



Student Engagement and Inclusion Policy

December 2015



CONTENTS	PAGE
School Profile	3
School Vision	4
Statement of Values	5
Legal Obligations	7
Engagement and Attendance Strategies	9
Student Behaviour	10
Disciplinary Measures	11
Strategies and Supports	13
eSmart	14
References	15
Implementation and Review	15

SCHOOL PROFILE

Cranbourne Carlisle Primary School opened in 2010 with 179 children from Year Foundation to Six. The school is located in Cranbourne North, a culturally diverse provincial suburb, with a population of approximately 40 000, within the City of Casey.

The caring and multicultural school community works to enable all individuals to realise their personal and academic potential in a challenging learning environment which values inquiry, perseverance and reflection. Academic success is highly valued, along with a strong belief that the all-round development of each individual child is vital. We act with integrity and treat one another with respect, learning together as responsible global citizens. For 52 percent of the children, English is not the main language spoken at home. A significant number of children were born in New Zealand, India, Pakistan and Afghanistan with Dari, Krio, Samoan, Spanish, Polish, Arabic, Malayam, Tamil, Hindhi, Konkani, Punjabi, Sinhalese, Khmer and Oromo as some of the many languages spoken.

We expect a lot from our children as they develop into adaptable, responsible and accomplished individuals. In an ever-changing world, our children need to confidently and independently prepare for life as global citizens in a global workplace. The traditional values of good manners, politeness, respect and tolerance, now translated into multicultural contexts, are constantly reinforced to each child. Children build self-worth, are happy and have a positive and confident attitude to approach daily life challenges.

SCHOOL VISION

Cranbourne Carlisle Primary School is committed to developing and nurturing the whole child; a child with a positive self-image, who seeks excellence and respects the rights of others. Our intent is to make learning relevant and meaningful to all children. Our focus is on children as capable individuals and as active constructors of their own learning.

The school is staffed with dedicated, skilled and committed teachers, forming strong and innovative teaching teams which constantly revisit ways of bringing the curriculum to life. Our classrooms remain ordered and disciplined as we place great value on building trusting relationships between children and their teachers.

Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that children become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together, while respecting the variety of cultures and attitudes that makes for the richness of life.

Cranbourne Carlisle Primary School's commitment to children and parents is that:

- children will learn in an environment where literacy and numeracy learning is a focus
- children will have access to cutting-edge resources that support learning
- children will learn in an environment where individual needs are recognised and catered for
- children will receive additional support early if they are not making expected progress
- children will be presented with challenging opportunities if they are exceeding their expected progress
- parents and carers will receive regular updates on their child's progress as part of school assessments
- parents and carers will have the opportunity to be involved in the school's programs

Together, we aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

Cranbourne Carlisle children will strive to demonstrate the attributes of a lifelong learner: caring, balanced, reflective, inquirers, principled, thinkers, risk takers, communicators, knowledgeable and open minded.

Cranbourne Carlisle children will develop and value the following attitudes:

commitment, integrity, respect, curiosity, creativity, enthusiasm, confidence, appreciation, cooperation, tolerance, empathy and independence.

Cranbourne Carlisle children will:

- have a strong sense of identity
- be connected with and contribute to their world
- have a strong sense of wellbeing
- be confident and involved learners
- be reflective communicators

Enabling all children to participate in high quality education is a responsibility shared by the school, parents and the children themselves. Working together, we can maximise the learning and development potential.

STATEMENT OF VALUES

Promoting healthy, safe and respectful school communities

AT CRANBOURNE CARLISLE WE STRIVE TO BE:
‡ BALANCED ‡ CARING ‡ COMMUNICATORS ‡ INQUIRERS ‡ KNOWLEDGEABLE ‡
OPEN-MINDED ‡ PRINCIPLED ‡ REFLECTIVE ‡ RISK-TAKERS ‡ THINKERS

Cranbourne Carlisle Primary School recognises the importance of the partnership between schools and parents to support learning, engagement and wellbeing. We share a commitment to and a responsibility for ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the Principal, all school staff, parents, children and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

