responsible for the appropriate supervision of students accessing virtual classrooms from home:

- student attendance will be monitored and recorded on XUNO for each scheduled class.
- any wellbeing or safety concerns for the student will be managed in accordance with our usual processes – refer to our Student Wellbeing and Engagement Policy and our Child Safety Responding and Reporting Policy and Procedures for further information.

Students requiring additional supervision support

Sometimes students will require additional supervision, such as students with disability or other additional needs. In these cases, the Principal or delegate will ensure arrangements are made to roster additional staff as required. This may include on yard duty, in the classroom or during school activities.

Workplace learning programs

When students are participating in workplace learning programs, such as work experience, school-based apprenticeships and traineeships, and structured workplace learning, the safety and welfare of the student is paramount. Organising staff are required to follow all applicable Department of Education and Training policies and guidelines in relation to off-site learning, including policy and guidelines on the safety and wellbeing of students. Refer to:

- [Structure Workplace Learning](#)
- [School Based Apprenticeships and Traineeships](#)
- [Work Experience](#)
- [School Community Work](#)

Independent Study

Year 12 students only may have one study block of five sessions per fortnight. This will be timetabled as a formal 'study sessions' where teacher supervision and support will be provided, and attendance will be recorded by the supervising teacher. Students will not be permitted to leave school grounds during these sessions and should report to the Senior Study Centre or the Library during these times.

Students are not permitted to leave the school grounds during these sessions.

Supervision of student in emergency operating environments

In emergency circumstances our school will follow our Emergency Management Plan, including with respect to supervision.

In the event of any mandatory period of remote or flexible learning our School will follow the operations guidance issued by the Department.

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

- Included in staff induction processes
- Discussed at staff briefings or meetings, as required
- Included in our staff handbook and provided to CRT's when they commence with the school
- Included as a reference in our school newsletter each term
- Made available in hard copy from the Office upon request

Information for parents and students on supervision before and after school is available on our school website and parent reminders are sent at the beginning of each term in our school newsletter.

Further Information & Resources

The Department's Policy and Advisory Library (PAL):

- [Child Safe Standards](#)
 - [Cybersafety and Responsible Use of Technologies](#)
 - [Duty of Care](#)
 - [Excursions](#)
 - [School Based Apprenticeships and Traineeships](#)
 - [School Community Work](#)
 - [Structured Workplace Learning](#)
 - [Supervision of Students](#)
 - [Visitors in Schools](#)
 - [Work Experience](#)
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Policy Review Next Scheduled review date November 2023.

Note: This policy will also be updated if significant changes are made to school grounds that require a revision of Epping Secondary College's yard duty and supervision arrangements.

Ratified

This policy was ratified by the Principal in March 2022.

APPENDIX L – SPORT POLICY

Sport Policy

Preamble

Sport is an integral part of College life at Epping Secondary College. We compete in events sanctioned by School Sport Victoria within the Whittlesea Division, with many of our teams progressing to Northern Metropolitan and State Finals. We run programs at the school targeting interests of our students such as the female AFL program and running club, and have recently become a Melbourne City FC Partner School for 2018 and beyond.

Rationale

The development of a Sport Policy is to ensure Epping Secondary College's Sport Program is implemented in a manner that reflects the College values of Respect, Resilience and Care.

Our Sport policy aims to ensure we implement an inclusive sports program, giving students every possible opportunity to participate in physical activity within a sporting environment.

Guidelines

- The Sport Coordinator will be responsible for the implementation of the College Sport Program (please see POR Position Description for further details).

For Teachers (Coaches)

- Coaches will be staff members who volunteer to coach a sporting team(s).
 - Coaches will advertise try-out / training sessions through the student bulletin, gym notice boards or notice boards within units around the school in a timely manner.
 - Coaches will provide the sports coordinator with a team list of students attending the event at minimum one week prior to the competition day. This list can only be altered if approval is gained from the sport coordinator.
 - Coaches can monitor payment / approval via XUNO events (created by Sport Coordinator and approval by Accounts Receivable).
 - Coaches are to remind their team members of payment / approval requirements.
 - Coaches can run training sessions at lunchtime or after school. These are to be booked through the XUNO booking system.
 - Coaches can run a maximum of two training sessions per week.
 - After school training sessions should begin at 3:15 and are not to exceed one hour in length.
 - Lunchtime training sessions in the gym are to be limited to one session per week.
 - Coaches are to meet their team by 8:45am in the gym foyer on the morning of their competition day
 - Coaches are to liaise with sport coordinator for payment and approval prior to departing the school grounds.
 - Coaches are to collect uniforms and equipment at the conclusion of the day and give to the sport coordinator for washing. No uniform items should go home with students including early departing students and students departing with parental consent from competition venue.
 - If the coach and team arrive back at school prior to period 5 starting, students will be sent to their period 5 class.
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- Once your team's competition has ceased, training sessions should not be booked to allow for other sporting teams and programs access to the gym.
 - If the coach and team arrive back at school after period 5 has started, students will be taken into the gym or a vacant classroom until the period 4 bell at 3:00pm. The coach who attended the tournament with the team on the day is responsible for the direct supervision of the students until 3.06pm.

