

Tottenham Central School



Inclusive, Engaging and Respectful School Policies and Procedures

Tottenham Central School Vision

Tottenham Central School is a co-operative and participative whole school community, providing the educational challenges through which our students will learn to take control of their continually changing future environment.



Tottenham Central School Motto

Better our Best



Tottenham Central School Values

Excellence, Respect & Responsibility



BETTER OUR BEST

Student Behaviour Policy and School Behaviour and Management Plan

Tottenham Central School is committed to creating engaging and effective classrooms, and inclusive and safe school communities of all students. Students and staff at TCS have the right and responsibility to engage in positive and respectful relationships based on valuing the interests and abilities and diversity of others. Supporting and enabling positive student behaviour is essential for quality learning as well as the wellbeing and safety of all students and staff.

Positive Behaviour for Learning

Tottenham Central School utilises PBL as a School Behaviour Support and Management Plan to provide a multi-tiered care continuum to support all students. Positive Behaviour for learning (PBL) is an educational process that brings together the Tottenham Central School community to contribute to developing a positive, safe and supportive learning culture. The PBL framework assists TCS to improve social, emotional, behavioural and academic outcomes for children and young people. The PBL framework helps schools identify and successfully implement evidenced based whole school practices that enhance learning outcomes for children and young people.

Wellbeing

Tottenham Central School's commitment to wellbeing is for our school to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

Attendance

The Tottenham Central attendance policy outlines how the essential need for regular attendance to maximise student potential. All students who are enrolled at school, regardless of their age, are expected to attend school. Full regular attendance is a critical factor in ensuring positive, educational outcomes for students, supporting them in achieving their potential, and increasing career and life options. Tottenham Central School, in partnership with parents and carers, is responsible for promoting the regular attendance of students.

Inclusive Education

Tottenham Central School is committed to building a more inclusive education system for all students regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith. All students at Tottenham Central School can access and fully participate in learning supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life.

Restrictive Practices

Tottenham Central School is committed to providing positive, inclusive, respectful and safe learning environments for all students and staff. Informed use of restrictive practices protects the rights, safety and freedom of children and young people, while balancing the safety of staff and others. This includes awareness of what practices are prohibited.

These policies work together to support:

- Improved outcomes for all students
- Reduced problem behaviour
- Increased time focused on instruction
- Improved social emotional wellbeing
- Positive and respectful relationships among students, staff and community
- Staff to teach, model and respond effectively to student needs
- A predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.
- Reasonable adjustments are made for all students
- Parent consultation on individual student learning needs
- Educational processes and procedures that are free from discrimination

Tottenham Central School Student Behaviour Policy

Tottenham Central school is committed to creating engaging and effective classrooms, and an inclusive and safe school community for all students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others. Supporting and enabling positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice. Procedural fairness will be afforded to all students and staff in implementing this policy.

Tottenham Central school utilises the Positive Behaviour for Learning framework to inform its development of a School Behaviour Support and Management Plan, which transparently and explicitly communicates a strategic, integrated whole-school, evidence-based approach to behaviour management, incorporating a multi-tiered care continuum to support all students. This framework is fair, equitable, and uses the least exclusionary options, considers the diverse learning and wellbeing needs of students, including reasonable adjustments for students with disability and is proportionate to individual student needs which leverage their strengths in the context of providing a safe and respectful physical and emotional school environment.

All students at Tottenham Central School:

- Are supported to participate positively and engage in their learning and in the wider community.
- Are supported to demonstrate positive and respectful behaviour that will contribute to an inclusive and safe school learning environment.
- Have the opportunity to self-advocate as active participants in their own learning and wellbeing.
- Are encouraged to feel connected and use their social and emotional skills to be respectful, resilient and safe learners in line with the Behaviour Code for Students.