As Principals and school leaders, we will:

- work collaboratively to create a school environment where respectful and safe conduct is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments
- plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all children in attendance at the school is protected
- identify and support children 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 inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- make known to parents the school's communication and complaints procedures
- ask any person who is acting in an offensive or disorderly way to leave the school grounds

As teachers and non-teaching staff, we will:

- model positive behaviour to children consistent with the standards of our profession
- proactively engage with parents about learning outcomes
- work with parents to understand the needs of each child and where necessary adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for children 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, we will:

- model positive behaviour to our child
- ensure our child attends school on time, every day the school is open for instruction
- ensure that there are known procedures for safe collection of their children
- 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 children
- support the school's Healthy Food Policy by sending healthy, wrapper-free snacks and lunch
- follow the school's complaints processes if there are complaints
- treat all school leaders, staff, children and other members of the school community with respect

As children, we will:

- model positive behaviour to other children
- comply with and model the Learning Deal
- 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 orderly learning environment for all children
- utilise the school's communications policy to communicate with the school

The Department of Education and Early Childhood Development will:

- provide support and advice to principals to equip them to manage and respond to challenging behaviour of children, parents and staff
- provide practical guidance and resources to support schools to manage and respond to challenging behaviour of children, parents and staff
- provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing
- provide access to evidence based resources and strategies to increase child safety, wellbeing and engagement
- provide schools with practical and legal support as required
- provide parents with practical guidance and resources to resolve conflicts with the school

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

Unreasonable Behaviours

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close

Consequences

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour. Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

LEGAL OBLIGATIONS

Every school has legal responsibilities under the Acts of Parliament, both Federal and State. Our Student Engagement and Inclusion Policy is a means of addressing these legal requirements. The relevant Acts are:

- The *Equal Opportunity Act 2010* (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
- The *Charter of Human Rights and Responsibilities Act 2006* (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.
- The *Disability Standards for Education 2005*, which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.
- The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that:
 - realises their learning potential and maximises their education and training achievement
 - promotes enthusiasm for lifelong learning
 - allows parents to take an active part in their child's education and training

Principals and teachers of Victorian government schools have a duty of care to take reasonable steps to prevent reasonably foreseeable injury to their students. This duty is a positive duty to take all reasonable steps to reduce the risk of injury. The duty includes:

- Provision of suitable and safe school premises and equipment
- Provision of an adequate system of supervision
- Implementation of strategies to prevent bullying and other behaviours to ensure a safe, secure and supportive environment for all of its students.

The nature and extent of the duty will vary according to the particular circumstances in each case. This duty is an important consideration when determining an appropriate response to unacceptable or inappropriate behaviour that is displayed by children.

Principles concerning the rights and responsibilities of children, parents and teachers:

- all children have the right to work and play without interference or discrimination
- all children will be encouraged to develop their individual talents, interests and abilities
- all children will display behaviour which is polite, courteous and well-mannered
- all children will be encouraged to exhibit pride in their school
- staff should expect to be able to teach in an atmosphere of order and cooperation so children may achieve the best possible learning outcomes
- parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment
- The Principal and staff have an obligation to implement the Code of Conduct fairly, reasonably and consistently

Bullying and harassment

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

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

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

Rationale

Cranbourne Carlisle Primary School provides a positive culture where bullying is not accepted. In doing so, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Prevention

- Programs that promote resilience, life and social skills, assertiveness, friendship building skills, resolution and problem solving
- Reinforcement of positive behaviours
- Classroom meetings and circle time
- Support structures within school and external agencies
- Ongoing monitoring of playground safety
- Rewards for positive behaviour

Intervention

- Once identified, each bully, victim and all witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented
- Children identified by others as bullies will be informed of allegations
- Both bullies and victims will be offered counselling and support
- If bullying persists, parents will be contacted and consequences implemented

Consequences

Consequences for children will be individually based and may involve:

- Time away from the distracting influences - time to think and make good choices
- Time away from potential conflict situations in the yard - time to calm down in a quiet location
- Time away from their classroom, under buddy teacher supervision - time to reflect
- Parent support sought by classroom teacher
- Detention - half recess (15 minutes) / half lunch(20 minutes) or, after school (30 minutes) as appropriate to age of child and incident
- Withdrawal of appropriate privilege - eg. poor sportsmanship = non-attendance at inter-school sport activity - ratified by Principal with Parent notification
- School suspension - PWO contact with Parent
- Ongoing support from appropriate agency

ENGAGEMENT AND ATTENDANCE STRATEGIES

Cranbourne Carlisle Primary School advocates that full attendance is important to maximise children's learning opportunities and performance. Children with irregular and poor attendance often struggle at school and the value they receive from their education is greatly diminished as a result. Child attendance is a responsibility of the whole school community and is monitored on a daily basis.

Parents are responsible for ensuring that children attend school regularly and that if children are absent, that a written explanation is provided. Teachers mark the roll twice daily using eCases, before 9.10am and again before 2.25pm. They are responsible for making sure that data is entered correctly and that unexplained absences are followed up with parents. If absences continued to be explained for longer than two weeks, a letter is sent home to the parents requesting an explanation.

Following this request, if absences remain unexplained and/or unapproved and total more than 5 days, the Primary Welfare Officer will send home a 'First Warning of Regional Notification' letter explaining the requirements for a potential referral to a Regional Attendance Officer. Parents/ Carers are encouraged to meet with the Primary Welfare Officer to discuss strategies to re-engage the child. Medical certificates will be required for all further absences.

Subsequent to this request, should no response be forthcoming from parents/carers, or attendance continues to be poor, a 'second and final notification' letter advising of imminent referral to the Regional Attendance Officer will be issued. A formal support group meeting will be convened for the parents/carers to attend to discuss strategies for increasing attendance. Non-attendance and/or continued poor attendance will lead to immediate referral to the Regional Attendance Officer who has the power to investigate and potentially fine parents/carers for failing to adequately maintain attendance levels of their children.

Additional referrals to the Department of Human Services or Child First may occur if the school deems it appropriate to do so.

STUDENT BEHAVIOUR

The management of child behaviour is a cooperative partnership between children, staff and parents. Communication between home and school should reinforce and encourage our children to develop desirable social attitudes, enabling them to accept responsibility, respect and cooperate with others during work and play.

A consistent and positive approach will foster a school climate where personal responsibility and self-discipline are developed.

We are committed to the following strategies:

- giving positive reinforcement to build upon self-esteem
- acknowledging achievements in the classroom, playground and community through class blogs, at assemblies or on special occasions
- encouraging cooperation and friendship
- requiring children to take responsibility for their actions
- providing adequate supervision in the school grounds
- promoting understanding, awareness and commitment to the Statement of Values

Child engagement, regular attendance and positive behaviours are encouraged through the implementation of relationship based whole school and classroom practices, including:

- establishing consistent, fair and democratic classrooms and school environment
- ensuring children's participation in developing classroom and whole school expectations
- providing personalised learning programs and meeting individual physical, emotional, social and academic needs of all children
- consistently acknowledging all children
- empowering children by creating numerous opportunities for them to take responsibility and be involved in decision making
- providing physical environments conducive to positive behaviours and engagement in learning

Appropriate behaviour is learned, and encouraged through modelling and positive recognition of pro-social behaviours. This strategy is the most effective way to create and maintain a positive learning environment. Each member of staff has a responsibility to promote school appropriate behaviour by developing a fair and consistent approach to classroom management. At Cranbourne Carlisle Primary School, "The Learning Deal" underpins our understanding of what we define as appropriate behaviour. Classroom teachers will be responsible for establishing their classroom essential agreements. Teachers will model and encourage children to use essential agreements to establish a respectful and productive learning environment.

In general, if a range of interventions have been attempted to address a problem without success, the problem is then taken to the next step in the sequence of support. It is important that child circumstances and the seriousness of the behaviour be taken into consideration when choosing the appropriate action.

