LIVERPOOL WEST PUBLIC SCHOOL

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Behaviour

The staff at Liverpool West Public School is committed to creating quality learning opportunities in a positive environment for all students. This includes strengthening their cognitive, physical, social, emotional, and spiritual development. Parents/carers entrust their children and young people to principals, teachers, and school staff with confidence that schools will deliver on this agenda. This document clearly outlines the Liverpool West Public School rules, strategies, and practices to promote positive, appropriate student behaviour, and strategies and practices to manage inappropriate behaviour. Parents/carers, teachers, and children must work together to ensure the development of self-disciplined students.

At Liverpool West Public School, we implement a Positive Behaviour for Learning systems approach (PBL) which aligns with the Wellbeing Framework, the Student Behaviour Strategy, and the current Strategic Improvement Plan with a focus on providing the highest quality education to uplift the performance of all students across a well-connected community which fosters life-long learners.

SCHOOL RULES

■ Be Safe ■ ■ Be Respectful ■ ■ Be a Learner ■

These rules incorporate the [Behaviour Code for Students NSW Public Schools](#) (*see Appendix A*). They are also underpinned by the [Values in NSW Public Schools](#) (*see Appendix B*).

POSITIVE STUDENT BEHAVIOUR

All students start fresh every year. There are 4 levels that can be achieved: Bronze, Silver, Gold, and Super Gold (*see Appendix C*). While there are opportunities for all students to move through the levels only those students who are safe, respectful learners consistently are expected to achieve Super Gold by the end of the year. Bronze, Silver, and Gold Awards are presented at K-2 and 3-6 assemblies. A special assembly is held at the end of the year for those students who have achieved Super Gold.

Moving Through the Levels:

Option 1 – [ClassDojo](#) – Students earn points for Being Safe, Being Respectful or Being a Learner. Teachers decide on how many points are needed for each level based on the frequency of points given. Non-classroom teachers can be given access to a particular class's ClassDojo.

Option 2 – Mini Certificates (*see Appendix D*) – Each mini certificate is equal to 1 point. Mini certificates are given to students who are displaying one of the three rules without prompting from the teacher. Teachers on playground duty or staff members who do not have access to that student's ClassDojo can use these. Students can place these Mini Certificates into their House Group box outside the library. One name is drawn out from each House Group and those students receive a reward during Monday Morning Assemblies.

Option 3 – Level Charts (*see Appendix E*) – Charts are displayed in the classroom, one per student. Teachers can use these in conjunction with ClassDojo points or mini certificates, for example 5 points/5 Mini Certificates = 1 stamp. Conversely teachers can use the stamp charts on their own. (This option is more suitable for students who need a visual record.

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STUDENT ACHIEVEMENT

Student achievement is acknowledged and celebrated in several ways, including:

- Every fortnight each class teacher selects two students to receive a Student of the Week Award. These are presented at K-2 and 3-6 assemblies.
- Student achievements are shared on ClassDojo.
- Uniform and Attendance Awards are handed out at Monday Morning Assemblies, weekly.
- Throughout the year awards are presented for extracurricular activities as students achieve them, for example regional sport representation, School Spectacular representation, other external competitions, etc.
- At the end of the year, Presentation Day, Attendance and Super Gold Assemblies are held. Classroom teachers and support staff present students with awards celebrating achievement, effort, improvement, citizenship.

INAPPROPRIATE STUDENT BEHAVIOUR

These are the steps that are followed for those students who are unable to follow the school rules. Teachers may adjust at the class level to suit the needs of their students.

Note: Students start with a clean slate every day.

1. *Warning* – Verbal Explanation/Redirection in reference to one of the three school rules (teacher).

2. *Warning 2* (for example name on board) – Verbal Explanation/Redirection in reference to one or more of the three school rules (teacher).

3. *Behaviour reflection time in Classroom* (for approx. 5 minutes) – The student completes a Behaviour Reflection Sheet (*see Appendix F*) and discusses this with the teacher and then returns to normal lessons. **This incident is added to SENTRAL → Wellbeing**.

4. *Behaviour reflection time* (with a buddy teacher/class) – If the student's behaviour continues that day, they are sent to a buddy class for reflection time. The time should be no longer than 10 minutes. The class teacher must inform parents via phone on the day. An interview may be conducted via phone, or a face-to-face meeting may be arranged. **This additional information is added to the SENTRAL → Wellbeing incident already created in Step 3**.

5. *Play Break behaviour reflection time* (for 15 minutes with class teacher) – The student reviews the Behaviour Reflection Sheet with the class teacher and classroom behaviour expectations are discussed. A behaviour letter should be sent home on the day by the teacher (Letter template: SENTRAL Wellbeing, student incident entry, print letters, select behaviour to be used) ensuring parents are informed in a timely manner. **This additional information is added to the SENTRAL → Wellbeing incident already created in Step 3.**

6. *Team Leader Level* (2 play break + reflection time) – A letter is sent home from the team leader on the day (Letter template: Behaviour Concern → Executive Level – in SENTRAL to be used). A parent meeting is arranged. The parent meeting includes the team leader, the classroom teacher, the student, and the parents/carers. A Warning of Suspension may need to be given

particularly for repeated misbehaviour. **This additional information is added to the SENTRAL → Wellbeing incident already created in Step 3.**

7. *Office Managed* – Deputy Principal and Principal – All non-confidential follow up related to the student is entered on SENTRAL → Wellbeing. Consistent repeated misbehaviours may lead to suspension.

NOTE: Once the incident has been added to SENTRAL at Step 3, if the student continues moving through the steps <u>on the same day</u> do not create a new incident, keep adjusting the original one.

EXTREME BEHAVIOURS

In exceptional cases, an <u>Individual Behaviour Plan</u> may need to be created by the classroom teacher and team leader and implemented by all staff. Assistance may also be required from the AP Learning and Support.

> <u>Extreme Behaviours</u> are **exempt** from the steps above and they must be directed to a team leader or a senior executive immediately. Examples of these include:
>
> - Violent behaviour (senior executive) and aggressive behaviour (team leader)
> - Illegal activity (senior executive)
> - Sexualised behaviour (senior executive)
> - Serious threats of violence (team leader)
> - Racism (senior executive)

PLAYGROUND REWARDS SYSTEM

- Mini Certificates (*see Appendix D*) are given out to students on the playground, teachers write their own name on the Mini Certificate.
- Students are responsible for putting their name on the back of the Mini Certificate and place it in the correct House Group box outside library by Friday each week. Students may exchange the token for ClassDojo points as usual in class and then place into the appropriate box.
- At Monday Morning Assembly each week, the house captains draw one Mini Certificate from each house group. Students (4) are presented with a reward.
- One teacher from the four Mini Certificates drawn, above, is randomly selected to have a 30 min duty covered or an additional 30 min of RFF.

