



Clunes Primary School

Statement of Values and School Philosophy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.ps@education.vic.gov.au.

PURPOSE

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

POLICY

Clunes Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Clunes Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objectives, values and expectations of our school community. This policy is available on our school website, within our staff induction handbook and within our student enrolment packs.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display signs and posters that promote our values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate our school values
- discuss our values with students in the classroom, meetings and assemblies.

Vision

Clunes Primary School's vision is committed to providing a safe, caring, stimulating and inclusive learning environment in which all students are provided with opportunities to achieve their potential through a diverse, engaging curriculum.

Mission

Clunes Primary School's mission is to provide high quality education and prepare young people to become active, engaged and responsible citizens of the local and global community.

OBJECTIVE

Clunes Primary School's objective is to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan (AIP) to operationalise the goals and key improvement strategies contained in our SSP.

Values

Clunes Primary School values achievement, excellence, curiosity, innovation, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, compassion, honesty and equity. All members of the school community are expected to follow our Values and Beliefs based on School Wide Positive Behaviour Support and You Can Do It philosophies and principles: The values and beliefs that form the basis of our actions are:

- **Respect-** We show respect.

We respect and care about one another and our community.

- **Learning-** We learn.

We are confident, we are organised, we persist, we cooperate and we give effort.

- **Safety-** We are safe.

We get along with one another and we are responsible.

The school also believes in having high expectations for all students and a commitment to hard work.

Behavioural expectations

Clunes Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture.

Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the [Victorian Teaching Profession Code of Conduct](#).

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy, and Bullying Prevention Policy.

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's [Respectful Behaviours within the School Community Policy](#).

We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community, in line with the Department's Respectful Behaviours within the School Community Policy.
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

Unreasonable behaviours

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action

Inappropriate student behaviour will be managed in according with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook
- Included in our enrolment packs
- Included as an annual reference in our school Newsletter
- Made available in hard copy from our school's Office upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Respectful Behaviours within the School Community](#)
- [Respectful Workplaces](#)
- [Parent Complaints](#)
- [Work-Related Violence in Schools](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	9 th April 2024
Approved by	School Council – 17 th April 2024
Next scheduled review date	Before June 2028 (4-year review cycle)

Asthma Policy

HELP FOR NON-ENGLISH SPEAKERS



If you need help to understand the information in this policy, please contact invermay.ps@education.vic.gov.au

PURPOSE

To ensure that **Clunes Primary School** appropriately supports students diagnosed with asthma.

OBJECTIVE

To explain to **Clunes Primary School** parents/carers, staff and students the processes and procedures in place to support students diagnosed with asthma.

SCOPE

This policy applies to:

- all staff, including casual relief staff, contractors and volunteers
- all students who have been diagnosed with asthma or who may require emergency treatment for asthma and their parents/carers.

POLICY

Asthma

Asthma is a long term lung condition. People with asthma have sensitive airways in their lungs which react to triggers, causing a 'flare-up'. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes it hard to breathe. An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack.

Symptoms

Symptoms of asthma can vary over time and often vary from person to person. The most common asthma symptoms are:

- breathlessness
- wheezing (a whistling noise from the chest)
- tight feeling in the chest
- persistent cough

Symptoms often occur at night, early in the morning or during/just after physical activity. If asthma is well controlled, a person should only have occasional asthma symptoms.

Triggers

A trigger is something that sets off or starts asthma symptoms. Everyone with asthma has different triggers. For most people with asthma, triggers are only a problem when asthma is not well controlled with medication. Common asthma triggers include:

- | | |
|---|--|
| • exercise | • colds/flu |
| • smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires) | • weather changes such as thunderstorms and cold, dry air |
| • house dust mites | • moulds |
| • pollens | • animals such as cats and dogs |
| • chemicals such as household cleaning products | • deodorants (including perfumes, after-shaves, hair spray and aerosol deodorant sprays) |
| • food chemicals/additives | • certain medications (including aspirin and anti-inflammatories) |
| • laughter or emotions, such as stress | |

Asthma management

If a student diagnosed with asthma enrolls at **Clunes Primary School**:

1. Parents/carers must provide the school with an Asthma Action Plan which has been completed by the student's medical practitioner. The plan must outline:
 - the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
 - emergency contact details
 - the contact details of the student's medical practitioner
 - the student's known triggers
 - the emergency procedures to be taken in the event of an asthma flare-up or attack.
2. Parents/carers should also provide a photo of the student to be included as part of the student's Asthma Action Plan.
3. **Clunes Primary School** will keep all Asthma Action Plans:
 - With individual student Asthma medications in the First Aid cupboard located in the school's Office
 - Student Asthma Action Plans will also be centrally kept in the Asthma Action Plans identified black folder above the First Aid Cupboard in the school's Office
4. School staff may also work with parents/carers to develop a Student Health Support Plan which will include details on:
 - how the school will provide support for the student
 - identify specific strategies
 - allocate staff to assist the student

Any Student Health Support Plan will be developed in accordance with **Clunes Primary School's** Healthcare Needs Policy.

5. If a student diagnosed with asthma is going to attend a school camp or excursion, **Clunes Primary School** parents/carers are required to provide any updated medical information.
6. If a student's asthma condition or treatment requirements change, parent/carers must notify the school and provide an updated Asthma Action Plan.
7. School staff will work with parents/carers to review Asthma Action Plans (and Student Health Support Plans) once a year.

Student asthma kit

All students diagnosed with asthma are required to have a student asthma kit at school which contains:

- their own prescribed reliever medication labelled with the student's name
- their spacer (if they use one)

Student asthma kits will be stored in the First Aid cupboard located in the school office.

Asthma emergency response plan

If a student is:

- having an asthma attack
- difficulty breathing for an unknown cause, even if they are not known to have asthma

School staff will endeavour to follow the Asthma First Aid procedures outlined in the table below. School staff may contact Triple Zero "000" at any time.

Step	Action
1.	Sit the person upright <ul style="list-style-type: none">• Be calm and reassuring• Do not leave them alone• Seek assistance from another staff member or reliable student to locate the student's reliever, the Asthma Emergency Kit and the student's Asthma Action Plan (if available).• If the student's action plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5.
2.	Give 4 separate puffs of blue or blue/grey reliever puffer: <ul style="list-style-type: none">• Shake the puffer

	<ul style="list-style-type: none"> • Use a spacer if you have one • Put 1 puff into the spacer • Take 4 breaths from the spacer <p>Remember – Shake, 1 puff, 4 breaths</p>
3.	<p>Wait 4 minutes</p> <ul style="list-style-type: none"> • If there is no improvement, give 4 more separate puffs of blue/grey reliever as above (or give 1 more dose of Bricanyl or Symbicort inhaler)
4.	<p>If there is still no improvement call Triple Zero “000” and ask for an ambulance.</p> <ul style="list-style-type: none"> • Tell the operator the student is having an asthma attack • Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives (or 1 dose of Bricanyl or Symbicort every 4 minutes – up to 3 doses of Symbicort)
5.	<p>If asthma is relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student’s emergency contact person and record the incident</p>

Staff will call Triple Zero “000” immediately if:

- the person is not breathing
- if the person’s asthma suddenly becomes worse or is not improving
- if the person is having an asthma attack and a reliever is not available
- if they are not sure if it is asthma
- if the person is known to have anaphylaxis

Training for staff

Clunes Primary School will arrange the following asthma management training for staff:

Staff	Completed by	Course	Provider	Cost	Valid for
Group 1 General Staff	School staff with a direct teaching role with students affected by asthma or other school staff directed by the Principal after conducting a risk assessment.	Asthma first aid management for education staff (non-accredited) One hour online training.	Asthma Australia	Free to all schools	3 years
Group 2 Specific Staff	Staff working with high risk children with a history of severe asthma, or with direct student wellbeing responsibility, (including PE/sport teachers, first aid staff and school staff attending camp)	<i>Course in the management of Asthma Risks and Emergencies in the Workplace</i> 22556VIC (accredited)	Any RTO that has this course in their scope of practice	Paid by Clunes Primary School	3 years

Clunes Primary School will also conduct an annual briefing for staff to ensure staff know which students have asthma and are properly aware of asthma management procedures:

- the procedures outlined in this policy
- the causes, symptoms and treatment of asthma
- identities of the students diagnosed with asthma
- how to use a puffer and spacer
- the location of:
 - the Asthma Emergency Kits
 - asthma medication which has been provided by parents for student use.

