



Policy Title	Student Wellbeing and Engagement Policy		
Date approved by Principal & School Council	12/05/2026	Review Date:	12/05/2028
Revision No:		Revision Date:	
Consultation	Parents/Students School Council Staff	Date of Consultation	12/05/2026

Help for Non English Speakers

If you need help to understand the information in this policy please contact the General Office on 9466 0900.

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.

Reservoir High 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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- School values, philosophy and vision
- Wellbeing & Engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
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POLICY

School Profile

Reservoir High is a medium sized school of approximately 700 students that has proudly served the Reservoir, Preston, and Kingsbury communities since 1958. Reservoir High is a dual-campus school, hosting the Heidelberg Teaching Unit on its site. The school has state-of-the-art facilities where students are immersed in powerful learning that prepares them for life beyond school.

The school serves a richly diverse community and the multicultural nature of our community provides a depth and quality to the students' educational experiences. The school has over 65 cultural, religious and language groups, a significant Koorie community and over 39% of our students have a language background other than English. Reservoir High School has a highly rigorous and academically stimulating Select Entry Accelerated Learning program and is an approved provider of education to International students, providing all learners with an enriched personalised program designed to ensure every individual reaches their full potential.

The school's vision is to build resilient, curious and reflective learners who strive for excellence and value diversity through showing respect for self, others and the community. The school's values of Diversity, Excellence, Respect and Success are evident in our actions and interactions.

Reservoir High provides a learning environment in which every student is known both as a person and learner. The curriculum is designed to empower students through discovery, inquiry and collaboration. The teaching is differentiated, responsive to the needs of every individual and informed through high-level assessment practices. We aim to empower students in their own learning, build engagement, self-efficacy and develop self-motivation to achieve success. We provide a safe and inclusive learning environment that promotes the wellbeing of all students and builds a partnership with parents and the wider community to ensure every learner thrives. Outstanding features which draw students to our school include opportunities in our Select Entry Accelerated Learning Program (SEAL Academy accredited), in addition to our Performing Arts and Sporting programs. Our Languages program provides opportunities for students to study Chinese Mandarin or Italian and our students experience extensive cultural and language immersion.

Reservoir High School offers a broad range of opportunities to senior students, including VCE and VET. Our Senior Studies program provides all students with a tailored individualised pathway, allowing for informed student choice. The personalisation of learning across the school is intended to ensure every individual student is provided with the most appropriate pathway so as to ensure all achieve success.

Reservoir High School has extensive tertiary and industry links and is involved in many programs that assist students as they transition from school to work or further education and training. The school also has a strong partnership with La Trobe university, which provides our students with opportunities to engage in programs with the university and pathways beyond school. Many students begin university study while enrolled at Reservoir High School and this continues to be a focus to support the success of our students as they transition into further study. The school has an excellent Work Experience Program and opportunities for students to attend work placement. Reservoir High School is part of the Headstart Initiative that enables students to commence their apprenticeship or traineeship while completing their VCE.

Our Student Support Team consists of a Wellbeing Team Manager, a Mental Health Practitioner, a Youth Worker and a school nurse. This team supports staff and students and they also deliver extensive peer mentor and wellbeing programs throughout the year for a range of student groups dependent on need. We also have a Doctor-in-School, which provides a full medical service to our students and families. Student leadership, voice and agency is highly valued and students have the opportunity to hold a range of formal leadership positions including the Year 12 Student Leadership Team and undertake membership on both the School Council and the Student Representative Council. Our Student Leaders have responsibility for shaping the strategic direction of the school.

To ensure all our students have the essential skills and knowledge relevant to 21st Century Learning, Reservoir High School has a one-to-one student laptop program, incorporating both a school-provisioned option in addition to a Bring Your Own Device (BYOD) approach that provides all students with their own laptops. A technologically rich curriculum and innovative learning environment enables student learning to be transformed through the creation of real-life, meaningful and highly engaging learning experiences. Our teachers are increasingly adept users and creators of technology, with the 'Flipped' or 'Blended Classroom' approach used by many. This allows students to self-pace their learning when at home, provides rich extension and challenge and builds independent learners, a critical skill for life-long success beyond school.

School values, philosophy and vision

Reservoir High 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 respect, diversity, excellence and success at every opportunity.

Our school's vision is to build resilience and reflective learners who strive for excellence and value diversity through showing respect for self, others and the community.

Our Statement of Values is available on our Website and on Compass.