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Attendance Policy and Expectations

Children of compulsory school age are required by legislation to attend school every day unless there is a reasonable excuse for non-attendance (Education Act 1990). Liverpool West Public School requires that all its students attend school during normal school hours of every school day (9:10am – 3:10pm) unless there is a reasonable excuse for non-attendance (*see Appendix G* for some examples of justified and unjustified reasons from the Home School Liaison Officer – HSLO).

Regular attendance at Liverpool West Public School is essential if students are to maximise their potential. Liverpool West Public School, in partnership with parents/carers, is responsible for promoting the regular attendance of students. While parents/carers are legally responsible for the regular attendance of their children, the school and staff, as a part of their duty of care, monitor part or whole day absences.

ROLES AND RESPONSIBILITIES

The principal shall be responsible for:

- approving extended leave from school
- overseeing all facets of school attendance. (see Student Attendance in Government Schools Procedures 2015 pp2-3) https://education.nsw.gov.au/student-wellbeing/attendance-matters-resources-for-schools/resources-for-schools.

Any parent/carer requesting extended leave from school for their child for any period of time, for reasons other than illness, must seek approval from the principal.

The deputy principals and assistant principals shall be responsible for:

- sending letters home where appropriate (located on SENTRAL)
- organising interviews with parents where continued non-attendance or unexplained non-attendance is a concern
- contacting the HSLO where continued non-attendance and unexplained non-attendance remains a concern
- supporting teachers and parents/carers with strategies for improving attendance
- discussing absenteeism at stage/grade meetings at least fortnightly.

Class teachers shall be responsible for:

- marking the roll on SENTRAL ➔ Attendance by 9:25am each day
- obtaining written, verbal or email parental explanation of any absence
- keeping absence notes in a folder and signed and dated once they have been added to SENTRAL. These notes will be collected at the end of each term and filed for archiving.
- noting the arrival time of any student arriving late to Monday morning assembly and recording this on SENTRAL upon marking the roll
- ensuring that roles accurately reflect attendance in case of emergency as SENTRAL rolls will be used, on a device, to mark the roll and ensure all students are in attendance
- sending an absence explanation request note *(see Appendix H)* home for every unexplained absence the day the child returns to school if they have not brought a note
- calling parents/carers if the absence explanation request note is not returned

- calling parents/carers if a student accumulates 5 unexplained absences within a term or ongoing explained absences
- calling parents/carers to seek an explanation if a student accumulates 2 consecutive absences with no contact from parents
- recording all contact with parents on SENTRAL
- updating SENTRAL data any time an unexplained absence is explained (written or verbal)
- consulting with their team leader if attendance does not improve
- consulting with their team leader, deputy principal or principal if the teacher has any wellbeing or other concerns about a student.

The Community Liaison Officers shall support by:

- helping to link teachers with families so families understand the importance of satisfactory attendance (through phone contact, meetings, Parent Café, etc)
- working with the deputy principals and assistant principals to support families who may require support from external agencies such as Anglicare or the Benevolent Society
- translating and communicating to parents/carers in other languages, as required.

The School Administration staff should be responsible for:

- entering partial absences on SENTRAL. If students arrive to school **between 9:10am and 10:00am** they are directed to go straight to the library to receive a late slip. The School Admin Officer (SAO) will ask them why they are late, then record the reason and change their absence to partial in SENTRAL. (Students MUST NEVER be interrogated or disciplined for being late.)
- providing parents/carers with late arrival or early departure slips between 10:00am – 3:10pm from the school office
- printing off term absence reports for school reports (as per report timeline)
- filing absence notes at the end of each term for archiving.

All school staff should be responsible for:

- providing a caring teaching and learning environment which fosters students' sense of belonging to the school community
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues as they arise
- providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

LATE ARRIVALS

Students who arrive to school **between 9:10am and 10:00am** should go straight to the library to receive a late slip. The School Admin Officer (SAO) will ask them why they are late, then record the reason and change their absence to partial in SENTRAL. Students MUST NEVER be interrogated or disciplined for being late. After 10:00am all late arrivals must report to the office and obtain a late slip. The student takes this to the class teacher.

In the event of extreme weather conditions, class teachers should delay marking their rolls for 15 minutes. This is at the discretion of the principal and will be communicated accordingly.

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Automatic absence notification will be sent through SENTRAL each day. By 9:45am parents/carers will receive an SMS that their child/ren are being entered as 'Partially Absent'. This will be followed by a 'Whole Day' absence notification sent through SMS by 9:45am.

LEAVING SCHOOL EARLY

No student is permitted to leave the school grounds during school hours unless collected by a parent/carer or other authorised person, over the age of 18, from the office. Parents/carers are asked to collect an early leavers note at the office before collecting their child/ren. **Teachers are not to let students leave the classroom unless the parent/carer has a note from the office.**

REWARD PROGRAMS TO ENCOURAGE ATTENDANCE AND PUNCTUALITY

Weekly Raffle: One student per year group who has attended 5 days (all day, every day and on time) in the previous week will be randomly chosen to receive a canteen voucher/award at the Monday Morning Assembly.

Fortnightly Assembly Award: The K-2 class that has had the best attendance over the past fortnight will be awarded the bilby mascot for two weeks. The 3-6 class that has had the best attendance over the past two weeks will have access to additional playground equipment.

Class Reward: The 3-6 class and the K-2 class with the highest rate of attendance (least number of absences) over a five-week period will have a pizza party.

Annual Attendance Awards: Students who have had 98%-99% attendance by the end of Term 4 Week 8 will receive an award at a special Attendance Assembly to be held before the end of the year. Students will also receive a treat (ice block/chips/juice/etc). Students who have 100% attendance by the end of Term 4 Week 8 will receive an Attendance Medallion.

DOCUMENTATION

All office slips, notes from parents, printouts and any other important documentation must be kept in a Class Attendance document folder. The teacher **must** enter the details of the notes/slips into SENTRAL as soon as possible. Notes/slips need to be initialed and dated to indicate they have been entered. These notes need to be given to the office at the end of every term for archiving.

If any staff member contacts parents via notes, ClassDojo, meetings, informal conversations, phone calls, etc, the details **must** be recorded on SENTRAL ➔ Wellbeing ➔ Parent/Carer Contact.

If a student has several absences and notes are being sent home *(see appendix H)* – an entry on SENTRAL must be completed under Parent/Carer Contact identifying that this contact has been made. The copies of the letters and details of correspondence are **crucial** if HSLO support is to be sought.