Clunes Primary School will also provide this policy to casual relief staff and volunteers who will be working with

students, and may also provide a briefing if the Principal decides it is necessary depending on the nature of the work being performed.

Asthma Emergency Kit

Clunes Primary School will provide and maintain at least two Asthma Emergency Kits. One kit will be kept on school premises in the First Aid cupboard located in the school's Office and one will be a mobile kit for activities such as:

- yard duty
- camps and excursions.

The Asthma Emergency Kit will contain:

- at least 1 blue or blue/grey reliever medication such as Airomir, Admol or Ventolin
- at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication. **Clunes Primary School** will ensure spare spacers are available as replacements. Spacers will be stored in a dust proof container.
- clear written instructions on Asthma First Aid, including:
 - how to use the medication and spacer devices
 - steps to be taken in treating an asthma attack
- A record sheet/log for recording the details of an asthma first aid incident, such as the number of puffs administered

The Business Manager/First Aid Coordinator will monitor and maintain the Asthma Emergency Kits. They will:

- ensure all contents are maintained and replaced where necessary
- regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and place them if they have expired or a low on doses
- replace spacers in the Kits after each use (spacers are single-person use only)
- dispose of any previously used spaces.

The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone's mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

- remove the metal canister from the puffer (do not wash the canister)
- wash the plastic casing
- rinse the mouthpiece through the top and bottom under running water for at least 30 seconds
- wash the mouthpiece cover
- air dry then reassemble
- test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

Management of confidential medical information

Confidential medical information provided to **Clunes Primary School** to support a student diagnosed with asthma will be:

- recorded on the student's file
- shared with all relevant staff so that they are able to properly support students diagnosed with asthma and respond appropriately if necessary.

Communication plan

This policy will be available on **Clunes Primary School's** website so that parents and other members of the school community can easily access information about **Clunes Primary School's** asthma management procedures.

Epidemic Thunderstorm Asthma

Clunes Primary School will be prepared to act on the warnings and advice from the Department of Education when the risk of epidemic thunderstorm asthma is forecast as high.

COMMUNICATION

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

- Available publicly on our school's website

- Included in staff induction processes and staff training
- Included in our staff handbook
- Discussed at annual staff briefings/OHS meetings
- Included in our enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from our school's Office upon request

FURTHER INFORMATION AND RESOURCES

- Asthma Australia: [Resources for schools](#)
- Policy and Advisory Library:
 - [Asthma](#)
 - [Treating an asthma attack](#)
- School Policies:
 - Health Care Needs
 - First Aid
 - Anaphylaxis
 - Administration of Medication

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2024
Approved by	Principal
Next scheduled review date	Before June 2025 (minimum review cycle for this policy is 1 year)

Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

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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.

Clunes Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, 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.

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POLICY

School profile

Clunes Primary School, on Dja Dja Wurrung Country, was established in 1875 and is located in the rural town of Clunes, 32 kilometres north of Ballarat, in the Hepburn Shire. We have 101 students enrolled from Years Prep – Six and 25 school staff members including valued Teaching staff, Education Support School staff, Chaplain (1 day weekly), IT Tech (1/2 day weekly), Gardener (6 hours weekly), Cleaner and School Bus Driver.

Our historic school sits proudly at the top of School Hill, on Canterbury St, and we are embedded within a supportive small rural community. Most students that attend our school live locally and tend to travel by the Public Transport Victoria (PTV) School Bus, or are delivered by car to/from school. Some walk or ride their bike to school despite steep hills. Clunes Primary School has strong connections with the local community, and enjoys embedded relationships with our local businesses and community services.

Our school is socially- economically diverse with near 50% of families meeting the equity funding threshold. The school also has strong representation from the Koorie community but is not culturally diverse. We proudly celebrate diversity and are an inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

School values, philosophy and vision

Clunes Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of We Learn, We Show Respect, We are Safe at every opportunity.

Clunes Primary School's vision is committed to providing a safe, caring, stimulating and inclusive learning environment in which all students are provided with opportunities to achieve their potential through a diverse, engaging curriculum.

Our Statement of Values is available online at: www.clunesps.vic.edu.au

Wellbeing and engagement strategies

Clunes Primary School 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:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritised positive professional relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Opinion Survey data, student management data and school level assessment data
- delivering a broad curriculum to ensure that students are engaged in subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Clunes Primary School use an Instructional Model to ensure an explicit, common and shared model of instruction ensures that evidenced-based, high impact teaching practices are incorporated into all lessons
- teachers at Clunes Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- student attendance is monitored and attendance improvement strategies are implemented at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through student leadership; Student Leadership Team and Junior School Council P-6 and other forums including class meetings. Students are also encouraged to speak with their teachers, our Education Support Staff members, our Chaplain and Principal (a staff member that they feel safe and comfortable with) whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school Focus Days, sports days and events, whole school performances, music programs eg. Choir and peer support programs eg. Buddy Program

- all students are welcome to self-refer to the Student Wellbeing Leader, our School Chaplain, Classroom or Specialist Teachers and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships (RRRR)
 - Bully Stoppers
 - Safe Schools
 - The Resilience Project
- programs, incursions and excursions are developed to address issue specific needs or behaviour (i.e. building and sustaining friendships, resilience, anger management programs, cyber bullying)
- opportunities for student inclusion (i.e. sports teams, and student-led clubs and recess and lunchtime activities)
- buddy programs, peer support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each teacher is responsible for their class. They monitor the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Marrung Action Plan for further information
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

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

- building constructive professional relationships with students at risk or students who are vulnerable due to complex individual circumstances eg. our students with diverse learning needs
- meeting with student's 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 Child First/ Orange Door

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 Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- planning for and implementing regular Student Support Group meetings for all students:
 - Koorie students
 - with a disability/ diverse learning needs
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring

Identifying students in need of support

Clunes Primary School is committed to providing necessary care to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Clunes Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

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

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.

Clunes Primary School implements School Wide Positive Behaviour Support. This pro- active strategy supports a whole school approach to creating and maintaining a safe, secure, and nurturing learning environment. Our Student Wellbeing and Engagement Policy reflects the very positive approach we have in our school towards all aspects of learning and development.

- Problem behaviours have clear consequences
- Positive Behavioural Support strategies are implemented at the school-wide, non-classroom, classroom, and individual student level
- Positive Behavioural Support strategies are designed to meet the needs of all students

The policy developed and implemented fosters:

1. A caring and supportive school environment
2. An agreed code of behaviour (conduct) centred around the school rules matrix

3. An emphasis on recognition for positive behaviour

As a learning community, we value:

- Learning
- Professionalism
- Teamwork and cooperation
- Positive Self Worth
- Respect
- Integrity
- Trust



At all times we:

- Promote personal growth, positive self worth and respect for all.
- Encourage a caring, cooperative and responsible attitude in students towards others and towards personal and community property.
- Actively seek to protect the safety and wellbeing of all members of the school community.
- Effectively implement student welfare, behaviour management and anti bullying strategies.