Wellbeing & Engagement strategies

Reservoir High 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 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
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is positive, inclusive, engaging and supportive through our school mantra of respect-behaviours that are **Kind, Safe and Fair**. A culture 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. This is achieved through Compass communication, parent groups and student support group meetings.
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data, school level assessment data and specific student focus group data.
- deliver a broad curriculum including VET programs, VPC, VCE and VCE VM to ensure that students are able to select subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers at Reservoir High School use the Reservoir High School lesson model to ensure an explicit, common and share model of instruction to ensure that evidenced – based, high yield teaching practices are incorporated into all lessons
- teachers at Reservoir High 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 to support students moving into different stages of their schooling, including Primary to Secondary, Secondary to Tertiary and smooth transition between the different sub-schools
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents including Quick Praises
- through Compass student attendance is monitored and attendance improvement strategies at a whole-school, cohort and individual level are implemented
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including sub-school focus groups. Students are also encouraged to speak with their teachers, Student Engagement Coordinator, Sub-school Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school production, Fair Go Sport athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Doctors in School Program, School Nurse, Koorie Engagement Officer, Sub-school Leader, Assistant Principals 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
 - Peer Support Program
 - Safe Space Group
 - Student Leadership Program
 - Lunchtime Clubs Program
- programs, incursions and excursions developed to address issue specific needs or behaviour (example Emotional Regulation Programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime clubs)
- 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 year group has a Student Engagement Officer responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Aboriginal and Torres Strait Islander 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 Child Safety Policy and Aboriginal Action Plan for further information. A Koorie Engagement Officer has been appointed to support our Aboriginal and Torres Strait Islander students
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through cultural diversity week, lunchtime clubs, wellbeing programs and the employment of a multicultural education aide

- we support learning and wellbeing outcomes of students from refugee background through supplying uniforms, books, food packages, breakfast club and assistance with funding applications
- 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 by running Safe Space Group, Bullying Prevention Program, celebrating Wear It Purple Day, IDAHOBIT Day, and Fair Go Sport Day.
- each Sub-school has an appointed Leading Teacher who manages the whole Sub-school supported by an office manager
- all students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- all Year 9 to 11 students are appointed a course counsellor who supports students to select subjects which may include enhancement subjects and VET programs
- Reservoir High School assists students to plan their Year 10 work experience, supported by their Career Action Plan
- 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 and this will be incorporated into Health classes and the IMPACT PROGRAM
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- student management strategy which includes restorative discussion/mediation through the developmental management approach and SWPBS
- 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
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to discuss how best to help the student engage with school
- developing an Individual Education Plan, a Behaviour Support Plan and/or Safety Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- Fortnightly Sub-school case management meetings which includes an Assistant Principal, Sub-school Leader, Koorie Engagement Officer, Wellbeing Co-ordinator and Koorie Educator
- student support group meetings
- DFFH notifications or Orange Door referrals
- 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 Orange Door
- Re-engagement programs such as Navigator

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers and our Koorie Engagement Officer
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring
- Implementing modified timetables when needed.

Identifying students in need of support

Reservoir High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Reservoir High 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, particularly in literacy and numeracy assessments
- 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, fair, kind and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns
- learn as much as possible

Students have the responsibility to:

- behave in a **Safe, Kind** and **Fair** manner
- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

Student behavioural expectations and management:

Behavioural expectations of students are grounded in our school's Statement of Values/School Wide Positive Behaviour Framework

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

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

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

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

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
- sub-school exit from class process following the Behaviour Support Cycle
- referral to the Student engagement Coordinator
- restorative practices
- detentions
- student support group meetings
- parent meetings
- exclusion from class
- suspension (internal and external)
- expulsion

See Appendix 2

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used

in situations consistent with Department policy, available at:

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

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

The Principal of Reservoir High 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 circumstances at our school.

Engaging with families

Reservoir High 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 and Compass
- 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
- term and semester performing arts evenings
- annual school production
- Awards Evenings
- parent/teacher conferences

Evaluation

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

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

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

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

COMMUNICATION

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

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

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

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

FURTHER INFORMATION AND RESOURCES

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

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy are available through our school website and can be accessed through the following link: [\(reservoirhs.vic.edu.au\)Policies](https://reservoirhs.vic.edu.au/Policies)

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

REVIEW CYCLE

To be reviewed every two years as part of the school's review process.