(see APPENDICES H, I, J and K)

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SENTRAL
Follow steps below or here

a) To login to SENTRAL please click here or type the URL into the address bar https://lwps.sentral.com.au/.

b) Type in your username: **firstname.lastname** and password (your password is your DoE password).

c) ⣿ Select the waffle (nine dots) icon in the top left corner of the screen to access the attendance section.
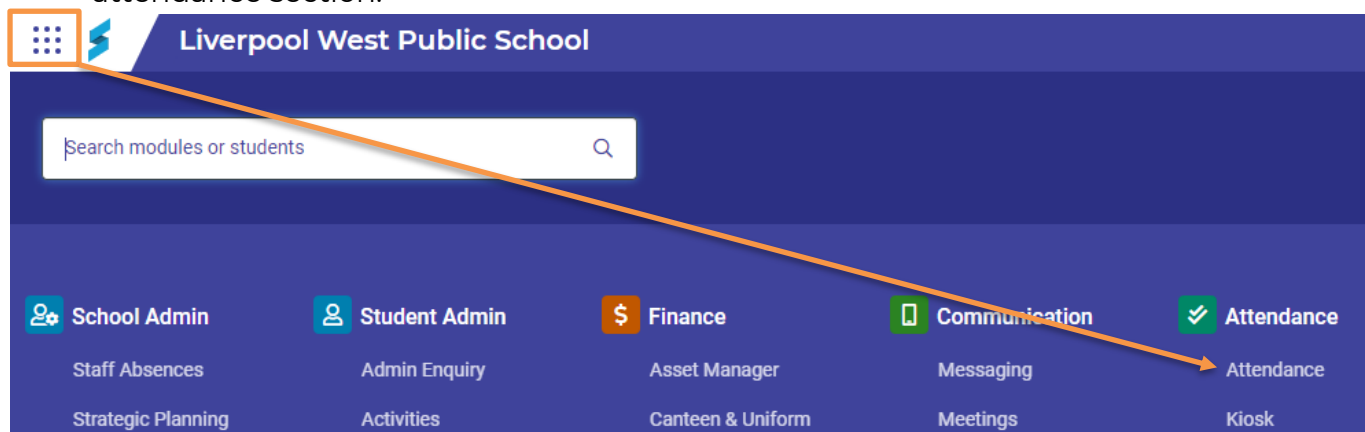
d) Click on the header box 'Mark Today's Roll for my default class' (if you are covering a class you will need to select the class from the options on the left).
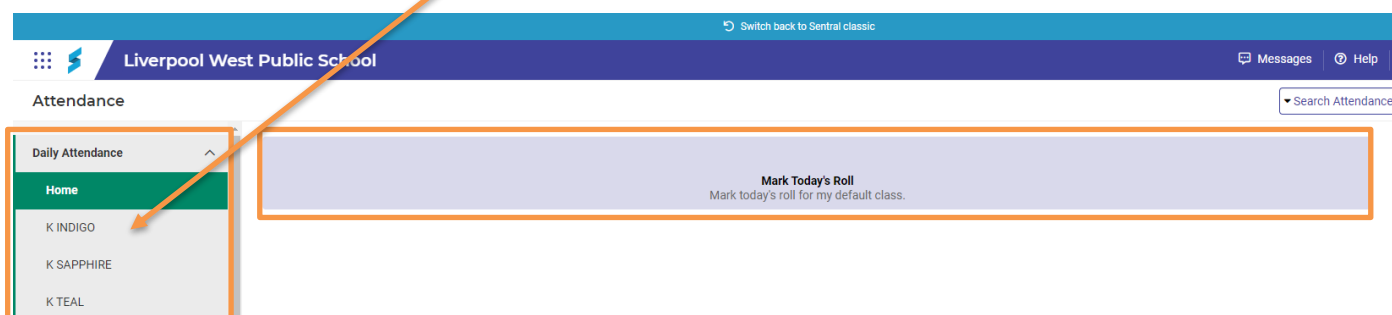
e) The day that you are marking the roll is highlighted in yellow out of the options. All students are assumed present. You only click on the dots for the students that are absent, when a student is selected that row will highlight in green
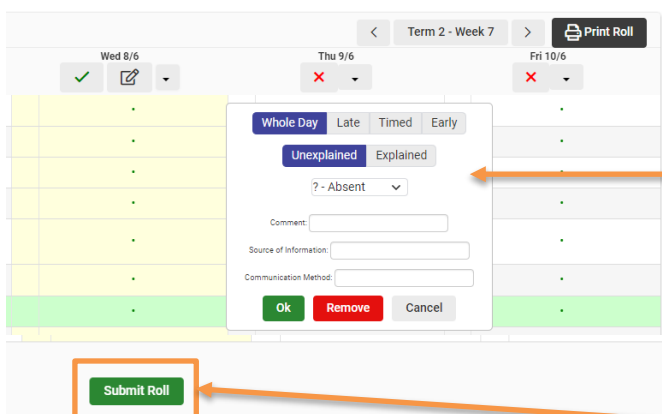
- This box appears when you click on a dot for a student who is absent.
- Click on the required boxes to complete the absence information.
- Absences can be recorded using SENTRAL for several weeks after the absence.

f) Once completed it is ESSENTIAL that you click the Submit Roll button **by 9:25am.**

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Anti-Bullying Strategies

PROTECTION

<u>Definition</u>: Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that cause distress, hurt or undue pressure. It also involves the abuse of power in relationships.

Bullying behaviour can be:

- **verbal** – for example name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** – for example hitting, punching, kicking, scratching, tripping, spitting
- **social** – for example ignoring, ostracising, alienating, inappropriate gestures
- **psychological** – for example spreading rumours, dirty looks, hiding or damaging possessions
- **cyber** (online bullying) – for example through use of technology, such as emails, blogs, websites, mobile phones etc., including sending abusive texts or emails, taking and sharing unflattering or private images of others, posting unkind messages or inappropriate images on social networking sites, excluding individuals from online chats or other communication, assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others, repeatedly, and for no strategic reason, attacking players in online gaming.

<u>Statement of Purpose</u>

At Liverpool West Public School, we use positive student strategies. We are building, promoting, and utilising a consistent approach to behaviour management based on addressing students' rights and responsibilities. This is supported by the implementation of Positive Behaviour for Learning (PBL) and our three school rules: Be Safe, Be Respectful, Be a Learner.

Students and staff have the right to expect that they will spend the school day in a safe, respectful learning environment that directly addresses any incident of bullying, harassment, and intimidation. Any inappropriate behaviour that interrupts teaching and learning at the school and interferes with the wellbeing of students and staff is not accepted.

This includes the following:

- promoting a safe, respectful learning environment
- staff using consistent language and demonstrating respectful ways of relating in all practices
- explicit teaching and acknowledgement of school expectations of behaviour and learning
- explicit teaching of what bullying is and related school practices for staff, students, and the community
- consistent application of procedures and support for students who present with difficulties in relating safely and respectfully with others
- forming productive partnerships with the community to provide a range of options to support students' social, emotional, and academic needs.

Students, teachers, parents/carers, and members of the wider school community have a shared responsibility to create and maintain a safe, respectful learning environment that challenges

bullying. Each group within the school community also has specific responsibilities in preventing and dealing with bullying.

<u>Positive School Culture</u>

The school aims to minimise bullying by engaging in a range of programs to promote respectful relationships, reduce incidences of bullying and to provide timely support from an educative framework for students who are involved in bullying, including witnesses (bystanders). Students who are found to engage in bullying behaviour are managed in accordance with the NSW Department of Education and Community *Complaints Handling Policy*, the school's *Code of Conduct* and State-wide *Student Welfare Policies and Procedures*. Students who are found to engage in bullying are also provided with social support that includes explicit teaching on respectful ways of relating to others and the school's approach to challenging bullying, including consequences for continued engagement in such behaviour.