We believe:

1. Our school can positively influence students' behaviour and academic performance
2. We can assist each child to acquire/maintain the skills necessary to have healthy relationships, sound values, strong self esteem and effective communication which we recognise as pre-requisites for effective membership in our community.
3. Our approach to managing student behaviour is a whole school approach and must be understood by children, staff and parents who all take responsibility for its implementation.
4. Our program requires honest and open communication between all concerned.
5. A problem solving approach utilising the experience of staff members and parents will best address the management of student behaviour.

Four guiding principles will determine our practice:

- In order for us to operate effectively and meet the needs of all students, we understand and accept that **certain kinds of behaviour are expected.**
- We all believe that each person should be treated fairly and that each group – students, teachers and parents – have **rights** which will be recognised by all those involved in the school community.
- Related to these rights are certain **responsibilities** that must be recognised and accepted by all those involved in the school community
- It must be accepted that certain **consequences** will occur when these rights are infringed or these responsibilities are not accepted. These consequences will be implemented in a cohesive and consistent manner throughout the school community.

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.

Every member of our school community has the rights to participate in a safe, supportive and inclusive educational environment.

It is the expectation that all members of our school community will respect the rights and responsibilities of others. At Clunes Primary School everyone has rights and responsibilities. We all need to know what they are.

EVERYONE HAS THE RIGHT TO:

1. **FEEL SAFE AT SCHOOL**
2. **LEARN TO THE BEST OF THEIR ABILITY**
3. **BE TREATED WITH RESPECT**

All members of the school community are expected to conduct themselves in a manner that reflects these values. The conduct of the school administration, staff and students is governed by several pieces of external legislation such as the Acts involving Privacy, Occupational Health and Safety, Equal Opportunity and Discrimination.

The school environment should be a place where the whole school community can learn and grow. Everyone is entitled to learn in a positive environment.

RIGHTS	RESPONSIBILITIES
STUDENTS	
<p>To be treated with respect and valued.</p> <p>To have other students not interfere with them, their learning, their games, their safety and their possessions</p> <p>To be cared for by their teachers</p> <p>To be taught effectively</p> <p>To feel safe, happy and secure at school</p>	<p>To be responsible for their work and actions</p> <p>To follow the agreed school code of behaviour</p> <p>To care about our school and its equipment</p> <p>To care for each other and for the teachers and other school staff</p> <p>To give of their best in all situations</p>
TEACHERS AND SUPPORT STAFF	
<p>To be treated with respect and valued.</p> <p>To have the right to teach</p> <p>To feel happy and secure at school</p> <p>To have manageable class sizes and adequate resources to enable effective teaching</p> <p>To have full encouragement and support from Administration, parents and the school community</p>	<p>To promote maximum learning in all situations</p> <p>To provide stimulating learning environments</p> <p>To provide good role models for our students in behaviour, appearance and conduct</p> <p>To manage classes effectively and justly</p> <p>To care for the children of the school</p> <p>To carry out the required staff actions in the school policies and procedures</p>
PARENTS	
<p>To be treated with respect and valued.</p> <p>To be respected by school staff as an important influence in a child's development</p> <p>The opportunity to have input into school policy and procedures</p> <p>To feel welcome and have access to school personnel at a mutually arranged time</p> <p>To know their children are safe</p>	<p>To encourage students to develop a positive attitude towards school, learning and relationships</p> <p>To nurture good behaviour habits in children</p> <p>To encourage children to accept and abide by the school rules</p> <p>To provide good role models for our students in behaviour, appearance and conduct</p>

Student behavioural expectations and management

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

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

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate

- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Principal
- restorative practices
- detentions
- behaviour reviews
- internal suspension
- 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.

The Principal of Clunes Primary School 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.

Implementation

Our School Rules Matrix and Student Engagement and Wellbeing Policy will be distributed to all members of the school community.

Students will be encouraged to discuss behaviour and bullying issues in class meetings, gender meetings, House meetings, Junior School Council and student leadership meetings.

Safety issues and socially acceptable behaviour will be promoted in special programs such as Respectful Relationships, curriculum initiatives such as The Resilience Project, "You Can Do It", eSmart lessons, weekly assemblies and class discussions.

Parents will be kept informed by staff on behaviour management and wellbeing issues affecting their child and where necessary follow up action to take place.

Discussions will be held by staff at intervals throughout the year in order to monitor the success of the policy and programs and ensure consistency of implementation.

Consultation will take place between students, parents and teachers in evaluating and reviewing the policy.

The Principal and a Student Wellbeing Coordinator will assist students, staff and parents with any wellbeing issues that may arise.

Support teams will be established for students with identified needs to provide advice, assistance and goals as deemed necessary.

At the beginning of every year teachers will develop a classroom management plan, in consultation with students, incorporating school rules matrix, school values, management strategies and will include positive and negative consequences.

REWARDS FOR APPROPRIATE BEHAVIOUR:

- Verbal recognition through praise and encouragement.
- Written recognition in notes to students and sent home to parents.
- Stickers/tickets.
- Classroom negotiated reward system.
- Presentations at school assemblies such as Student of the Week Awards and Principal Awards to recognise student's efforts and achievements and certificates to acknowledge student participation in special events.
- Student work displayed within the school and wider school community.

- Student work published in the school newsletter/community newsletter.
- Participation in whole school Focus Days.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR:

- Discussion with child followed by a warning (make a choice).
- Completion of a Thinking Time Journal with support from the teacher in order to reflect on the action and restore positive learning behaviour/ outcome
- Completion of a white coloured Behaviour Form by student for breaches of rules.
 - When a student receives a Behaviour Form, class teacher to inform parents through written note in diary or verbal communication.
 - 3 Behaviour Forms in a term, class teacher to contact parents to discuss alternate support strategies to assist student management and student to complete an internal suspension.
- For serious incidents parents contacted immediately and appropriate action taken as deemed necessary.
- Individually negotiated Behaviour Agreements/Contracts.
- Time out from given activity.
- Withdrawal of privileges and participation in special events.
- Verbal or written apology.
- Referral to Principal/Student Wellbeing Coordinator to support both staff and students.
- Mediation between students where deemed necessary.
- Conference with parents.
- Community Conferencing where deemed necessary.
- Internal Suspension. Parents to be contacted and reasons given.
- Referral to a Wellbeing Consultant or Guidance Officer to support both staff and students.
- Suspension or expulsion for serious breaches of school rules in accordance with DE Guidelines

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.

Engaging with families

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

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

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

Evaluation

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

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

- Student Attitudes to School survey data
- The Resilience Project- student opinion data
- Incidents data
- School reports

- Parent Opinion survey
- case management
- Sentral & CASES21 data, including attendance and absence data
- SOCS referral data

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

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in enrolment packs
- Included in the semester based Junior school/ Senior school Information Newsletter to Parents/Carers (Matrix)
- Included as annual reference in school Newsletter
- Made available in hard copy from the school's Office upon request

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

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education 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	9 th April 2024
Consultation (mandatory)	School Council- 17 th April 2024 Parent Group- Student Leadership Team- Junior School Council- Year 4, 5 & 6 student forums-

Approved by	Principal
Next scheduled review date	Before June 2026 (2-year review cycle)

Digital Learning Policy

Internet, social media and digital devices



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.ps@education.vic.gov.au.

PURPOSE

To ensure that all students and members of our school community understand:

- (e) our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development at school
- (f) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers, laptops, tablets, iPads)
- (g) 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
- (h) our school's policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet
- (i) the various Department policies on digital learning, including social media, that our school follows and implements when using digital technology
- (j) our school prioritises the safety of students whilst they are using digital technologies

SCOPE

This policy applies to all students and staff at Clunes Primary School.