Principals Signature:



Date: 12/05/2026

APPENDIX 1



School-Wide Positive Behaviour

	Always	Learning Spaces	Shared Spaces	In the Community	Online Community
RESPECT	<ul style="list-style-type: none"> We interact in a kind, safe and fair manner We acknowledge First Nations and their land on which we learn We care for our school environment and equipment 	<ul style="list-style-type: none"> We work together so everyone in the classroom can excel We are active listeners and positive participants We follow teacher instructions We treat others with kindness 	<ul style="list-style-type: none"> We use an appropriate voice level for the setting we are in We wait patiently in line when expected We use spaces for their intended purposes 	<ul style="list-style-type: none"> We uphold the school values when travelling to and from school We acknowledge the authority of people in our wider communities We listen attentively to guest speakers and performers 	<ul style="list-style-type: none"> We are considerate and aware of peoples' privacy We are thoughtful of others before posting comments or sharing material We block, delete or report those who behave inappropriately
EXCELLENCE & SUCCESS	<ul style="list-style-type: none"> We participate and try our personal best We are organised and on time We wear our uniform correctly and with pride 	<ul style="list-style-type: none"> We are prepared, ready and willing to learn We contribute to a calm and orderly learning environment We are willing to persist and be challenged in order to learn We acknowledge and celebrate achievements 	<ul style="list-style-type: none"> We contribute to a calm, tidy and safe environment We respect people's personal space We follow school rules and lead by example 	<ul style="list-style-type: none"> We represent the school positively and with pride We value and recognise positive contributions to the community We are outstanding citizens and demonstrate our school values 	<ul style="list-style-type: none"> We use online tools to support and extend our learning We use online resources to produce our own work and acknowledge the source We attend class with a fully charged computer and keep passwords confidential
DIVERSITY	<ul style="list-style-type: none"> We are inclusive, welcoming and kind to all We accept everyone for who they are 	<ul style="list-style-type: none"> We all have the right to feel safe where we learn We accept that everyone learns in different ways 	<ul style="list-style-type: none"> We are considerate of others' needs We use inclusive and positive language 	<ul style="list-style-type: none"> We celebrate diverse groups We interact with others using kindness and empathy 	<ul style="list-style-type: none"> We use kind, safe and fair language We are supportive of different beliefs, cultures and identities

APPENDIX 2

RHS Discipline Actions/Procedures Summary Student Engagement Coordinators (SEC's)

Lateness

- Students must report to the relevant SubschooL when they are late. During period 1 they will be issued a late pass.
- Teacher records late on Compass roll but only periods 1, 3 and 5 are tallied. The classroom teacher is responsible for issuing consequences for being late to period 2 and 4.
- Lates reset for each year level at the start of each term.

Number of lates	Actioned By	Consequence
3	Student Engagement Coordinator	Coordinators' detention & auto Compass email
6	Student Engagement Coordinator	Coordinators' detention & auto Compass email
9	Student Engagement Coordinator	Principal detention & call parent
12, 15, 18 etc	Student Engagement Coordinator	Exclusion for 1 day and parent meeting with SEC.

Unapproved Absences

- If absences are unexplained the 6-stage process outlined by the DET must be followed.
- These absences will be monitored in all Year Level Student Engagement Meetings.

Absence Number	Actioned By	Consequence
Each	SubschooL Office Manager	Phone call home where possible.
3	SubschooL Office Manager	Phone call home (non-negotiable)
5	SubschooL Office Manager	Letter sent home & SEC to meet with student.
7	SubschooL Office Manager	Letter #2 sent home & SEC to call parent
8	Student Engagement Coordinator	Parent / SEC meeting, letter sent home
10	Student Engagement Coordinator	Phone call from school.
11-14	SubschooL Leader	Parent meeting including wellbeing to develop Attendance Improvement Plan (ALP).
15+	SubschooL Leader	"At risk" meeting with wellbeing and parent to discuss potentially not being promoted.

Smoking/Vaping (7-12)

- Any instances of this occurring in the classroom will result in an external suspension
- Any student who refuses to hand over vape/cigarettes will be externally suspended

Occurrence	Actioned By	Consequences
1 st	Student Engagement Coordinator	1. Meeting with School Nurse & issued health resources. 2. Parent contact from SEC. 3. Vape to be confiscated and returned the parent/carer. 4. Coordinator detention issued
2 nd	Student Engagement Coordinator	1. Meeting with School Nurse again. 2. Parent contact from SEC to advise of external suspension on next occurrence 3. Vape to be confiscated and returned the parent/carer. 4. Principal Detention Issued
3 rd	Student Engagement Coordinator	1. Parent called to advise of external suspension 2. Vape to be confiscated and returned the parent/carer. 3. Suspension paperwork (not following instruction) to be written up.