DISCIPLINARY MEASURES

Schools can discipline students for behaviour incidents occurring at school; at a school activity away from the school grounds; or while travelling to or from school or a school activity. Disciplinary measures form part of a teacher's classroom management plan and are consistent with the whole school approach to behaviour management.

Disciplinary measures are proportionate to the nature of the behaviour and are best employed in combination with support measures to identify and address causes of the behaviour.

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school and Cranbourne Carlisle Primary School expressly forbids its use in any manner.

Graded in-school disciplinary measures are used to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on school premises they may occur outside school hours, e.g. after-school detention.

Graded disciplinary measures include a hierarchy of consequences for children which will be individually based and may involve:

- Time away from the distracting influences - time to think and make good choices
- Time away from potential conflict situations in the yard - time to calm down in a quiet location
- Time away from their classroom, under buddy teacher supervision - time to reflect
- Parent support sought by classroom teacher
- Detention - half recess (15 minutes) / half lunch(20 minutes) or, after school (30 minutes) as appropriate to age of child and incident
- Withdrawal of appropriate privilege - eg. poor sportsmanship = non-attendance at inter-school sport activity - ratified by Principal with Parent notification
- School suspension - PWO contact with Parent
- Ongoing support from appropriate agency

Level	Level of Management	Examples of Inappropriate Behaviour	Interventions or Actions
1.	Staff Member ↓	<ul style="list-style-type: none"> ▪ Lateness to class ▪ Failure to complete set tasks ▪ Disrupting class ▪ Showing disrespect to others and/or their property ▪ Failure to bring appropriate requisites to class ▪ Failure to follow a clear and reasonable instruction. ▪ Incomplete class/homework 	<ul style="list-style-type: none"> ▪ Tactical ignoring ▪ Identification of inappropriate behaviour ▪ Request apology ▪ Warning of possible consequences ▪ Discussion with child ▪ Move seat / placement in classroom ▪ Collaborative classroom approach, eg. "Learning Deal" ▪ Making up time ▪ Consider a behavioural plan to record and recognise appropriate behaviours • Remove to buddy teacher's classroom. • Detain 1/2 recess, lunch or 30 minutes after school (if latter must be ratified by Principal) ▪ Review appropriate, negotiated curriculum
	Teacher Buddy ↓		
	Year Level Team ↓		
2.	Principal ↓	<ul style="list-style-type: none"> ▪ Regular Absences ▪ Consistently breaks uniform code ▪ Bullying ▪ Fighting ▪ Consistently fails to follow instructions ▪ Consistently disrupts education of others ▪ Disrespectful ▪ Does not represent school in acceptable manner 	<ul style="list-style-type: none"> ▪ Withdrawal of privilege ▪ Formal Detention involving parent contact ▪ Withdrawal under supervision ▪ Meet with parent/s / PWO ▪ Formal behaviour / learning contract ▪ Individualised program ▪ Pre-suspension conference
3.	Child Support	<p>Consider:</p> <ul style="list-style-type: none"> • Behavioural / wellbeing concerns ▪ Learning difficulties 	<ul style="list-style-type: none"> ▪ Parent meeting / case conference ▪ Counselling ▪ Professional Assistance / Assessment / SSSO ▪ Formation of Child Support Group involving parent/s, teacher, Principal. ▪ Suspension ▪ Expulsion

STRATEGIES AND SUPPORTS

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

- jointly negotiated, owned and implemented by all members of the school community, including children
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences

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

Cranbourne Carlisle Primary School makes a commitment to a values-laden curriculum by promoting the development of the following personal attitudes in all members of the school community:

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

School expectations include:

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

There are a range of prevention and intervention strategies that are used to promote and maintain student engagement in our school. Children who demonstrate challenging behaviours and/or are experiencing barriers to engagement in school may need additional support and interventions to address these issues and improve their engagement.

Cranbourne Carlisle Primary School employs a Primary Welfare Officer to promote a whole school approach to health and wellbeing within the school community and work in collaboration with children, parents, school based and specialist staff and Principals with broader community agencies.