Staff use of technology is also governed by the following Department policies:

- [Acceptable Use Policy for ICT Resources](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Digital Learning in Schools](#) and
- [Social Media Use to Support Student Learning](#).

Staff, volunteers and school councillors also need to adhere to codes of conduct relevant to their respective roles. These codes include:

- Clunes Primary School's Child Safety Code of Conduct
- [The Victorian Teaching Profession Code of Conduct](#) (teaching staff)
- [Code of Conduct for Victorian Sector Employees](#) (staff)
- [Code of Conduct for Directors of Victorian Public Entities](#) (school councillors)

DEFINITIONS

For the purpose of this policy, "digital technologies" are defined as digital devices, tools, applications and systems that students and teachers use for learning and teaching; this includes Department-provided software and locally sourced devices, tools and systems.

POLICY

Vision for digital learning at our school

The use of digital technologies is a mandated component of the Victorian Curriculum F-10.

Safe and appropriate use of digital technologies, including the internet, apps, computers, tablets and iPads, can 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 learning that is interactive, collaborative, personalised, engaging and transformative. 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.

Clunes Primary School 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 inter-connected 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.

Safe and appropriate use of digital technologies

Digital technologies, if not used appropriately, may present risks to users' safety or wellbeing. At Clunes Primary School, we are committed to educating all students to use digital technologies safely, equipping students with the skills and knowledge to navigate the digital world.

At our school, we:

- use online sites and digital tools that support students' learning, and focus our use of digital technologies on being learning-centred
- use digital technologies in the classroom for specific purposes with targeted educational or developmental aims
- supervise and support students using digital technologies for their schoolwork
- 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 safe, responsible and discerning users of digital technologies
- educate our students about digital issues such as privacy, intellectual property and copyright, and the importance of maintaining their own privacy and security online
- actively educate and remind students of our *Student Engagement and Wellbeing Policy* that outlines our School's Values and expected student behaviour, including online behaviours
- 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 at school 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 the safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter, information sheets, our website and information sessions.

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 the

classroom teacher 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.

Information on supervision arrangements for students engaging in digital learning activities is available in our Yard Duty and Supervision Policy.

Social media use

Our school follows the Department's policy on [Social Media Use to Support Learning](#) to ensure social media is used safely and appropriately in student learning and to ensure appropriate parent notification occurs or, where required, consent is sought. Where the student activity is visible to the public, it requires consent.

In accordance with the Department's policy on social media, staff will not 'friend' or 'follow' a student on a personal social media account or accept a 'friend' request from a student using a personal social media account unless it is objectively appropriate, for example where the student is also a family member of the staff.

If a staff member of our school becomes aware that a student at the school is 'following' them on a personal social media account, Department policy requires the staff member to ask the student to 'unfollow' them, and to notify the school and/or parent or carer if the student does not do so.

Student behavioural expectations

When using digital technologies, students are expected to behave in a way that is consistent with Clunes Primary School's *Statement of Values*, *Student Wellbeing and Engagement* policy, and *Bullying Prevention* policy.

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), Clunes Primary School will institute a staged response, consistent with our student engagement and behaviour policies.

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.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction and child safety training processes
- Discussed at staff briefings/meetings as required
- Included in our staff handbook
- Discussed at parent information nights/sessions
- Included in enrolment packs
- Included as annual reference in school newsletter

- Discussed at student forums/through communication tools
- Made available in hard copy from school Office upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Personal Devices - Access](#)
- [Digital Learning in Schools](#)
- [Social Media Use to Support Student Learning](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	9 th April 2024
Consultation (Mandatory-safety and wellbeing aspects of this policy)	School Council- 17 th April 2024 Parent Group- Student forum/s – Staff-
Approved by	Principal
Next scheduled review date	Before June 2026 (2-year review cycle)

Camps and Excursions Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.ps@education.vic.gov.au.

PURPOSE

To explain to our school community the processes and procedures Clunes Primary School will use when planning and conducting camps, excursions and adventure activities for students.

SCOPE

This policy applies to all camps and excursions organised by Clunes Primary School. This policy also applies to adventure activities organised by Clunes Primary School, regardless of whether or not they take place on or off school grounds.

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. Clunes Primary School will follow both this policy, as well as the Department's policy and guidelines when planning for and conducting camps and excursions.

This policy does not apply to student workplace learning or intercampus travel.

DEFINITIONS

Excursions:

For the purpose of this policy, excursions are activities organised by the school where the students:

- are taken out of the school grounds (for example, a camp, day excursion, school sports);
- undertake adventure activities, regardless of whether or not they occur outside the school grounds;

Camps are excursions involving at least one night's accommodation (including school sleep-overs).

Local excursions are excursions to locations within walking distance of the school and do not involve 'Adventure Activities'.

Adventure activities are activities that involve a greater than normal risk. Further information and examples of adventure activities are available on the Department's Policy and Advisory Library: [Adventure Activities](#).

POLICY

Camps and excursions can provide a valuable educational experience for our students which are complementary to their learning and wellbeing, as they provide access to resources, environments and expertise that may not be available in the classroom.

For all camps and excursions, including adventure activities, our school will follow the Department's Policy and Advisory Library: [Excursions](#).

Planning process for camps and excursions

All camps and excursions will comply with Department planning requirements.

Part of this planning process includes conducting risk assessments, to ensure that reasonable steps are taken to minimise the risks associated with each proposed camp or excursion. Clunes Primary School's risk assessment will include consideration of arrangements for supervision of students and consideration of the risk of bushfire or other natural disaster activity in the excursion location. In the event the Bureau of Meteorology forecasts a Catastrophic fire danger rating (FDR) day, excursions or camp activities in affected locations will be cancelled or rescheduled. Planning will also cover arrangements for cancelling, recalling or altering the camp or excursion for any other reason.

Clunes Primary School is committed to ensuring students with additional needs are provided with an inclusive camps and excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in camp and excursion activities.

Clunes Primary School is committed to ensuring students with additional needs are provided with an inclusive camps and excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in camp and excursion activities.

In cases where a camp or excursion involves a particular class or year level group, the Organising Teacher will ensure that there is an alternative educational program available and appropriate supervision for those students not attending the camp or excursion.

Supervision

Clunes Primary School follows the Department's guidelines in relation to supervision of students during excursions and camps.

All excursion staff (including parent volunteers) will be familiar with supervision requirements and the specific procedures for dealing with emergencies on each camp and excursion.

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.

Parent volunteers

Parents may be invited to assist with camps and excursions. School staff will notify parents/carers of any costs associated with attending. School staff are in charge of camps and excursions and parent/carer volunteers are expected to follow teachers' instructions. When deciding which parents/carers will attend, the Organising Teacher will take into account: skills the parents/carers have to offer (e.g. bus licence, first aid etc.) and the special needs of particular students.

Volunteer and external provider checks

Clunes Primary School requires all parent or carer camp or excursion volunteers and all external providers working directly with our students to have a current Working with Children Check card.

Parent/carer consent

For all camps and excursions, other than local excursions, Clunes Primary School will provide parents/carers with a specific consent form outlining the details of the proposed activity. Clunes Primary School uses Sentral and/ or Cases 21 to inform parents about camps and excursions and to seek their consent **OR** inform parents about school camps and excursions by placing a note in student bags and asking parents/carers to return the part of the note that asks for parents/carers signature confirming they consent to their child's participation. Parents/carers are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

For local excursions, Clunes Primary School will provide parents and carers with an annual Local Excursions consent form at the start of each school year or upon enrolment if students enrol during the school year. Clunes Primary School will also provide advance notice to parents/carers of an upcoming local excursion through Sentral/a note home in the student's bag. For local excursions that occur on a recurring basis (for example weekly outings to the local oval for sports lessons), Clunes Primary School will notify parents once only prior to the commencement of the recurring event.