PREVENTION

Liverpool West Public School is an inclusive environment, where diversity is affirmed, and individual differences are respected across all settings. This is evidenced by staff demonstrating practices, school communications and the provision of an inclusive curriculum. In addition to developing and maintaining a supportive learning environment in class time, the school has developed strategies to promote respectful practice and collaborative play during break times. Specific practices are in place that promote a safe and respectful school environment. Such practices include but are not limited to the following:

- explicit teaching of the school's *Code of Conduct*
- NSW Department of Education Behaviour Code for Students
- development of Class Management Plans, Risk Assessments and Individual Behaviour Plans
- implementation of the school's student welfare plan
- provision of additional school learning support officers (SLSOs) on the playground to support games and fair play
- provision of school equipment, resources, and explicit teaching to promote collaborative play
- implementation of Child Protection units of work
- implementation of Positive Behaviour for Learning
- explicit teaching of digital citizenship.

Student engagement and leadership is promoted through several strategies, such as the School Representative Council and leadership programs. Students are encouraged to participate in co-curricular groups that promote teamwork through performing arts, public speaking, and sports.

The school has a comprehensive system for acknowledging effort in behaviour and learning both across the school and within individual class settings. The school acknowledgement system also recognises leadership across extra-curricular activities.

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EARLY INTERVENTION

While the school provides a whole school approach to promoting and teaching respectful practices and social competence, some students will require additional support as in all areas of learning. Early identification of a difficulty enables the school to provide educational intervention. This may include recommendations for families to seek out of school assistance when required for students who are identified as being at risk of developing long-term difficulties with social relationships. Students may be identified through staff observation of behaviours, however, when presenting behaviours are not reasonably evident, the school relies on students requesting assistance and/or parents/carers raising concerns with the school.

When a concern is raised, the school will endeavour to assess the situation, act in accordance with school policies and procedures and provide support. As with any concern raised around a student presenting difficulty in the school setting, the school will seek to work collaboratively with the student's parents/carers to address concerns.

There are many strategies to assist students. Specific strategies will vary depending on the situation, however, there are several common elements addressed by school actions. These include the following:

- increased monitoring of behaviours and interactions
- explicit teaching on the expectations of behaviour within the school, procedures for addressing behaviours and consequences of problematic behaviours
- request for parent/carers to collaborate on addressing the student's difficulty
- increased teacher scaffolding of desired behaviour in the class setting which may include class, group or individual learning activities around the need identified.

RESPONSE

The Bullying of Students – Prevention and Response policy applies to all student bullying behaviour, including online (cyber) bullying, and applies outside of school hours and off school premises where students have been involved and there is a clear and close connection to the school as per point 2.2, https://education.nsw.gov.au/policy-library/policies/pd-2010-0415.

In response to incidents of bullying, staff will:

- investigate the incident
- interview all involved students
- provide support to the victim and others involved, including a referral to the school counsellor if required
- inform parents.

In selecting appropriate actions in response to an incident of bullying, complex issues need to be considered and individual circumstances, such as age, the difference in power of those involved and/or disability need to be considered. Consistent with departmental and school policies, the severity and seriousness of the bullying will be assessed, and action taken.

Any serious incident involving assaults, threats, intimidation, or harassment are referred to the principal who, on examination of the seriousness and the facts, is required to act in accordance with the Department of Education and Communities policies and may result in notifications to

authorities such as the Police, the Child Wellbeing Unit or Department of Community Services and the School Safety and Security Unit.

The Anti-Bullying Plan will be reviewed regularly within a three-year period so that all members of the school community are aware of and remain committed to the plan. The review will provide opportunities for reflection and renewal.

The school Anti-Bullying Plan is published on the school website. The community is updated through ClassDojo on the school's progress to promoting a responsible, respectful, and safe learning environment.

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Repetition Procedures

RATIONALE

Schools have a responsibility to educate all students to their full potential. Opportunities for students to achieve their full potential are provided as a matter of daily routine.

Repetition of a year level is one way of giving a student another opportunity to achieve their full potential. Many studies, however, have indicated there are often many negative effects of repetition. Where positive effects have been evident these have been shown to diminish over time. This is especially so where repetition itself is considered to be the treatment and where little effort has been made to correct any perceived lack of competencies.

The school principal, in full consultation with parents, teachers, school counsellor and other appropriate personnel has the responsibility for decisions in relation to accelerated progression and repetition.

REPETITION

Year level repetition requires serious and objective consideration before it is decided as an appropriate, informed educational intervention.

Repetition should not be the sole procedure in attempting to raise the competency level of any student. Specific outcomes to be achieved by repetition will be clearly stated and discussed with parents.

ALTERNATIVES TO REPETITION

The following strategies are appropriate as both alternatives to repetition and as necessary adjuncts if repetition is pursued:

- remedial programs
- peer and cross-age tutors
- across grade ability groups
- social skills training
- more inspired and challenging curricula
- parent tutors
- before and after school programs
- between grade ability
- Individualised Education Plans (IEPs)
- access requests for additional resources and programs, for example Intensive Reading Support class.

PROCEDURES

If a student is identified as having below minimum competencies in academic, social or emotional areas, referral for repetition will not be considered until class and grade interventions have been initiated. The classroom teacher will:

- inform and consult with the team leader
- discuss concerns with parent(s)
- consult LST Coordinator and/or the School Counsellor for development of programs, and
- initiate interventions which attempt to address the needs of the student.

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NOTE: The principal must be consulted regarding the possibility of repetition and must be kept informed throughout the process.

If sufficient progress has not been attained by end of Term 2, then a referral to the Learning Support Team for the consideration of retention can be made.

The school counsellor will make appropriate assessments of the student's abilities and functional level and act as a case manager. If repetition is still a consideration at the end of Term 3, the Light's Retention Scale (*see Appendix L*) will be administered by the classroom teacher.

Parents/carers will be kept informed of the considerations and encouraged to become active participants in the remedial process.

The student will be informed that repetition is being considered as part of the final decision-making procedure (it is important that this is promoted as a positive opportunity, and not a punishment).

In Weeks 6-8 of Term 4, all documentation, results, assessments, and Light's Retention Scale will be presented to the Learning Support Team in consultation with the principal.

If repetition is indicated, then class placement for the next year will be considered, and the classroom teacher supported at the start of the new school year by appropriate personnel.

Intervention programs will be administered and monitored regularly. A final opportunity for promotion to the next grade will be made before the end of Term 1 in the next school year if it is warranted by student progress.

If repetition is not indicated, and the student is promoted with grade peers, a similar system of intervention will be administered, to attend to the student's needs.

Written permission from the parents is required (*see Appendix M*). This must also be signed by the class teacher, team leader and, in particular, **the principal**.