Subsequent occurrences	<i>Subschool Leader</i>	1. Parent meeting to discuss issue and external suspension 2. Vape to be confiscated and returned the parent/carer. 3. Suspension paperwork (not following instruction) to be written up.
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Uniform

- Junior Students are allowed one instance per term where their parents can write a note to excuse incorrect uniform
- Subschool can use their reasonable judgement in situations where students may have a reasonable excuse and no note
- Subschool can make attempts to try to get students into the correct uniform
- This resets each term for all Subschoools

Occurrence Number	Actioned by	Consequence
1 st	Subschool Officer Manager	Attempt to correct uniform, if unsuccessful, coordinators' detention.
2 nd	Student Engagement Coordinator	Coordinators' detention
3 rd	Student Engagement Coordinator	As above but also: Student will be excluded from class until the uniform is rectified.
4+	Subschool Leader	Principal detention then internal suspensions as required

Yellow Cards

- Yr 7-10 Subschool removals reset to zero at the beginning of each Semester
- Office Manager have the right to contact a member of the Leadership team who will send home any Yellow carded student who is not behaving in Subschool.
- Any student refusing to leave a classroom will receive a 1-day exclusion.
- If a restorative conversation with the student has not taken place within 4 periods, the removal will NOT be counted.

All Yellow-Carded student will have to discuss their behaviour with a member of the Subschool.

Instance	Actioned By	Consequence	
First	Student Engagement Coordinator	Junior School	Parent emailed.
		Middle & Senior School	Parent emailed & coordinator detention issued.
Second	Student Engagement Coordinator	Junior School	Parent emailed & coordinator detention issued.
		Middle & Senior School	Parent emailed & two coordinator detentions issued.
Third	Student Engagement Coordinator	Junior School -	Parent called & 2 coordinator detentions issued
		Middle & Senior School	Parent called & a Principal detention issued.
Fourth	Student Engagement Coordinator	Junior School -	Parent called and a Principal detention issued.
		Middle & Senior School	Parent meeting with the student and 1 day exclusion.
Fifth	<i>Subschool Leader</i>	Junior School -	Parent meeting with the student and 1 day exclusion.
		Middle & Senior School	Parent called, discussion with an Assistant Principal and 1-day internal suspension.
Sixth	<i>Subschool Leader</i>	Junior School	Parent called, discussion with an Assistant Principal and 1-day internal suspension.
		Middle & Senior School	Parent called and 1-day external suspension.
	<i>Subschool Leader</i>	Junior School	Parent called and 1-day external suspension.

Subsequent Instances		Middle & Senior School	2 day external suspension and an SSG meeting with student, parent, Subschoo and Principal.
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Not following Teacher’s instructions (obvious defiance)

- In and out of class defiance are counted collectively

Occurrence	Actioned By	In Class	Out of Class
1 st	Student Engagement Coordinator	Follow 5R Behaviour Support Process	Coordinators’ detention
2 nd	Student Engagement Coordinator		Principals’ Detention
3 rd	Student Engagement Coordinator		Exclusion
4 th	<i>Subschool Leader</i>		Internal Suspension
Subsequent occurrence	<i>Subschool Leader</i>		External Suspension

Student seen with Mobile Phone/ AirPods

- All parent meetings must occur before the student can return to school
 - If a student fails to surrender mobile device to front office they will be sent home.

Occurrence	Actioned By	Phone handed over	Phone not handed over
1 st	Student Engagement Coordinator	Parent/ guardian collects item from General Office	One day external suspension
2 nd	Student Engagement Coordinator	Parent/ guardian collects item from General Office	One day external suspension + parent meeting
3 rd	Student Engagement Coordinator	One day external suspension + parent meeting	Two day external suspension + parent meeting with Principal Class representative
Subsequent Occurrences	<i>Subschool Leader</i>	1. Parent meeting with Principal 2. One day external suspension 3. Phone surrendered to GO	1. Parent meeting with Principal 2. Two day external suspension 3. Phone surrendered to GO

Missing Detentions

- Students can only miss one scheduled detention per term until it escalates to a Principals Detention
 - Teacher detentions need to be documented on Compass and discussed with the student prior.

Detention Missed	Actioned By	Consequence
Teacher	Subschool Manager	Coordinator detention
Coordinator	Subschool Manager	Coordinator detention rescheduled
Rescheduled Coordinator	Student Engagement Coordinator	Principals’ detention issued
Principals’	Student Engagement Coordinator	Exclusion issued

Confiscations (Failing to follow instruction)

- Any reasonable item requested by a member of staff to be handed over.
 - All meeting with a parent must occur before student returns to school.

Occurrence	Actioned By	Consequence
1 st	Student Engagement Coordinator	One-day external suspension
2 nd	Student Engagement Coordinator	One-day external suspension & parent meeting with SEC

3 rd	<i>Subschool Leader</i>	Two-day external suspension & parent meeting with Principal Class
Subsequent Occurrences	<i>Subschool Leader</i>	Two-day external suspension & parent meeting with the principal. Additionally, item must be surrendered to front office at the start of each day – failure to comply results in student being sent home.