Parent Payments for camps and excursions

Most camps and excursions provided by Clunes Primary School 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.

Consent forms will have clearly stated payment amounts and finalisations dates, and families will be given sufficient time to make payments.

Students who have not finalised payment by the required date for camps and excursions provided on a user pays basis will not be able to attend unless the Principal determines exceptional circumstances apply.

Where a camp or excursion is provided as part of the standard curriculum requirements, parents may be invited to make a voluntary contribution but all students will be able to attend regardless of whether their parents contribute.

Financial Help for Families

Clunes Primary School 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 our Principal. Our Business Manager 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](#).

Refunds

If a camp or excursion is cancelled or altered by the school, or a student is no longer able to attend part or all of the camp or excursion, our school will consider requests for partial or full refunds of payments made by parents/carers on a case-by-case basis, taking into account the individual circumstances. Generally, we will not be able to refund payments made for costs that have already been paid where those funds have already been transferred or committed to a third party and no refund is available to the school. Where possible, we will provide information about refunds to parents/carers at the time of payment.

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.

Behaviour expectations

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, 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.

Disciplinary measures apply to students on camps and excursions consistent with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*.

Electronic Devices

Students will not be permitted to bring electronic devices to camps or excursions except with prior approval from the Principal. The Principal will only approve students bringing electronic devices to a camp or excursion in exceptional circumstances and when it is in the best interests of the student, and may place conditions on its location and use during the camp or excursion.

Food

Students are not permitted to bring their own supply of food items to camps and excursions unless the item is medically indicated and discussed with the Organising Teacher, or included as an item on the clothing and equipment list for that camp or excursion.

Accident and Ambulance Cover

Any costs associated with student injury rest with parents/carers unless the Department is liable in negligence (liability is not automatic).

Unless otherwise indicated, Clunes Primary School 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.

COMMUNICATION

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

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in our staff handbook
- Discussed at staff briefings/OHS/ PLC meetings as required
- Discussed at School Council meetings as required before all Camps and Excursions
- Included in enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school's Office upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Excursions](#)
- [Camps, Sports and Excursions Fund](#)

The following school policies are also relevant to this Camps and Excursions Policy:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy

- Duty of Care Policy
- Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	9 th April 2024
Consultation (not mandatory)	School Council- 17 th April 2024 Staff- Year 5 & 6 students- pre Camp Wyuna- Year 3 & 4 students- pre Log Cabin Camp- Energy Breakthrough student team members- pre EB-
Approved by	Principal
Next scheduled review date	Before June 2027 (recommended minimum review cycle for this policy is 3 to 4 years)

Duty of Care Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.ps@education.vic.gov.au.

PURPOSE

The purpose of this policy is to explain to our school community the non-delegable duty of care obligations that all staff at Clunes Primary School owe to our students and members of the school community who visit and use the school premises.

POLICY

“Duty of care” is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

Our school has developed policies and procedures to manage common risks in the school environment, including:

- Anaphylaxis
- Bullying Prevention
- Camps and Excursions (including local excursions)
- Child Safe Standards
- Child Safety Responding and Reporting Obligations (including Mandatory Reporting)
- Complaints
- Critical Incident Planning
- Digital Learning (Internet, Social Media and Digital Devices) — previously called Digital Technologies
- Emergency Management
- First Aid (includes arrangements for ill students)
- Health Care Needs
- Medication
- Occupational Health and Safety
- Student Wellbeing and Engagement
- Visitors
- Volunteers
- Yard Duty and Supervision

Our school acknowledges we are required to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

Staff at our school understand that school activities involve different levels of risk and that particular care may need to be taken to support younger students or students with additional needs. Our school also understands that it is responsible for ensuring that the school premises are kept in good repair and will take reasonable steps to reduce the risk of members of our community suffering injury or damage because of the state of the premises.

School staff, parents, carers and students are encouraged to speak to the Principal to raise any concerns about risks

or hazards at our school, or our duty of care obligations.

External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our *Visitors Policy* and *Camps and Excursions Policy* include information on the safety and care of our students when engaged with external providers.

COMMUNICATION

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

- Provided to staff at induction and included in staff handbook
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- Included in enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school Office upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following Department policies on the Policy and Advisory Library (PAL):

- [Duty of Care](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	15 th April 2024
Approved by	Principal
Next scheduled review date	Before June 2028 (4-year review cycle)

First Aid Policy

includes arrangements for ill students



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.ps@education.vic.gov.au.

PURPOSE

To ensure the school community understands our school's approach to first aid for students.

SCOPE

First aid for anaphylaxis is provided for in our school's *Anaphylaxis Policy* and asthma in our *Asthma Policy*.

POLICY

This policy should be read with 's *First Aid, Administration of Medication, Anaphylaxis*.

From time-to-time staff might need to administer first aid to students at school or school activities.

Parents/carers should be aware that the goal of first aid is not to diagnose or treat a condition.

Staffing

The Principal will ensure that has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community.

Our school's trained first aid officers are listed in our Emergency Management Plan (EMP). Our EMP includes the expiry dates of the training.

This list is reviewed on an annual basis as part of the annual review of our Emergency Management Plan and also as part of our annual OHS review requirements.

First aid kits

will maintain:

- A major first aid kit which will be stored in the Sick Bay/ First Aid Room.
- Two portable first aid kits which may be used for excursions, camps, or yard duty. The portable first aid kits will be stored:
 - Sick Bay/ First Aid Room.

Our OHS Management Representative/ HSR (supported by our identified ESS staff member) will be responsible for maintaining all first aid kits, ensuring they are managed in accordance with the Department's policy and guidance on first aid kits – refer to [First aid kits](#).

Care for ill students

Students who are unwell should not attend school.

If a student becomes unwell during the school day, they may be directed to the Sick Bay (via the Office) and be monitored by staff. Depending on the nature of their symptoms, staff may contact parents/carers or an emergency contact person to ask them to collect the student.

First aid room/Sick Bay area

Our school follows the Department's policy and guidance in relation to our First Aid room/Sick Bay area to ensure it is safe, hygienic and appropriately equipped: [First aid rooms and sick bays](#).

First aid management

If there is a situation or incident which occurs at school or a school activity which requires first aid to be administered to a student:

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero "000" for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, will notify parents/carers by sending a notification & slip home to parents/carers via Sentral or Injury Notification form, and phone call for a head injury.
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practical.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- Whenever first aid treatment has been administered to a student the school will:
 - record the incident on Sentral or an Injury Notification form
 - If the first aid treatment is provided following a [recorded incident](#) where the student attended a medical service or hospital, the details are recorded through the eduSafe Plus *Incident* form. For all other presentations, the eduSafe Plus *Sick Bay* form is used.
 - If first aid was administered in a medical emergency, follow the Department's [Reporting and Managing School Incidents Policy](#), including reporting the incident to the Department's Incident Support and Operations Centre on 1800 126 126 where required to under that policy.

In accordance with guidance from the Department of Education, analgesics, including paracetamol and aspirin, will not be stored at school or provided as a standard first aid treatments. This is because they can mask signs of serious illness or injury.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in staff handbook
- Discussed at staff briefings/ OHS meetings as required
- Included in enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school Office upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Anaphylaxis](#)
- [Asthma](#)

- [Blood Spills and Open Wounds Management](#)
- [OHS Management System \(OHSMS\) Employee Health, Safety and Wellbeing](#)
- [Health Care Needs](#)
- [Infectious Diseases](#)
- [Medication](#)
- [Syringe Disposals and Injuries](#)

The following school policies are also relevant to this First Aid Policy:

- Administration of Medication Policy
- Anaphylaxis Policy
- Asthma Policy
- Duty of Care Policy
- Health Care Needs Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	15 th April 2024
Approved by	Principal
Next scheduled review date	Before June 2028 (4-year review cycle)

Anaphylaxis Policy

HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.ps@education.vic.gov.au.