For Students

- Students are to actively seek information in regards to sport try-out and training sessions through the school bulletin, the gym noticeboards and the additional noticeboards in each unit of the school.
- If selected in an interschool sport team, students are to gain parental approval and pay the interschool sport fee by the due date. They can do this via one of two ways;
 1. Parent logs onto their XUNO portal, ticks approval and pays via credit/debit card;
 2. Parent or Student logs onto their XUNO portal, prints permission form, gives/gains parental approval via signature on printed permission form, then student hands this to the office by to the due date.
- Students are to attend scheduled training sessions once selected in the team (no more than 2 x sessions weekly). If a student is unable to attend, they are to alert their coach of this prior to the training session. If students repeatedly fail to attend scheduled training sessions then their position in the team may be jeopardised.
- Students selected in interschool sporting teams will have demonstrated the College values in all aspects of their schooling. Failure to do so may jeopardise their position within the team.
- Students are to attend an interschool sporting day in full Physical Education Uniform. If this is not possible, then students are to attend school in full school summer or full school winter uniform. They will then be able to get changed into appropriate uniform/attire at the venue.
- Students will **be sent back to class** and/or **receive a detention** (for repeated uniform issues) if they arrive to school the morning of their interschool sport tournament in attire that is not full and correct Epping Secondary Physical Education, Summer or Winter uniform.
- Students will actively seek-out teachers of each class they miss due to attending interschool sport, ensuring they catch-up on any work missed.

For Parents

- Parents will access XUNO to give parental approval and pay for interschool.
- They can do this in one of two ways;
 1. Parent logs onto their XUNO portal, ticks approval and pays via credit/debit card.
 2. Parent logs onto their XUNO portal, prints permission form, gives parental approval via signature on printed permission form, then student hands this into the office with payment by to the due date.
- Parents can provide an additional note with their student informing the coach that they can leave from the venue at the conclusion of the day.
- Parents are to always encourage students to play according to the rules.
- Respect officials' decisions - encourage students to do likewise.
- Show appreciation for coaches, officials and administrators.

Student Wellbeing & Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact Epping Secondary College 9401 2599.

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. Epping Secondary College 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, where student participation is encouraged and valued, 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.

Contents

1. School profile;
 2. School values, philosophy and vision;
 3. Wellbeing and engagement strategies;
 4. Identifying students in need of support;
 5. Student rights and responsibilities;
 6. Student behavioural expectations and management;
 7. Engaging with families;
 8. Evaluation.
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Policy

SCHOOL PROFILE

Epping Secondary College is located in the City of Whittlesea in the northern suburbs of Melbourne approximately 20 kilometres north of Melbourne’s Central Business District. The school was founded in 1976.

The school’s permanent facilities include Junior and Middle School teaching units, applied learning, science, technology, arts, physical education spaces and a large central courtyard. A significant number of portable buildings have been added to the site due to increased enrolments. At the commencement of 2021, a new Senior School Centre opened, incorporating six classrooms, a shared senior study space and several staff offices. The sporting grounds include a full-size synthetic soccer pitch, small grass oval and tennis and basketball courts.

Student enrolments in 2022 are 1230 with the school having seen a steady increase in school enrolments over the last decade.

The school's 2022 Student Family Occupation Education (SFOE) index was 0.4991 and the Student Family Occupation (SFO) index was 0.6090.

The 2022 staffing profile of Epping Secondary College includes a Principal, two Assistant Principals, 6 Leading Teachers, 6 Learning Specialists, 76.2 teaching staff and 30.4 full time equivalent Education Support (ES) staff.

The school's F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum.

Senior secondary programs lead to the Victorian Certificate of Education and/or the Victorian Certificate of Applied Learning qualifications. A range of VET options are also available to all students.