Student Support Groups help to develop an understanding of individual children and identify their learning, social, emotional, behavioral and environmental needs and the support or resources the child requires for improvement.

The aims of the Student Support Group are to:

- ensure that those with the most knowledge of and responsibility for the child work together to establish shared goals for the child's educational future

- plan reasonable adjustments for the child to access the curriculum and participate in education
- provide educational planning that is ongoing throughout the child's school life
- monitor the progress of the child

A Student Support Group is mandatory for students in the Program for Students with Disabilities.

Individual Learning Plans are developed to provide targeted intervention, focusing on individual strengths and areas for improvement in order to raise the achievement of at-risk children. Teachers plan, monitor, manage and evaluate children's achievement to identify specific learning needs and appropriate teaching and learning intervention strategies. Ongoing monitoring of progress provides data to track learning and inform decision-making regarding content, learning strategies employed, allocation of time for instruction and practice.

Staff at Cranbourne Carlisle have completed training in *Abilities Based Learning and Education Support (ABLES)*. ABLES provides staff with evidence-based curricula, teaching strategies and resources to support the development of targeted learning programs, provides children with access to learning tasks and support schools to help every child, especially those with a disability or learning needs, meet their individual learning goals.

eSMART

Aim: Cranbourne Carlisle PS recognizes the importance of Information Communication Technology (ICT) in preparing children for the world around them and believes ICT is an integral part of the curriculum. We want our children to be confident and safe using this technology. Our school will be an eSmart school and promote Cybersafety in the community so that we are providing a smart, safe and responsible learning environment for all children.

Teachers and children record their participation in school activities and show evidence of their learning with photos and short videos. They also communicate with other children online. Teachers outline expected processes with children in these online spaces. To improve Digital Literacy the curriculum at Cranbourne Carlisle PS includes the use of blogs, images and videos to support lessons. Children have the opportunity throughout the year to watch media considered acceptable by the school.

- The F-1 and 2-6 User Agreements are in place to promote school values in relation to ICT, including the requirement for parents/carers to report cyberbullying to the school when it becomes apparent.
- All misuse of ICT (cyberbullying, sexting, hacking, inappropriate searches, spam email, using the wrong apps/programs etc.) to be logged online with the ICT Misuse Google docs form. Major misuse will lead to loss of ICT privileges or suspension.
- Cranbourne Carlisle teachers and children will strive to have positive Digital Footprints by contributing online in a way that would be acceptable offline.
- The use of mobile phones and personal devices with Internet access while on school property is forbidden by children. The school recognises the need for some children to contact parents/carers before and after school and provides safe storage for these devices at the office.
- Children have a safe forum to report cyberbullying through the use of the Harry the Hippo email which is accessible from all school blogs.
- Social media and online safety content will be taught yearly to equip our children for the ever developing online world they are a part of.
- School social media accounts will be used by approved staff members only.

Evaluation:

This eSmart portion of the policy will be reviewed as part of each year's School AIP.

REFERENCES

Abilities Based Learning and Education Support	http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/ablesintroguide.pdf
Attendance	http://www.education.vic.gov.au/school/parents/behaviour/Pages/attendance.aspx
Bully Stoppers	http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx
Disability Standards for Education	http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx
Discipline	http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx
Creating Respectful and Safe Communities	http://www.education.vic.gov.au/school/parents/behaviour/Pages/safecommunities.aspx
Education and Training Reform Act 2006	http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/575C47EA02890DA4CA25717000217213/\$FILE/06-024a.pdf
Support for Children with Special Needs	http://www.education.vic.gov.au/school/parents/needs/Pages/default.aspx
Suspension and Expulsion	http://www.education.vic.gov.au/Documents/school/parents/health/suspexpulprocedures.pdf
Victoria's Charter of Human Rights and Responsibilities	http://www.humanrightscommission.vic.gov.au/index.php/the-charter

IMPLEMENTATION AND REVIEW

The Cranbourne Carlisle Primary School Student Engagement and Inclusion Policy was ratified at the School Council meeting on 08.12.15

The policy will be reviewed as part of the school's three-year review cycle.