PURPOSE



To explain to Clunes Primary School parents, carers, staff and students the processes and procedures in place to support students diagnosed as being at risk of suffering from anaphylaxis. This policy also ensures that Clunes Primary School is compliant with Ministerial Order 706 and the Department's guidelines for anaphylaxis management.

SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with anaphylaxis, or who may require emergency treatment for an anaphylactic reaction, and their parents and carers.

POLICY

School Statement

Clunes Primary School will fully comply with Ministerial Order 706 and the associated guidelines published by the Department of Education.

Anaphylaxis

Anaphylaxis is a severe allergic reaction that occurs after exposure to an allergen. The most common allergens for school-aged children are nuts, eggs, cow's milk, fish, shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

Symptoms

Signs and symptoms of a mild to moderate allergic reaction can include:

- swelling of the lips, face and eyes
- hives or welts
- tingling in the mouth.

Signs and symptoms of anaphylaxis, a severe allergic reaction, can include:

- difficult/noisy breathing
- swelling of tongue
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- student appears pale or floppy
- abdominal pain and/or vomiting.

Symptoms usually develop within ten minutes and up to two hours after exposure to an allergen, but can appear within a few minutes.

Treatment

Adrenaline given as an injection into the muscle of the outer mid-thigh is the first aid treatment for anaphylaxis.

Individuals diagnosed as being at risk of anaphylaxis are prescribed an adrenaline autoinjector for use in an emergency. These adrenaline autoinjectors are designed so that anyone can use them in an emergency.

Individual Anaphylaxis Management Plans

All students at Clunes Primary School who are diagnosed by a medical practitioner as being at risk of suffering from an anaphylactic reaction must have an Individual Anaphylaxis Management Plan. When notified of an anaphylaxis diagnosis, the Principal of Clunes Primary School is responsible for developing a plan in consultation with the student's parents/carers.

Where necessary, an Individual Anaphylaxis Management Plan will be in place as soon as practicable after a student enrolls at Clunes Primary School and where possible, before the student's first day.

Parents and carers must:

- obtain an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the school as soon as practicable
- immediately inform the school in writing if there is a relevant change in the student's medical condition and obtain an updated ASCIA Action Plan for Anaphylaxis
- provide an up-to-date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the school and each time it is reviewed
- provide the school with a current adrenaline autoinjector for the student that has not expired;
- participate in annual reviews of the student's Plan.

Each student's Individual Anaphylaxis Management Plan must include:

- information about the student's medical condition that relates to allergies and the potential for anaphylactic reaction, including the type of allergies the student has
- information about the signs or symptoms the student might exhibit in the event of an allergic reaction based on a written diagnosis from a medical practitioner
- strategies to minimise the risk of exposure to known allergens while the student is under the care or supervision of school staff, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the school
- the name of the person(s) responsible for implementing the risk minimisation strategies, which have been identified in the Plan
- information about where the student's medication will be stored
- the student's emergency contact details
- an up-to-date ASCIA Action Plan for Anaphylaxis completed by the student's medical practitioner.

Review and updates to Individual Anaphylaxis Management Plans

A student's Individual Anaphylaxis Management Plan will be reviewed and updated on an annual basis in consultation with the student's parents/carers. The plan will also be reviewed and, where necessary, updated in the following circumstances:

- as soon as practicable after the student has an anaphylactic reaction at school
- if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes
- when the student is participating in an off-site activity, including camps and excursions, or at special events including fetes and concerts.

Our school may also consider updating a student's Individual Anaphylaxis Management Plan if there is an identified and significant increase in the student's potential risk of exposure to allergens at school.

Location of plans and adrenaline autoinjectors

A copy of each student's Individual Anaphylaxis Management Plan will be stored with their ASCIA Action Plan for Anaphylaxis at the Office- in the Identified Black Folder just inside the Office door, and together with the student's adrenaline autoinjector in the adjacent cupboard (under the sink). Adrenaline autoinjectors must be labelled with the student's name.

Medication for those students that do not use an adrenaline autoinjector will be stored and labelled with their name in the same location at the Office. Adrenaline autoinjectors for general use are available in the same location at the Office and are labelled "general use".

Risk Minimisation Strategies

To reduce the risk of a student suffering from an anaphylactic reaction at Clunes Primary School, we have put in place the following strategies:

- staff and students are regularly reminded to wash their hands after eating;
- students are discouraged from sharing food
- garbage bins at school are to remain covered with lids to reduce the risk of attracting insects
- gloves must be worn when picking up papers or rubbish in the playground;
- school Breakfast Club staff are trained in appropriate food handling to reduce the risk of cross-contamination
- classes and year groups will be informed of allergens that must be avoided in advance of class parties, events or birthdays
- general use Adrenaline autoinjectors will be stored at the Office.

Planning for off-site activities will include risk minimisation strategies for students at risk of anaphylaxis including supervision requirements, appropriate number of trained staff, emergency response procedures and other risk controls appropriate to the activity and students attending.

Adrenaline autoinjectors for general use

Clunes Primary School will maintain a supply of adrenaline autoinjector(s) for general use, as a back-up to those provided by parents and carers for specific students, and also for students who may suffer from a first-time reaction at school.

Adrenaline autoinjectors for general use will be stored at the Office and labelled "general use".

The Principal is responsible for arranging the purchase of adrenaline autoinjectors for general use, and will consider:

- the number of students enrolled at Clunes Primary School at risk of anaphylaxis
- the accessibility of adrenaline autoinjectors supplied by parents
- the availability of a sufficient supply of autoinjectors for general use in different locations at the school, as well as at camps, excursions and events
- the limited life span of adrenaline autoinjectors, and the need for general use adrenaline autoinjectors to be replaced when used or prior to expiry
- the weight of the students at risk of anaphylaxis to determine the correct dosage of adrenaline autoinjector/s to purchase.

Emergency Response

In the event of an anaphylactic reaction, the emergency response procedures in this policy must be followed, together with the school's general first aid procedures, emergency response procedures and the student's Individual Anaphylaxis Management Plan.

A complete and up-to-date list of students identified as being at risk of anaphylaxis is maintained by our Anaphylaxis Staff Leaders (2) and OHS Management Representative, and stored in the Office. For camps, excursions and special events, a designated staff member will be responsible for maintaining a list of students at risk of anaphylaxis attending the special event, together with their Individual Anaphylaxis Management Plans and adrenaline autoinjectors, where appropriate.

If a student experiences an anaphylactic reaction at school or during a school activity, school staff must:

Step	Action
6.	<ul style="list-style-type: none"> • Lay the person flat • Do not allow them to stand or walk • If breathing is difficult, allow them to sit • Be calm and reassuring • Do not leave them alone • Seek assistance from another staff member or reliable student to locate the student's adrenaline autoinjector or the school's general use autoinjector, and the student's Individual Anaphylaxis Management Plan, stored in the Office. • If the student's plan is not immediately available, or they appear to be experiencing a first time reaction, follow steps 2 to 5
7.	<p>Administer an Adrenaline autoinjector or Adrenaline autoinjector Jr</p> <ul style="list-style-type: none"> • Remove from plastic container • Form a fist around the Adrenaline autoinjector and pull off the blue safety release (cap) • Place orange end against the student's outer mid-thigh (with or without clothing) • Push down hard until a click is heard or felt and hold in place for 3 seconds • Remove Adrenaline autoinjector • Note the time the Adrenaline autoinjector is administered • Retain the used Adrenaline autoinjector to be handed to ambulance paramedics along with the time of administration <p>OR</p> <p>Administer an Anapen® 500, Anapen® 300, or Anapen® Jr.</p> <ul style="list-style-type: none"> • Pull off the black needle shield • Pull off grey safety cap (from the red button) • Place needle end firmly against the student's outer mid-thigh at 90 degrees (with or without clothing) • Press red button so it clicks and hold for 3 seconds • Remove Anapen® • Note the time the Anapen is administered • Retain the used Anapen to be handed to ambulance paramedics along with the time of administration
8.	Call an ambulance (000)
9.	If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline autoinjectors are available.
10	Contact the student's emergency contacts.