All staff will:

- Receive system support delivered under the Student Behaviour Strategy.
- Support and promote positive and respectful student behaviour through an evidence-informed positive behaviour support approach across the care continuum.
- Safely include students so they can engage positively in learning and have respectful relationships with other students and staff.
- Engage in respectful relationships with students and parents and carers to model inclusivity for students and to reflect appropriate behaviour, mindful of diversity and individual student and family needs.
- Provide quality learning environments that are inclusive, safe and secure, and minimise disruption, bullying, harassment, discrimination, violence, intimidation and victimisation.
- Actively seek and engage in professional learning that will support positive student behaviour and the implementation of the School Behaviour Support and Management Plan.

Tottenham Central School Roles and Responsibilities

Principal:

- Lead and oversee school staff compliance with this policy.
- Access advice from Directors, Educational Leadership and Delivery Support teams as needed to support policy implementation.
- Promote, model, and embed positive, inclusive, and culturally responsive practices in school.
- Develop a School Behaviour Support and Management Plan in consultation with the school community.
- Provide a copy of the School Behaviour Support and Management Plan to their Directors, Educational Leadership and upload the plan onto the school website so that it is available to the families of children enrolled at the school.
- Review the School Behaviour Support and Management Plan annually, and with school community input at the start of each new School Planning Cycle (or earlier as needed) in line with the implementation of the school Strategic Improvement Plan.
- Participate in professional learning for school leaders, as well as identify and support the professional learning needs for school staff.
- Oversee the development and capacity of teachers to plan and implement a curriculum and pedagogy that supports positive behaviour of students at each level of the care continuum.
- Where a student's behaviour presents a risk to themselves, other students or staff, ensure that all appropriate steps are taken to assess the risk and develop strategies to minimise it, consistent with departmental policies and procedures.
- Ensure that all behaviour management actions, including suspension or expulsion from school, are managed consistently with the Student Behaviour Procedures.
- Ensure students, parents and carers can access appropriate complaint processes and that complaints relating to student behaviour are handled promptly, in line with the Complaints Handling Policy.
- Implement and embed systems at their school that retain and report on records of formal action taken in relation to the implementation of this policy and its supporting procedures and implementation documents.

Teachers and school staff:

- Support school leaders in implementing this policy.
- Support the development and implementation of the School Behaviour Support and Management Plan to enhance student learning and wellbeing.
- Model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students, and promotes a positive school climate .
- Participate in professional learning to progress skill development, knowledge and confidence and provide purposeful and personalised responses to behaviours of concern.
- Use evidence-based practices and strategies consistent with the School Behaviour Support and Management Plan to: teach all students about inclusive and safe behaviours in line with developmentally appropriate curriculum, and the core values of the school setting, provide early, visible, consistent, and planned responses to behaviours of concern to foster trust and confidence between the school, student and parent or carer, support the participation and inclusion of all students, and be responsive to individual students' needs and make reasonable adjustments to support the inclusion of students with disability.

School learning and support teams:

- Support principals and school staff to develop, implement, monitor and review the School Behaviour Support and Management Plan.
- Provide support for all students requiring additional and targeted learning, wellbeing and behavioural supports across the care continuum, considering any specific needs of individual students.
- Develop, implement, monitor and review individual student support planning.
- Evaluate, analyse and monitor student learning, wellbeing and behavioural data, and communicate relevant student information to teachers for better classroom support.
- Organise and/or provide professional learning on behaviour support and management topics, including professional learning available as part of the Student Behaviour Strategy.

Tottenham Central School Behaviour and Management Plan


Overview

Tottenham Central School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, Inclusive Education, Attendance and Wellbeing initiatives.

Promoting and reinforcing positive student behaviour and school wide expectations

Tottenham Central School has the following school wide rules and expectations and uses the PBL and the Wellbeing program to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

Behaviour Code for Students



NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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.

Behaviour code for students: Student actions

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.

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Students learn most effectively in a secure, ordered, and well-disciplined environment in which staff, students, parents and caregivers take pride in achievement. A co-operative, collaborative atmosphere conducive to the promotion of integrity in the workplace will assist everyone in the implementation of this code. The school expectations will be displayed prominently in all areas throughout the school.