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Uniform Guidelines

Liverpool West Public School has a uniform that proudly defines our school and students in our local community. These guidelines are in line with the Department of Education's *School Uniform Policy*.

The benefits of wearing a school uniform include:

- creating an identity for the school within its community
- developing students' sense of belonging to the school community
- providing an opportunity to build school spirit
- enhancing the health and safety of students when involved in school activities
- promoting a sense of inclusiveness, non-discrimination, and equal opportunity
- reinforcing the perception of the school as an ordered and safe environment
- increasing the personal safety of students and staff by allowing easier recognition of visitors and potential intruders in the school
- promoting positive community perceptions of public education
- making school clothing more affordable for families by eliminating the risk of peer pressure to wear transiently fashionable and expensive clothes.

SUMMER UNIFORM

- Dress – aqua/white check
- Black shorts
- Black skort
- Short-sleeved polo shirt

WINTER UNIFORM

- Black trackpants
- Long-sleeved polo shirt
- Black jacket
- Black jumper
- Scarves/gloves optional but must be black

ALL YEAR

- White or grey socks
- Black patent leather shoes
- Black sneakers
- School cap
- Black cap
- Hair ties – black or teal

Variations

- Short-sleeved Aboriginal shirt
- Year 6 polo shirt

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NOTE: There should be no logos or any other designs on any of the above items (*see Appendix N*).

RECOGNITION

Every Monday morning students, wearing full school uniform, are chosen randomly to receive a 100% Uniform Award.

EXEMPTIONS

At times, there may be circumstances where a student may be exempt from wearing a school uniform. These exemptions are in line with the Department of Education's *School Uniforms in New South Wales Government Schools* document.

Short Term Exemptions

These exemptions are due to temporary circumstances. This may include a student temporarily attending a different school while staying with extended family or a carer but will be returning to their home school.

Long Term Exemptions

Long term exemptions can be provided when:

- an aspect of the school uniform requirements prevents students from complying with a requirement relating to their ethno-religious background
- the student has a particular health condition that requires a modification of an aspect of the requirements
- the student is disadvantaged in complying with an aspect of the uniform because of other personal circumstances outlined in anti-discrimination and equal opportunity legislation.

Informal Exemptions

Informal exemptions can be provided when temporary extreme weather conditions or temporary health conditions require the wearing of protective or other clothing outside uniform requirements.

A register is kept of all requested exemptions and modifications as a pattern of this may demonstrate a need to review school uniform requirements.

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Suspension and Expulsion Procedures

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, and discrimination. To achieve this, all schools will maintain high standards of student behaviour.

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.

At Liverpool West Public School, the grounds for suspension and expulsion are in line with the Department of Education's *Student Behaviour Procedures Kindergarten to Year 12 – 2022*.

The principal ensures that the implementation of these procedures, considering a range of factors as outlined in Table 1 pp 14 (*see Appendix O*) and with Procedural Fairness (*see Appendix P)*. For more information on suspension go to *Student Behaviour Procedures Kindergarten to Year 12 – 2022* pp13-24.

GROUNDS FOR SUSPENSION

Principals may use suspension as a behaviour management response if appropriate alternative behaviour support measures have been unsuccessfully implemented or attempted, and believe that a student's behaviour/s of concern can:

- cause actual harm to any person
- pose an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by:
    - a student's continuing, consistent, unproductive, and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted
    - a student's behaviour that causes damage to or the destruction or loss of property.

Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviour/s of concern.

SUSPENSION TIMEFRAMES

Principals must determine the appropriate number of school days for a suspension and will give the shortest number of days needed to implement supports for the student. The maximum number of days for any suspension are:

- for students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension is 5 school days
- for students in Year 3 to Year 12, the maximum number of consecutive school days for a suspension is 10 school days.

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EXPULSION

In serious circumstances of misbehaviour, the principal may expel a student of any age from their school.

For more details refer to the *Student Behaviour Procedures Kindergarten to Year 12 – 2022* pp25-29.

STUDENT WELLBEING

Anti-Racism Policy

To effectively counter racism, anti-racism education strategies are implemented across the full range of a school's activities. Under the Department's [Anti-Racism Policy](#), principals are responsible for including anti-racism education strategies in their school plans and reporting on their implementation in Annual School Reports. Under the policy, the nomination and training of an Anti-Racism Contact Officer (ARCO), is also the responsibility of the principal.

INDICATORS OF RACISM

Recognising racism in schools may be difficult, as racism manifests itself in a range of ways, some more clearly discernible than others. Some indicators of racism include the following:

- hostility or lack of co-operation between groups
- appearance of racist graffiti
- promotion of racist propaganda
- display of racist behaviour, including comments, ridicule or abuse, cyber racism, as well as physical harassment and assault
- existence of discriminatory practices, including:
    - low expectations for some groups of students
    - non-inclusive policies, curriculum and pedagogy denying certain groups access to a wide curriculum.

COMPLAINTS HANDLING

The ARCO supports the handling of complaints of racism in a number of ways by:

- managing complaints of racism made by students against other students in accordance with the [Behaviour Code for Students](#) (*see Appendix* A) and the school's discipline and wellbeing procedures
- referring complaints of racism made by staff and community members to appropriate executive staff members
- providing advice on the complaints handling process to students, staff and community members
- supporting the complainant during the complaints handling process
- providing advice to the principal and/or nominated complaints manager.

The ARCO will follow the Managing complaints of racism flowchart (*see Appendix Q*).

STUDENT WELLBEING

Lunch Assistance Procedures

1. Classroom teacher fills out a Student Lunch form and sends it with the student to the office.

Student Welfare Lunch	
Date:	
Name:	Class:
SIGNED: .... Class Teacher	

2. A School Administration Officer enters this on SENTRAL using the 'No lunch/No food' tab in Wellbeing → Data, and provides a sandwich.
3. Classroom teacher to liaise with team leader to determine further action, if required, when a student's pattern of insufficient lunches continues.
4. Discuss with senior executive if the issue persists.

NOTE: Students with no food for Break 2 can come to the office for a piece of fruit or a muesli bar. A note is not required.

APPENDIX A

<u>Behaviour Code for Students</u>

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

[Adobe InDesign Workshop (nsw.gov.au)](nsw.gov.au)

STUDENT WELLBEING

Values in NSW Public Schools

INTEGRITY**:** Being consistently honest and trustworthy.

EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

RESPECT: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

RESPONSIBILITY: Being accountable for your individual and community's actions towards yourself, others and the environment.