If a student appears to be having a severe allergic reaction, but has not been previously diagnosed with an allergy or being at risk of anaphylaxis, school staff should follow steps 2 – 5 as above.

Schools can use either the EpiPen® and Anapen® on any student suspected to be experiencing an anaphylactic reaction, regardless of the device prescribed in their ASCIA Action Plan.

Where possible, schools should consider using the correct dose of adrenaline autoinjector depending on the weight of the student. However, in an emergency if there is no other option available, any device should be administered to the student.

Staff training

The Principal will ensure that the following school staff are appropriately trained in anaphylaxis management:

- School staff who conduct classes attended by students who are at risk of anaphylaxis
- School staff who conduct specialist classes, conduct Yard Duty, Office administration staff, first aiders and any other member of school staff as required by the Principal based on a risk assessment.

Staff who are required to undertake training must have completed:

- an approved face-to-face anaphylaxis management training course in the last three years, or
- an approved online anaphylaxis management training course in the last two years.

Clunes Primary School uses the following training course: Online training — *ASCIA Anaphylaxis e-training for Victorian Schools* with Anaphylaxis Supervisors completing *Course in Verifying the Correct Use of Adrenaline Injector Devices 22579VIC*.

Staff are also required to attend a briefing on anaphylaxis management and this policy at least twice per year (with the first briefing to be held at the beginning of the school year), facilitated by our School Anaphylaxis Supervisor/s who has/ have successfully completed an anaphylaxis management course within the last 2 years. Each briefing will address:

- this policy
- the causes, symptoms and treatment of anaphylaxis
- the identities of students with a medical condition that relates to allergies and the potential for anaphylactic reaction, and where their medication is located
- how to use an adrenaline autoinjector, including hands on practice with a trainer adrenaline autoinjector
- the school's general first aid and emergency response procedures
- the location of, and access to, adrenaline autoinjectors that have been provided by parents or purchased by the school for general use.

When a new student enrolls at Clunes Primary School who is at risk of anaphylaxis, the Principal will develop an interim plan in consultation with the student's parents and ensure that appropriate staff are trained and briefed as soon as possible.

A record of staff training courses and briefings will be maintained in the OHS Training Folder, stored in the Staff Room.

The Principal will ensure that while students at risk of anaphylaxis are under the care or supervision of the school outside of normal class activities, including in the school yard, at camps and excursions, or at special event days, there is a sufficient number of school staff present who have been trained in anaphylaxis management.

COMMUNICATION

This policy will be available on Clunes Primary School's website so that parents and other members of the school community can easily access information about Clunes Primary School's anaphylaxis management procedures. The parents and carers of students who are enrolled at Clunes Primary School and are identified as being at risk of anaphylaxis will also be provided with a copy of this policy.

The Principal is responsible for ensuring that all relevant staff, including casual relief staff, Breakfast Club staff and volunteers are aware of this policy and Clunes Primary School's procedures for anaphylaxis management. Casual relief staff and volunteers who are responsible for the care and/or supervision of students who are identified as being at risk of anaphylaxis will also receive a verbal briefing on this policy, their role in responding to an anaphylactic reaction and where required, the identity of students at risk.

The Principal is also responsible for ensuring relevant staff are trained and briefed in anaphylaxis management,

consistent with the Department's [Anaphylaxis Guidelines](#).

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the [Anaphylaxis](#) policy on the Department's Policy and Advisory Library (PAL) and the following resources:

- [Allergy & Anaphylaxis Australia](#)
- ASCIA Guidelines: [Schooling and childcare](#)
- Royal Children's Hospital: [Allergy and immunology](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	15 th April 2024
Approved by	Principal
Next scheduled review date	Before June 2025 (month, year – noting 1 year review cycle)

The Principal will complete the Department's Annual Risk Management Checklist for anaphylaxis management to assist with the evaluation and review of this policy and the support provided to students at risk of anaphylaxis.

Attendance Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.ps@education.vic.gov.au.

PURPOSE

The purpose of this policy is to

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Clunes Primary School has in place to
 - support, monitor and maintain student attendance
 - record, monitor and follow up student absences.

SCOPE

This policy applies to all students at Clunes Primary School.

This policy should be read in conjunction with the Department of Education's School Attendance Guidelines. It does not replace or change the obligations of Clunes Primary School, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

DEFINITION

Parent – includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the [Family Law Act 1975](#) (Cth) and any person with whom a child normally or regularly resides.

POLICY

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Clunes Primary School during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment in Clunes Primary School, or
- the student is registered for home schooling and has only a partial enrolment in Clunes Primary School for particular activities.

Both schools and parents have an important role to play in supporting students to attend school every day.

Clunes Primary School believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.

Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents to improve their attendance through a range of interventions and supports.

Students are committed to attending school every day, arriving on time and are prepared to learn. Our students are encouraged approach a teacher and seek assistance if there are any issues that are affecting their attendance.

Clunes Primary School parents are committed to ensuring their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.

Parents will communicate with the relevant staff at Clunes Primary School about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

Supporting and promoting attendance

Clunes Primary School's Student Wellbeing and Engagement Policy supports student attendance.

Our school also promotes student attendance by: acknowledging and celebrating "full house" attendance daily, and providing a range of attendance focused curricular and extra- curricular programs and clubs e.g. Choir, Breakfast Club, student led Clubs, Energy Breakthrough designed to support Learning and Wellbeing and attendance.

Recording attendance

Clunes Primary School must record student attendance twice per day. This is necessary to:

- meet legislative requirements
- discharge Clunes Primary School's duty of care for all students

Attendance will be recorded by the classroom teacher at the start of the school day and after lunch using Sentral linked to CASES21.

If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

Recording absences

For absences where there is no exemption in place, a parent must provide an explanation on each occasion to the school.

Parents should notify Clunes Primary School of absences by:

- Contacting the Office via Sentral, via phone call, email, or in person if it is an unplanned or planned absence.

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, Clunes Primary School will notify parents by SMS/push notification/ email message notification. Clunes Primary School will attempt to contact parents as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond.

If contact cannot be made with the parent eg. due to incorrect contact details, the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence.

Clunes Primary School will keep a record of the reason given for each absence. The Principal will determine if the explanation provided is a **reasonable excuse** for the purposes of the parent meeting their responsibilities under the [Education Training Reform Act 2006](#) (Vic) and the [School Attendance Guidelines](#).

If Clunes Primary School considers that the parent has provided a reasonable excuse for their child's absence the absence will be marked as '**excused absence**'.

If the school determines that no reasonable excuse has been provided, the absence will be marked as '**unexcused absence**'.

The Principal has the discretion to accept a reason given by a parent for a student's absence. The Principal will generally excuse:

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- school refusal, if a plan is in place with the parent to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance

- family holidays where the parent notifies the school in advance

If no explanation is provided by the parent within 10 school days of an absence, it will be recorded as an 'unexplained absence' and recorded on the student's file.

Parents will be notified if an absence has not been excused.