Expectation	All Settings
Excellence	<ul style="list-style-type: none"> • Strive to do your personal best • Wear school uniform • Be prepared • Actively participate in all school activities
Respect	<ul style="list-style-type: none"> • Listen and follow instructions • Be polite and use appropriate language • Keep the environment clean and tidy • Ask permission • Be kind and encourage others • Remove hats when indoors or for assemblies
Responsibility	<ul style="list-style-type: none"> • Accept responsibility for your actions • Be a role model for others • Be in the right place at the right time • Keep hands and feet to yourself • Move safely • Use equipment and resources responsibly • Ask for assistance when it is needed • Report problems to the relevant person

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Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Wellbeing Program	An evidence-based school wide program designed to build positive relationships with staff, students and parents using gratitude, kindness and mindfulness strategies as well as evidence based wellbeing focuses as well as a BEAUT reward program designed to foster high expectations across the school for Behaviour, Empathy, Attitude, Uniform and Tasks as well as Attendance.	Whole school
Early Intervention	Wellbeing SLSO wellbeing groups	The Wellbeing SLSO helps students in small groups to build social and emotional skills through targeted strengths-based programs.	Targeted groups of need
Early Intervention	PBL Tier 1	PBL Tier 1 Schoolwide and classroom systems of support bring together the school community to contribute to developing a positive, safe and supportive learning culture	Whole school
Targeted Intervention	Learning and Support	The Learning and Support Team work in partnership with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include development of risk assessments and the development of short- and long-term goals.	Individual students, families, and staff
Individual Intervention	School Chaplain and school counsellor intervention	Students identified at risk work one on one with the school chaplain and/or school counsellor to work on strength-based program for primary and secondary students	Wellbeing SLSO, families and individual students

Detention, reflection and restorative practices

Tottenham Central School utilises Sentral to record all minor and major incidents with details of consequences. The behaviour monitoring system is attached.

Partnership with parents and carers

Tottenham Central School will partner with parents and carers in establishing expectations for developing and implementing student behaviour and management strategies.

School Anti-bullying plan

Tottenham Central School Anti-bullying plan is attached.

Review dates

Last review date: March 26 2024

Next review date: March 2025

Principal Name: Angela Bush

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Tottenham Central School BEAUT Reward System Behaviour, Empathy, Attitude/Attendance, Uniform, Tasks			
Reward	Action		Recognition each assembly – 1 per term
Merits	1 or 2 merits per class will be given out each week on Monday assembly, as well as 1 SRC weekly Better Our Best award.		<p>Principal Award</p> <ul style="list-style-type: none"> ❖ One or two students per stage/secondary each term will be nominated by their teacher or Year Adviser for a Principal’s Award. This Award is for outstanding application in one or more areas of school life. <p>BEAUT Award</p> <ul style="list-style-type: none"> ❖ One student per stage/secondary will be nominated for a BEAUT Award who has shown outstanding conduct in representing the values of Excellence, Respect and Responsibility. <p>Sports Award</p> <ul style="list-style-type: none"> ❖ Students will be allocated points for sport representation and success. The student with the highest points per term will receive the Sports Award. No award if all students on same points and no outstanding sports person. <p>Creative Arts Award</p> <ul style="list-style-type: none"> ❖ One student will be nominated for outstanding contribution to the creative arts including but not limited to, choir, performance, debating and public speaking. <p>BOB Award</p> <ul style="list-style-type: none"> ❖ One student from the whole school voted by the SRC who epitomises our school motto of Better Our Best
Secondary Reward System BEAUT	BEAUT is monitored through Sentral, and reports are run at the end of the term. Students need to have less than 5 negative entries, as well as 90% attendance, to be invited to participate in BEAUT Reward.		
Primary Reward System BEAUT	BEAUT is monitored through Sentral and reports are run at the end of the term. Students need to have less than 5 negative entries, as well as 90% attendance, to be invited to participate in BEAUT Reward.		