COOPERATION**:** Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

PARTICIPATION: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

CARE**:** Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS**:** Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

DEMOCRACY**:** Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

Values in NSW public schools

STUDENT WELLBEING

STUDENT WELLBEING

Super Gold

STUDENT WELLBEING

Name: _____

I am
Safe

Teacher: _____ Date: _____

Name: _____

I am
Respectful

Teacher: _____ Date: _____

Name: _____

I am a
Learner

Teacher: _____ Date: _____

Bronze Award

I am a Safe, Respectful Learner

Silver Award

I am a Safe, Respectful Learner

STUDENT WELLBEING

Student Reflection Sheet

Name: _____   Date: _____

1. Which rule did you break? _____

2. What did you do? _____

   _____

   _____

   _____

3. How should you have solved the problem without breaking the school rules? _____

   _____

   _____

   _____

   _____

   Teacher Signature: _____

   Student Signature: _____

STUDENT WELLBEING

Whole Days Absent			
REASON GIVEN	**Justified**	**Unjustified**	**Explained**
Sick - Flu, Cold, Headache etc	Sick – if more than 2 days a medical certificate should be requested		
Family reasons, for example funeral, death in the family	1-2 days is acceptable – school should ring if there are further days and request an explanation.		
Missed Bus no other Bus to catch.		☹ Students would be aware of this and should ensure they catch the bus on time.	☹
Hospital Visit	☺		
Dentist Appt	☺ Should be requested to be outside of school hours.		
Counsellor appt outside	☺ Should be requested to be outside of school hours.		
Doctors / Dentist Appt	☺ Should be requested to be outside of school hours.		
Gone away for the weekend (Taken Mon or Fri off)		☹	☹
Refusing to come to school	Year Advisor or DP should be notified and parent contacted to discuss.	☹	☹
Religious Day, for example EID	☺ One day is acceptable – any further days should be classified as Unjustified & explained.		

STUDENT WELLBEING

Late to School			
Reason For lateness	**Justified**	**Unjustified**	**Explained**
Running Late		☹	☹
Blaming the sibling		☹	☹
Traffic		☹	☹
Slept In		☹	☹
Car Trouble		☹	☹
Flat Tyre		☹	☹
Traffic accident causing lateness	PRINCPAL DISCRETION SHOULD BE USED ON THIS ONE.		
Missed the Bus		☹	☹
Family Member running late who drops of the student		☹	☹
Forgot something at home and returned to get it		☹	☹
Gone to Uniform Shop before school		☹	☹
Walking to slow to class		☹	☹
Slept in		☹	☹
Traffic outside of school		☹	☹
A major Traffic jam that we know about	PRINCPAL DISCRETION SHOULD BE USED ON THIS ONE.		
A bus is running late or missed picking up students is not students' fault	PRINCPAL DISCRETION SHOULD BE USED ON THIS ONE.		

STUDENT WELLBEING

APPENDIX H Absentee Note.pdf

LIVERPOOL WEST PUBLIC SCHOOL

79-81 Hoxton Park Road
LIVERPOOL NSW 2170
Phone: 02 9602 8062
Fax: 02 9822 5093
liverpoolw-p.school@det.nsw.edu.au

Students' Name: _____   Students' Class: _____

Date/Dates of Absence: _____

Reason for Absence: (Please tick one)

☐ SICK (Please explain) _____

☐ RELIGIOUS CELEBRATION

☐ FAMILY REASONS (Please explain) _____

☐ OTHER _____

Attached is a medical certificate: Yes ☐   No ☐

Parent/Caregiver Signature: _____   Date: _____

STUDENT WELLBEING

Absence Procedure for Occasional Absences

```
                        ┌──────────────────┐
                        │ Student is absent │
                        └──────────────────┘

┌──────────────────┐                      ┌──────────────────┐
│ Student returns  │                      │ Student returns  │
│ with a written   │                      │ without a written│
│ explanation.     │                      │ explanation.     │
└──────────────────┘                      └──────────────────┘

                              ┌──────────────────┐
                              │ Classroom        │
                              │ teacher sends    │
                              │ home an          │
                              │ absentee note.   │
                              └──────────────────┘

                        ┌──────────────────┐
                        │ Note is not      │
                        │ returned in two  │
                        │ days             │
                        └──────────────────┘

                  ┌──────────────────┐
                  │ Classroom        │
                  │ teacher calls    │
                  │ parent/carer for │
┌──────────────┐  │ verbal           │
│ Record of    │  │ explanation.     │
│ absence      │  └──────────────────┘
│ entered on   │
│ Sentral.     │
└──────────────┘

            ┌──────────────────┐
            │ If contact could │
            │ not be made,     │
            │ record as        │
            │ unexplained and  │
            │ some home an     │
            │ update of parent │
            │ contact details  │
            │ (from the office)│
            │ if required.     │
            └──────────────────┘

      ┌──────────────────┐
      │ If this continues│
      │ discuss with AP  │
      │ then DP to see if│
      │ the HSLO needs   │
      │ to be involved.  │
      └──────────────────┘
```

STUDENT WELLBEING

APPENDIX J

Absence Procedure for Habitual Absences

> *See Guidelines for Supporting Student Attendance - https://bit.ly/3au8LjN*
> **LWPS Patterns of habitual absence identified.**
> - **5 unexplained days in a term**
> - **ongoing explained absences**

Teacher to contact parents/carers with concerns.

School issues	Home issues	Health issues	Travel	Other

Monitor Attendance

If attendance does not improve or drops furthe, discuss with team leader.

Team leader to contact parents/carers and arrange a meeting including the class teacher.

Based on circumstances further action could include:

- Individual Attendance Improvement Plan
- Individual Education Plan
- Address bullying/harrassment claims
- LST Referral
- Provide student with additional responsibilities at school
- Referral to school counsellor.

If attendance issues persisit consult with the Attendance Coordinator in order to:

- consult with the HSLO;
- seek external agency suppport;
- seek support/advice from Police Liaison Officer; follow the Mandatory Reporter Guide if there are welfare concerns and contact the Wellbeing Unit if require.

Attendance improves – continue monitoring.

STUDENT WELLBEING

APPENDIX K

Procedure for Regular Partial Absences

When a student accumulates three (3) partial absences the classroom teacher contacts the parents.

When a student accumulates six (6) partial absences the classroom teacher sends a letter of concern home to the parents (SENTRAL).

When a student accumulates ten (10) partial absences the classroom teacher will inform the team leader who will send a letter of concern home to the parents requesting a meeting (SENTRAL).

- Actions to improve school attendance are negotiated with the parents.
- Monitoring of partials is continued.
- HSLO support is access via the Attendance Coordinator if there is no improvement.

STUDENT WELLBEING

APPENDIX L

<u>Light's Retention Scale</u>

Name:		Date of Test:
DOB:	Current Age:	Grade:

DIRECTIONS: Read each item and circle the number following the item which best describes the student's situation. Add the circled numbers.