Managing non-attendance and supporting student engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Clunes Primary School will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant student wellbeing staff including the Principal and/ or Chaplain.

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required,

Referral to School Attendance Officer

If Clunes Primary School decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the South Western Victoria Region for further action.

If, from multiple attempts to contact with a parent, it becomes apparent that a student will not be returning to the school, the Principal may make a referral to a School Attendance Officer if:

- the student has been absent from school on at least five full days in the previous 12 months where:
 - the parent has not provided a reasonable excuse for these absences; and
 - measures to improve the student's attendance have been undertaken and have been unsuccessful
- the student's whereabouts are unknown and:
 - the student has been absent for 10 consecutive school days; or
 - no alternative education destination can be found for the student.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in our staff handbook
- Discussed at annual staff briefings/meetings
- Included in enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school Office upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Attendance](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	15 th April 2024
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Consultation (not mandatory but recommended for school council)	School Council – 17 th April 2024
Approved by	Principal
Next scheduled review date	Before June 2028 (noting a 4-year review cycle)

Health Care Needs Policy

HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.ps@education.vic.gov.au.

PURPOSE



To ensure that Clunes Primary School provides appropriate support to students with health care needs, and explain to parents, carers, staff and students the processes and procedures in place to support students with health care needs at school.

SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with a health care need that may require support, monitoring or medication at school.

POLICY

This policy should be read with Clunes Primary School's *First Aid, Administration of Medication, Anaphylaxis* and *Asthma* policies.

Student health support planning

In order to provide appropriate support to students at Clunes Primary School who may need medical care or assistance, a Student Health Support Plan will be prepared by the Principal and classroom teacher/s in consultation with the student, their parents, carers and treating medical practitioners.

Student Health Support plans help our school to assist students with:

- routine health care support needs, such as supervision or provision of medication
- personal care support needs, such as assistance with personal hygiene, continence care, eating and drinking, transfers and positioning, and use of health-related equipment
- emergency care needs, such as predictable emergency first aid associated with asthma, seizure or diabetes management.

Students with complex medical care needs, for example, tracheostomy care, seizure management or tube feeding, must have a Student Health Support Plan which provides for appropriate staff to undertake specific training to meet the student's particular needs.

At enrolment or when a health care need is identified, parents/carers should provide accurate information about the student's condition or health care needs, ideally documented by the student's treating medical/health care practitioner on a Medical Advice Form (or relevant equivalent). Template health planning forms are available here: <https://www2.education.vic.gov.au/pal/health-care-needs/resources>

Clunes Primary School may invite parents and carers to attend a Student Support Group meeting to discuss the contents of a student's Health Support Plan and assistance that the student may need at school or during school activities.

Where necessary, Clunes Primary School may also request consent from parents and carers to consult with a student's medical practitioners, to assist in preparing the plan and ensure that appropriate staff understand the student's needs. Consultation with the student's medical practitioner will not occur without parent/carers consent unless required or authorised by law.

Student Health Support Plans will be reviewed:

- when updated information is received from the student's medical practitioner
- when the school, student or parents and carers have concerns with the support being provided to the student
- if there are changes to the support being provided to the student, or
- on an annual basis.

Management of confidential medical information

Confidential medical information provided to Clunes Primary School to support a student will be:

- recorded on the student's file
- shared with all relevant staff so that they are able to properly support students diagnosed with medical conditions and respond appropriately if necessary.

COMMUNICATION

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

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook
- Discussed at staff briefings/OHS meetings as required
- Included in enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school Office upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Health Care Needs](#)
- [Health Support Planning Forms](#)
- [Complex Medical Care Supports](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Privacy and Information Sharing](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	15 th April 2024
Approved by	Principal
Next scheduled review date	Before June 2028 (4-year review cycle)

Bullying Prevention Policy

HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clunes Primary School on 03 5345 3182 or clunes.ps@education.vic.gov.au.

PURPOSE



Clunes Primary School 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 Clunes Primary School community
- make clear that no form of bullying at Clunes Primary School will be tolerated
- outline the strategies and programs in place at Clunes Primary School 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 understands the importance of reporting 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, witnesses and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at Clunes Primary School.

When responding to bullying behaviour, Clunes Primary School 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.

Clunes Primary School 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 Clunes Primary School aims to prevent, address and respond to student bullying behaviour. Clunes Primary School 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. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

DEFINITIONS

Bullying

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.

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers \(education.vic.gov.au\)](https://www.education.vic.gov.au/bully-stoppers) and the Department's [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

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/or this Bullying Prevention Policy where the behaviour constitutes bullying.

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. Clunes Primary School 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.

Discrimination is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our Inclusion and Diversity Policy.

POLICY

Clunes Primary School has a number of programs and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing. We strive to foster a school culture that prevents bullying behaviour by modelling, encouraging and teaching behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Clunes Primary School 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 identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) – School Wide Positive Behaviour Support (SWPBS) and The Resilience Project (TRP) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate.
- 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.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ 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.
- We promote upstander behaviour as a way of empowering our students to positively and safely take

appropriate action when they see or hear of a peer being bullied.

- 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.
- We participate in the National Day of Action against Bullying and Violence.

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

Incident Response

Reporting concerns to Clunes Primary School

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult 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 Clunes Primary School are timely and appropriate in the circumstances.

We encourage students to speak to their Classroom Teacher. However, students are welcome to discuss their concerns with any trusted member of staff.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Clunes Primary School should contact the Principal – Sonia Jardine, by phone on 03 53 453182 or by email directed to Sonia.Jardine@education.vic.gov.au.

Investigations

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

1. record the details of the allegations in Sentral and in the student's file and
2. inform the Principal

The Principal is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Principal 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/carers(s) 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 with the Principal 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 Principal 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 Wellbeing Leader, teachers, and /or Department of Education specialist staff.

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, Clunes Primary School will consider:

- the age and maturity and individual circumstances of the students involved
- the severity and frequency of the bullying, and the impact it has had on the target student
- whether the perpetrator 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.

The Principal may implement all, or some of the following responses to bullying behaviours:

Offer wellbeing support, including referral to the Chaplain, an external provider or Department of Education specialist staff.

- Department of Education specialist staff or external provider to:
 - the target student or students
 - the students engaging in the bullying behaviour
 - affected students, including witnesses and/or friends of the target student.
- 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 junior students with an older Buddy, The Resilience Project, "Seeing Red".
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement cohort, year group, or whole school targeted strategies to reinforce positive behaviours, for example The Resilience Project.
- Implement proportionate 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.

Clunes Primary School 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.

Our Principal is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in our staff handbook
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in enrolment packs
- Included as annual reference in school newsletter
- Discussed at student forums/through communication tools
- Made available in hard copy from school Office upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy

Our school also follows Department of Education policy relating to bullying including:

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQ Student Support Policy](#)

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:

- [Bully Stoppers](#)
- [Report racism or religious discrimination in schools](#)
- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

EVALUATION

This policy will be reviewed every 2 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.

Data to inform this evaluation will be collected through:

- discussion and consultation with students and parent/carers
- regular student discussion and consultation about bullying
- Attitudes to School Survey
- Parent Opinion Survey
- Staff Opinion Survey
- assessment of other school-based data, including the number of reported incidents of bullying in each class group and the effectiveness of the responses implemented

Proposed amendments to this policy will be discussed with student representative groups, parent groups, school council and staff.

POLICY REVIEW AND APPROVAL

Policy last reviewed	15 th April 2024
Consultation	Consultation on this policy is mandatory. Student Representative Groups- Parent groups- School Council- 17 th April 2024 Staff-
Approved by	Principal
Next scheduled review date	Before June 2026 (2-year review cycle)