Assembly

- To be held at the end of each term, one presentation item per assembly rotating with K/1/2, 3/4, 5/6 and Secondary plus choir, whole school Acknowledgement of Country, National Anthem, School Song and Prayer

BEAUT

BEAUT is an attitude and engagement program to encourage students to develop their organisational skills, take pride in their school and achieve high standards in all Key Learning Areas exemplifying TCS values of excellence, respect and responsibly.

The areas which BEAUT focuses on are:

- **BRING EQUIPMENT** - bringing required books and homework and equipment
- **EMPATHY** – showing kindness, understanding and teamwork skills with peers and staff
- **ATTITUDE** - positive attitude towards learning and school activities
- **UNIFORM** - Full school uniform
- **TASKS** - completing all set tasks both in and out of school

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Tottenham Central School Merit Criteria Guide		
Excellence	Academic Application	<ul style="list-style-type: none"> ○ Completion of set tasks to a high standard ○ Excellence in Assessment/Assignment work ○ Excellent performance in exams and/or practical tasks ○ Consistent classroom effort ○ Consistently completing homework and extension activities ○ Striving to be your personal best
	Improvement	<ul style="list-style-type: none"> ○ Behaviour ○ Work/skills ○ Attitude ○ Assisting others
	School Spirit	<ul style="list-style-type: none"> ○ Helping and respecting other students and staff ○ Wearing complete school uniform neatly and consistently ○ Actively participating in school activities ○ Actively keeping school environment neat and tidy ○ Accepting responsibility for your actions ○ Always in the right place at the right time ○ Report problems responsibly ○ Being responsible for school and personal equipment
Respect	Co-operation	<ul style="list-style-type: none"> ○ Displaying conflict resolution skills ○ Working co-operatively with staff and students ○ Being kind to others ○ Always being polite and using appropriate language ○ Asking for permission
	Leadership	<ul style="list-style-type: none"> ○ Coordinating school activities ○ Membership on appropriate school committees as Student representative
Responsibility	School Representation	<ul style="list-style-type: none"> ○ Representing TCS in any activity including sporting/cultural/creative/academic competitions
	Community Service	<ul style="list-style-type: none"> ○ Participating in community service such as ANZAC Day ○ Assisting Service Clubs in School approved Community Service Work ○ Participating in combined School and Community initiatives such as Meals on Wheels
	School Service	Setting an example as a role model by: <ul style="list-style-type: none"> ○ Participating in Public Speaking/ Debating ○ Working on School Beautification/Gardening ○ Participating in school sponsored Charity Work ○ Initiating a scheme or activity ○ Fundraising for the school

Note: This is a guide only and teachers will use their professional judgement when determining merit categories

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Tottenham Central School Behaviour Monitoring System

Behaviour of Concern	Consequence
Minor inappropriate behaviour as per table below	<p>Prompt, redirect, reteach appropriate behaviour and cueing the student to class rules.</p> <p>Reminder of all students' rights and responsibilities to learn and allow others to learn.</p> <p>Incident does not need recording on Sentral.</p>
The student continues to apply minor inappropriate behaviour as above. Record each incident separately.	<ul style="list-style-type: none"> • 60 second encounter • allocated seating • buddy class • classroom consequence • communication book • loss of playground time • loss of privilege • phone call home • time out in class • accompany teacher • pick up rubbish • OR other appropriate classroom consequence <p>Teacher to record on Sentral ensuring they have issued a consequence</p>
The student repeatedly displays inappropriate behaviour and they have had three or more Sentral recordings within a week.	<p>Teacher or Stage Adviser rings parents.</p> <p>If it continues teacher refers student to AP/HT for further intervention and monitoring card for 3 days.</p> <p>While a student is on a monitoring card, they may not be invited to participate in sporting excursions/activities at executive discretion.</p> <p>Teacher records on Sentral and AP/HT record follow up actions taken on Sentral.</p>
Continued disobedience or Major inappropriate behaviour	<p>AP/HT rings parent/carer and refers student to Principal for further intervention and monitoring card for 5 days.</p> <p>While a student is on a monitoring card, they may not be invited to participate in sporting excursions/activities at executive discretion.</p> <p>AP/HT records on Sentral with follow up actions taken.</p> <p>Principal Intervention.</p> <p>Formal Caution of suspension if required.</p> <p>Parent meeting if required.</p>
Continued disobedience or Major inappropriate behaviour	<p>Isolation from classes and playground</p> <p>Formal Caution of suspension and parent meeting</p>
Continued disobedience or Major inappropriate behaviour	Suspension