1	**School Attendance**	
	Student misses more than 25 days school in nine months	0
	Student misses 11 – 24 days of school in nine months	2
	Student misses 3 to 10 days of school in nine months	4
	Student misses 3 days of school in nine months	5
2	**Intelligence**	
	Student's intelligence is within the average range of ability	0
	Student's intelligence is in the lower 10 percent	4
	Student's intelligence is in the upper 10 percent	4
	Student's intelligence is in the lower 2 percent	5
	Student's intelligence is in the upper 2 percent	5
3	**Present Level of Academic Achievement**	
	Student is one year behind grade level in all academic areas	0
	Student is more than one year behind grade level in all academic areas	3
	Student is at grade expectancy only in reading but one year behind in other areas	3
	Student is at or above grade expectancy in reading and spelling	4
	Student is at or above grade expectancy in all academic areas	5
4	**Physical Size**	
	Student is much smaller than others the same age	0
	Student is only smaller than most others the same age	2
	Student is the same physical size as most others the same age	4
	Student is larger than others the same age	5
5	**Student's Age**	
	Student's age is in the younger half of present class	0
	Student's age is in the older half of present class	2
	Student is one year older than students in present class	4
	Student is more than one year older than students in present class	5
6	**Sex of Student**	
	Student is a boy in Kindergarten through to Grade 3	0
	Student is a girl in Kindergarten through to Grade 3	2
	Student is a boy in Grade 4 to high school years	4
	Student is a girl in Grade 4 to high school years	4
	SUBTOTAL:	

STUDENT WELLBEING

7	**Siblings**	
	Student has no siblings living in same household	0
	Student has a sibling more than three grade levels above or below present grade level	2
	Student has a sibling two grade levels above or below present grade level	3
	Student has a sibling one grade level above present grade level	4
	Student has a sibling at same or one grade level below present grade level	5
8	**Previous Retention**	
	Student has never been retained and started school at the expected age	0
	Student started school one year later than other children of same age	3
	Student has had one or more grade retentions	5
9	**History of Learning Difficulties**	
	Student has been evaluated by the school counsellor or other professional and it is clear that there are no learning disabilities	0
	The teacher feels there is no evidence of learning disability	2
	The teacher feels that the student has a mild learning disability	3
	Student has been evaluated by the school counsellor and found to have an intellectual disability	4
10	**Student's Attitude About Possible Retention**	
	Student requests retention to learn "what was missed"	0
	Student seems disinterested in whether retention will be recommended	3
	Student agrees to retention but requests same teacher for next year	3
	Student agrees to retention only after parental persuasion	3
	Student does not want retention but agrees that competence is below grade level	4
	Student gets upset if the subject of retention is approached	5
11	**Parents' School Participation**	
	Parents always attend school conferences and are actively involved in child's education	0
	Parents usually attend teacher conferences but are rarely involved in other school activities	2
	Parents attend very few teacher conferences	3
	Parents never attend teacher conferences	4
	Parents never attend teacher conferences and are hostile to the overall school program	5
12	**Motivation to Complete School Tasks**	
	Student spends at least 80% on task even if the work is too difficult	0
	Student works only on tasks of interest	1
	Student is disinterested in school work, but will work if encouraged	3
	Student needs one-to-one assistance to complete school work	4
	Student avoids school related tasks, even if individual assistance is offered	5

STUDENT WELLBEING

13	History of Delinquency	
	Student has no history of antisocial behaviour	0
	Student has occasional difficulty following school rules	1
	Student often has problems with behaviour on playground and in classroom	3
	Student has a history of discipline problems, but has had no involvement with police	4
	Student has a history of discipline problems, and has had involvement with police	5
	SUBTOTAL:	

14	Knowledge of English Language	
	Student has good communication skills using the English language	0
	Student has limited use of English but is acquiring new skills quickly	2
	Student is not bilingual and has poor English language skills	3
	Student has poor knowledge of English and is not acquiring new skills	5
15	Present Grade Placement	
	Student is in Kindergarten	0
	Student is in Grade 1	1
	Student is in Grade 2 or 3	2
	Student is in Grades 4 to 6	4
	Student is in high school	5
16	Transiency	
	Student has attended one school since Kindergarten	0
	Student has attended two or three schools in the past three years	3
	Student has attended four to six schools in the past six years	4
	Student has attended seven or more schools in the past three years	5
17	Emotional Problems	
	Student does not exhibit behaviour sometimes seen in emotionally disturbed children (for example anxious, distractible, overactive, cries often, etc)	0
	Student exhibits behaviour sometimes seen in emotionally disturbed children	4
18	Experiential Background	
	Student's background offers almost no opportunity for social or cultural stimulation	0
	Student has minimal experience with non-school related activities	3
	Student has had many stimulating experiences (for example foreign travel, community groups etc)	4
19	Immature Behaviour	
	Student associates with children two years or more younger than actual age	0
	Student associates with children one year younger than actual age	1
	Student associates with children of own age	3
	Student associates with children older than own age	5
	TOTAL:	

STUDENT WELLBEING

Interpretations

The following table is used to interpret the results of the sum of circled numbers.

Any time a student receives a circled number of five (5), it is likely that benefit from retention will be minimal. These scores are to be used as guidelines only and are not standardised scores.

Total Sum	Interpretation
0 – 9	Excellent retention candidate (Should have no 5's circled)
10 – 20	Good retention candidate (Should have no 5's circled)
21 – 45	Fair retention candidate (Should have no 5's circled)
46 – 63	Marginal retention candidate (Should have no 5's circled)
64 – 71	Poor retention candidate
72 – 92	Student should not be retained

STUDENT WELLBEING

APPENDIX M

Repetition Guidelines and Parental Consent

Repetition is considered when teachers and parents:

- have been engaged in lengthy discussions regarding the student's academic and welfare concerns and where the advantages and disadvantages of repetition have been thoroughly explored;
- are convinced that this strategy will be of benefit to the student.

Repetition is considered when students are:

- underachieving in their year group due to maturity factors, illness, significant absences or events that have heavily impacted on their learning;
- assessed as not experiencing significant learning difficulties;
- of an appropriate age;
- not going to be adversely affected socially or emotionally through the decision to repeat.

The parent has the final decision.

Repetition Consent

I have discussed the issues regarding the repetition of my child _____ of class _____ with the class teacher and stage team leader. I consent to my child repeating Year _____ in 20_____.	
_____ Signature of Parent/Guardian	_____ Date

The school agrees/disagrees with the parent/guardian's decision to repeat _____ for the following reason/s: • [Enter reason] • [Enter reason]		
_____ Signature of Class Teacher Date: _____	_____ Signature of Team Leader Date: _____	_____ Signature of Principal Date: _____