In 2021 the School Review process identified three highlights across the schools operations and these included:

A POSITIVE CLIMATE FOR LEARNING

The review panel and fieldwork confirmed that Epping Secondary College had continued to develop and implement a range of programs, policies and procedures to develop a Positive Climate for Learning. There was a major focus on building the School Wide Positive Behaviour Support System (SWPBS) with a clear matrix of expectations and shared positive behaviours for the college community to work towards.

The initiative was designed to combine with a restorative approach to repair relationships when there were difficulties and a more consistent approach across the school for managing student behaviour within class. The Wellbeing Team were instrumental in providing a range of both proactive and reactive programs, supports and interventions to a broad range of students across the school.

The Positive Climate for Learning was observed when walking around the school, including in classes, the yard and during school events. A genuine interest in learning was instilled in most students and was supported with environments that allow students to focus on learning.

There was clear evidence of a strong partnership between students and teachers that was built on trust, respect and positive intent.

LEARNING CULTURE

The review panel and fieldwork confirmed that a key school highlight was the work undertaken on the development of a strong learning culture, where staff and students are at school to learn and grow – academically, socially and emotionally.

The initiative was designed to build a culture that enabled daily interactions between students and staff that carried positive intent. This was generally reflected in classrooms where students were tuned into learning, came prepared to learn and understood that missed learning needed to be caught up with.

The staff regard and concern for students was evident in observations, interactions and the significant number of staff that go above and beyond to support student learning.

This orientation towards ensuring student success was reflected in improving attendance data and a range of policies and practices that ensured students were prepared for success in their later years.

DIVERSITY OF PATHWAYS

The review panel and fieldwork confirmed that the college implemented several programs from Years 7 to 12 to support student learning at point of need. For example, the Accelerated Cluster Education (ACE) program supported more able students to access deeper learning in a clustered approach, ensuring they keep connection with the broader cohort who they travel through their schooling with. It also included a raft of support programs for students who may be challenged with age equivalent learning. These programs included Quick Smart Literacy, their Learning Support Program, Middle Years Literacy and Numeracy Support (MYLNS) and in 2021 the Tutor Learning Program.

As students entered the later years the college offered an array of tailored pathways to support student aspirations through and beyond school. These include:

- Future Directions: for students who may be struggling academically with Year 10 and were looking to develop personal learning & life skills at Year 11.
- VCE Vocational Major or VPC: for students thinking that when they leave school they might want to focus on a traineeship, apprenticeship or further study.
- VCE: for students keen to follow a university pathway or keeping a broad range of options available for after they complete their formal schooling. Careers Focus VCE: for students who like the option of VCE but want to leave their options for traineeship, apprenticeship and further study open.

SCHOOL VISION, PHILOSOPHY AND VALUES

VISION

Epping Secondary College strives to enable and equip all young people to reach their full potential - of being curious and acquiring new knowledge and skills; of forming strong, valuable, healthy relationships; of participating in creative expression; and of building strong mental and physical wellbeing.

PHILOSOPHY

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

VALUES

Respect: We treat all individuals with respect. Our relationships are based on trust and mutual respect. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

Resilience: We strive to successfully adapt to challenging experiences and tasks through emotional, social, academic, and behavioural perseverance.

Care: We value community, build empathy with each other, and we act with integrity and compassion.

WELLBING AND ENAGEMENT STRATEGIES

Epping Secondary College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated 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:

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 such as Navigator.

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 Plan in collaboration with the student and their family;
- Engaging with our regional Koorie Engagement Support Officers;
- Running regular Student Support Group meetings for all students:
 - with a disability;
 - in Out of Home Care;
 - with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Epping Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Epping Secondary College 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.

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.

Students have the right to:

- Participate fully in their education;
- Feel safe, secure and happy at school; Learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation;
- Express their ideas, feelings and concerns.

Students have the responsibility to:

- Participate fully in their educational program;
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community;
- Respect the right of others to learn.

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 a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Code of Behaviour. Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Epping Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour 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 Year Level Coordinators;
- Restorative practices;
- Detentions;

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- Behaviour support and intervention meetings;
 - 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 Epping Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Engaging with families

Epping Secondary College 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.

Evaluation

Epping Secondary College 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.

Epping Secondary College 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 and via XUNO
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- 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

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Policy Review and Approval

Policy last reviewed	December 2022
Consultation	School Council Consultation
Approved by	School Council on December 5 2022
Next scheduled review date	December 2024