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Minor behaviour concerns	Major behaviour concerns
<ul style="list-style-type: none"> • equipment misuse/not put away • excluding others • hand-rail slide • inappropriate language • informing against someone • interfering with play or others • littering • loitering • name-calling • no hat • out of bounds • rough play/ minor physical contact • spitting • bullying • calling out • chatting / muttering / commentating • late to class • "loud" routine tasks • minor misuse of technology • moving around the room • non-compliance • not bringing equipment • not removing hat • off task • refusing to work • talking back <p>passive aggressive behaviour eg. Eye rolling</p>	<ul style="list-style-type: none"> • absconding • abusive language • directed swearing • intimidation • physical aggression • stealing • vandalism • cheating / plagiarism • major misuse of technology

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Tottenham Central School Positive Behaviour for Learning Program

What is PBL?

Positive Behaviour for learning (PBL) is an educational process that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Students and staff benefit from:

Reduced problem behaviour

Increased time focused on instruction

Improved social emotional wellbeing

Positive and respectful relationships among students and staff

Better support for teachers to teach, model and respond effectively to student needs

A predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.

The PBL framework helps schools identify and successfully implement evidenced based whole school practices that enhance learning outcomes for children and young people.

Tottenham Central School Vision

Tottenham Central School is a co-operative and participative whole school community, providing the educational challenges through which our students will learn to take control of their continually changing future environment.

Tottenham Central School Motto

Better our Best

Tottenham Central School Values

Excellence, Respect & Responsibility

Expectation	All Settings	Assemblies	BASKETBALL COURTS & COLA	TOILETS	OVAL	SECONDARY QUADRANGLE	FIXED EQUIPMENT	PRIMARY QUADRANGLE	PRIMARY PLAY AREA	CANTEEN	CYBERSPACE	SCHOOL ENTRY / EXIT
Excellence	<ul style="list-style-type: none"> Strive to do your personal best (better than yesterday) Wear school uniform Be prepared Actively participate in all school activities Take opportunities 	<ul style="list-style-type: none"> Receive awards with pride Perform with pride 	<ul style="list-style-type: none"> Play by the agreed rules Right place, right time Invite others to join in Encourage others to follow the rules 	<ul style="list-style-type: none"> Use bathrooms correctly One cubicle per person Practice good hygiene 	<ul style="list-style-type: none"> Play by the agreed rules Right place, right time Invite others to join in Encourage others to follow the rules 	<ul style="list-style-type: none"> Socialise appropriately 	<ul style="list-style-type: none"> Support each other Play by the agreed rules Right place, right time Invite others to join in Encourage others to follow the rules 	<ul style="list-style-type: none"> Play by the agreed rules Right place, right time Invite others to join in Encourage others to follow the rules 	<ul style="list-style-type: none"> Play by the agreed rules Right place, right time Invite others to join in Encourage others to follow the rules 	<ul style="list-style-type: none"> Follow the rules Line up Plan your purchase 	<ul style="list-style-type: none"> Keep passwords and account details secure Only use your own account 	<ul style="list-style-type: none"> Enter and leave through school gates in an orderly manner Be prompt to arrive and leave Walk bike/scooter in school grounds
Respect	<ul style="list-style-type: none"> Listen and follow instructions Be polite Use appropriate language Keep environment clean and tidy Ask permission Be kind and considerate Encourage others Accept differences in others Care for our facilities 	<ul style="list-style-type: none"> Join in the National Anthem, School Song and School Prayer Quietly sit/stand as instructed Face the front and acknowledge the efforts of recipients, presenters and speakers Remove hats when indoors or for assemblies. 	<ul style="list-style-type: none"> Share equipment Respect the space of others 	<ul style="list-style-type: none"> Respect the privacy of others 	<ul style="list-style-type: none"> Share equipment Respect the space of others 	<ul style="list-style-type: none"> Put rubbish in bins Right place, right time Use as a passive, quiet area 	<ul style="list-style-type: none"> Take turns on equipment 	<ul style="list-style-type: none"> Share equipment Respect the space of others 	<ul style="list-style-type: none"> Share equipment Respect the space of others 	<ul style="list-style-type: none"> Use manners when speaking to others Wait patiently Look at the person serving 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communication Use school equipment and resources considerately Respect others' right to use online resources free from interference or bullying 	<ul style="list-style-type: none"> Use own bike/scooter only Wait until told to leave for bus