STUDENT WELLBEING

APPENDIX N

School Uniforms

Summer School Uniform	Winter School Uniform
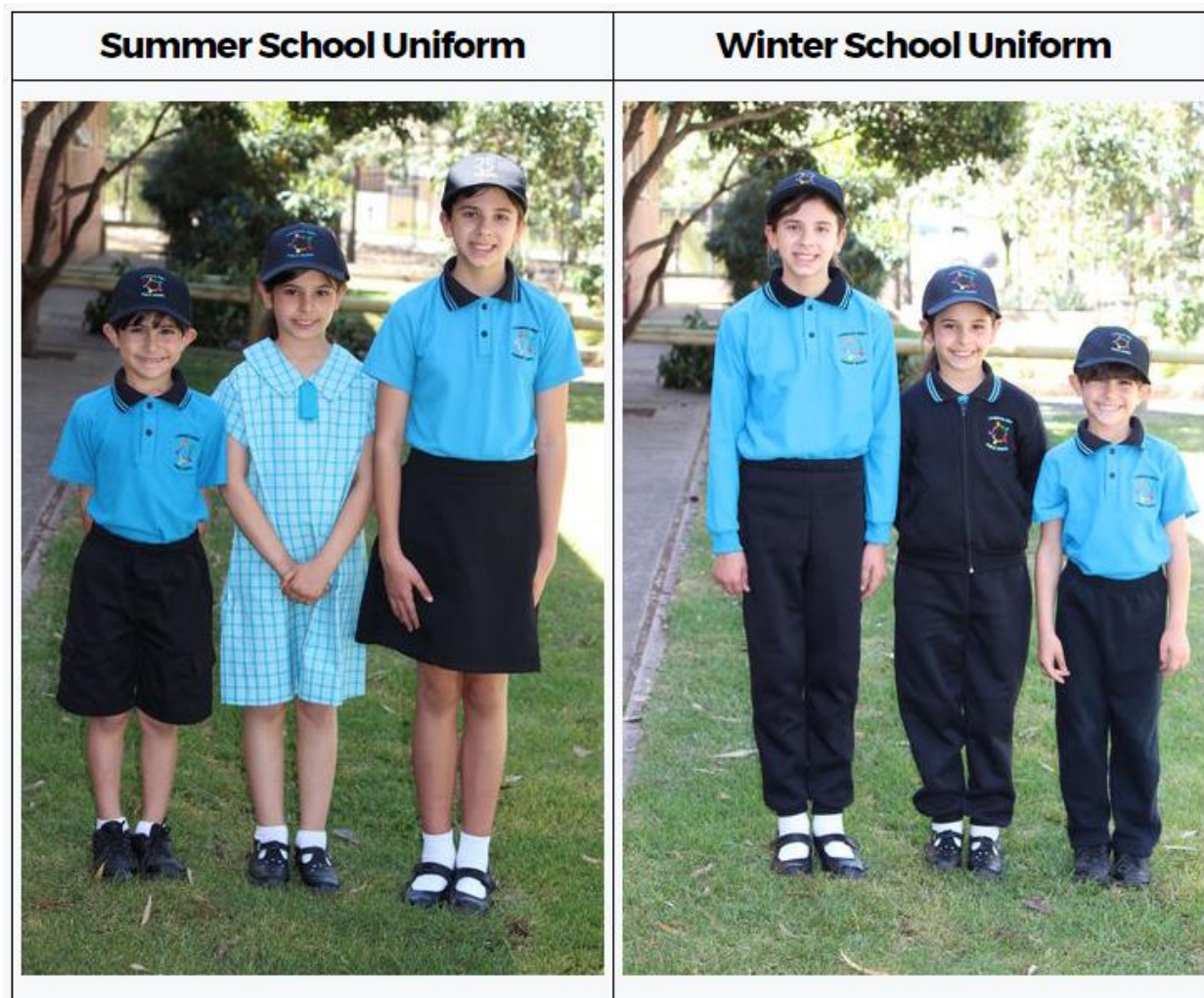
APPENDIX O

<u>Factors when Considering Suspension</u>

Factors to consider	Elements

The behaviour of concern	• the nature of the behaviour for which suspension is being considered, including but not limited to:
	
	  – whether it is developmentally appropriate
	  – the context or circumstances in which the behaviour occurred
	  – functional analysis of the behaviour (what is the behaviour's purpose? What is driving the behaviour? What is the behaviour of concern trying to achieve for the student?)
	  – whether it meets the grounds for suspension (see <u>section 3.3</u>)
	
	• whether it was required to issue a valid formal caution to the student for the behaviour of concern (see <u>section 3.2</u>)
	• any previous incidents or interventions to address prior behaviour/s of concern.

The student	• the student's educational and safety needs
	• the student's individual circumstances, including but not limited to:
	
	  – disability and any reasonable adjustments already in place or required to be implemented in line with the <u>Disability Standards for Education 2005</u> before deciding to suspend (see <u>Inclusive Education Policy for students with disability</u> and <u>Legal Issues Bulletin – Disability Discrimination</u>)
	  – trauma background
	  – cultural and linguistic background
	  – interactions with out of home care
	  – socioeconomic disadvantage
	
	• the potential impact on the student's learning and wellbeing, or that of other students around them
	• whether the student has been suspended before, and the circumstances of that prior suspension
	• any child protection issues or considerations (see <u>Child Protection Policy: Responding to and reporting students at risk of harm</u>).

Additional principal responsibilities	• ensuring the early involvement of appropriate support personnel available within the school system and externally • considering whether the principal's intended action is proportionate to the behaviour of concern • embedding procedural fairness and inclusive education principles.

If, after considering all factors in Table 1, a principal determines that a suspension is appropriate, the principal must also consider:

- the student's wellbeing, risk and potential vulnerability before implementing a suspension
- the timeframe of the suspension (see <u>section 3.5</u>)
- where feasible, whether students may continue to attend alternate programs while on suspension (see <u>section 3.5.7</u>).

APPENDIX P

Procedural Fairness

Procedural fairness, also known as natural justice, is generally recognised as having two elements.

The right to be heard which includes:

- the right to know the purpose of the particular decision-making process and the consequences that flow from it
- the right to know the way in which the issues will be determined
- the right to be fully informed of the allegations and of any other information which will be taken into account in making a decision
- the right to have a reasonable opportunity to respond to the allegations and any other information that will be taken into account in making a decision
- the right to an appeal.

The right of a person to an impartial decision which includes:

- the right to impartiality in the investigation and decision-making process
- the right to an absence of bias in the decision maker.

STUDENT WELLBEING

MANAGING STUDENT COMPLAINTS OF RACISM

Complaint of racism. Staff member records complaint onto SENTRAL and marks as 'Further Action Required'. Student/s sent to Office immediately.

↓

Senior Executive investigate the incident. ARCO/s notified and intervention occurs at the earliest possible time.

↓

Can the complaint be handled informally?

↙   ↘

Yes	No
↓	↓
Resolve the complaint to the satisfaction of the complainant.	Assist the complainant to write the complaint if required.
↓	↓
Updating SENTRAL and inform parents where necessary.	Refer to Senior Executive.

↓

Is it about a person?

↙   ↘

Yes	No

↙   ↓

Is the complaint serious?	Remedy and systems improvement procedures apply.

↙   ↘

Yes	No
↓	↓
Investigation procedure applies.	Negotiation procedure applies.

Inform complainant of procedures and rights. Senior Executive in consultation with the ARCO and Principal to seek a formal resolution or make decisions regarding complaints. Senior executive/ ARCO to update incident onto Sentral. Parents of complainant as well as perpetrator contacted where necessary.