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Expectation	All Settings	Assemblies	BASKETBALL COURTS & COLA	TOILETS	OVAL	SECONDARY QUADRANGLE	FIXED EQUIPMENT	PRIMARY QUADRANGLE	PRIMARY PLAY AREA	CANTEEN	CYBERSPACE	SCHOOL ENTRY / EXIT
Responsibility	<ul style="list-style-type: none"> • Accept responsibility for your actions • Be a role model for others • Be in the right place at the right time • Keep hands and feet to yourself • Move safely • Use equipment and resources responsibly • Ask for assistance when it is needed • Be a problem solver • Report problems to the relevant person 	<ul style="list-style-type: none"> • Follow assembly procedures for entering and exiting assembly areas. • Place unnecessary items in allocated area 	<ul style="list-style-type: none"> • No hat, no play • Return equipment when finished • Take turns 	<ul style="list-style-type: none"> • Use the toilets during recess and lunch • Leave food items outside • Walk only • Flush when finished • Wash hands before leaving the bathroom • Turn off taps at bubblers & sinks • Leave the area when finished • Play outside 	<ul style="list-style-type: none"> • Take turns • Return equipment • Wear shoes and socks at all times • No hat, no play • Return equipment when finished 	<ul style="list-style-type: none"> • Mobile phones to be used in this area only • Wait until asked to leave before using sporting equipment • No hat, no play • Return equipment when finished 	<ul style="list-style-type: none"> • Wait for permission before starting play • End activities promptly when asked • Follow footpaths to go around area • Walk only 	<ul style="list-style-type: none"> • Walk only • Climb one step at a time • Handrails are for hands • No hat, no play • Return equipment when finished • Ask for permission to enter during recess or lunch 	<ul style="list-style-type: none"> • Walk only • No hat, no play • Return equipment when finished • Take turns 	<ul style="list-style-type: none"> • Leave the canteen area when finished buying • Order lunch before recess • Have money & orders ready • Be aware of hot food • Wash hands before eating • Walk only 	<ul style="list-style-type: none"> • Report any unacceptable behaviour to a teacher • Post only appropriate content online 	<ul style="list-style-type: none"> • Park bikes and scooters in bike racks • Access bike rack area only when parking or collecting your own bike or scooter

Tottenham Central School Anti-Bullying Policy

This policy sets out the department's position on student bullying and the requirements for preventing and responding to student bullying, including online bullying, in NSW public schools and preschools. The department rejects all forms of bullying behaviour including online (or cyber) bullying. NSW public schools work to provide safe, inclusive, and respectful learning communities that promote student wellbeing.

- The department's Behaviour Code for Students requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.
- Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour, as outlined in the Student Behaviour Policy.
- School staff need to encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour.
- Each school must complete and implement the Anti Bullying Plan. The template is provided for schools that wish to use it. A school can develop their own document as long as it includes the information that the anti-bullying plan requires, as a minimum.
- Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.
- Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation, both online and offline.
- Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property or stalking.
- The NSW anti-bullying website supports school staff, parents and carers, volunteers and contracted staff, and students to discourage, prevent, identify and respond effectively to student bullying behaviour, where it does occur.
- Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents and carers.
- Teachers and other school staff are provided with support and professional development to discourage, prevent, identify and respond to student bullying behaviour.
- Reports of student bullying can be made to any staff member at a school. A teacher or school executive staff (such as the principal, deputy principal or assistant principal, head teacher) at the school will address the reported bullying in a timely manner.
- If a student, parent or carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution.
- If the student, parent or carer still has concerns, after referring the matter to the school's principal (or delegate), and would like advice, they can contact the learning and wellbeing advisor or officer at the local departmental office. If the matter is then still not resolved they can contact the Director Educational Leadership, at the local departmental office, who must follow the Complaints Handling Policy.
- For incidents of physical violence, and where required, staff should administer first aid (consistent with their training and experience) and contact emergency services whenever necessary. Staff must also report the incident to the Incident Reporting and Support Hotline on 1800 811 523.
- This policy applies to all NSW public schools and preschools. This 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.

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Responsibilities and delegations

Teachers:

- Support the school in maintaining a safe, inclusive and supportive learning environment.
- Model and promote appropriate relationships and behaviours.
- Promote a school culture where bullying is not acceptable.
- Teach students to identify, report and respond to bullying at school and online.
- Manage reports of bullying and escalate matters to the principal (or delegate) when necessary.

Non-teaching staff:

- Refer any report of bullying to a teacher or school executive staff.

Principals:

- Complete and implement the Anti-Bullying plan for their school.
- Maintain a positive school climate that includes respectful relationships.
- Identify patterns of bullying behaviour and initiate school action to respond.
- Manage complaints about bullying in accordance with the Complaints Handling Policy.
- Review the Anti-bullying plan every year.

Tottenham Central School Anti Bullying Plan

Rationale

At Tottenham Central School we are committed to providing a caring, friendly and safe environment for our students to enable learning in a calm and secure atmosphere. Bullying of any kind is unacceptable in our school and does not comply with our core values of Excellence, Respect and Responsibility or our school motto of Better our Best. If bullying does occur, all students should be able to report with confidence, knowing that incidents will be dealt with promptly and effectively.

Aim

We wish to empower victims and disempower bullies. We wish to educate all students about bullying. We endeavour to create a culture in which students feel able to talk about bullying, knowing that their concerns will be heard and that we will take action to ensure that all students feel safe at school and, therefore, are happy to come to school.

Definition

Bullying involves dominance of one student by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt another person and results in pain and distress to the victim. Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical - hitting, kicking, taking another's belongings;
- Verbal - name calling, insulting, making offensive remarks;
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Bullying can occur in person while someone is not there or via electronic means.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying;
- The use of inappropriate language;

BETTER OUR BEST

Prevention

- Create awareness and understanding of the anti bullying strategy.
- Develop safety zones.
- Promote our core values and beliefs through posters, lessons, and reminders.
- Teach children the strategy of Stop, Think, Walk, Report.

Early Intervention

Stop

The student tells the other student to stop.

If on social media the student writes stop.

Think

The students take a moment to think, Is this bullying? What are my options? What will I do?

Walk

The student walks away from the incident.

If on social media the student blocks the other person.

Report

If the behaviour continues the student tells the classroom teacher or teacher on duty.

The teacher deals with the incident and reports on Sentral.

Follow up will be as per the Behaviour Monitoring System.

Tottenham Central School

Anti-bullying



STOP

Say stop

THINK

Is this bullying?

WALK

Walk away

REPORT

Tell a teacher

Excellence Respect Responsibility



ANTI-BULLYING PLAN 2024

Tottenham Central School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Tottenham Central School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Date	Communication topics
Week 3 Term 1	Behaviour code for students, Expectations, BEAUT
Week 4 Term 1	What is bullying
Week 5 Term 1	Leadership workshops with students and parents
Week 6 - 11	Implementation of new Anti Bullying Policy

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
If this is a printed document, refer to the department's Policy Library for the most recent version.

BETTER OUR BEST

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Week 2 Term 1	SDD Professional Learning on new Behaviour Policy and Anti Bullying strategies
Week 3 Term 1	Anti Bullying plan for students
Week 5 Term 1	Finalization of Anti Bullying Plan
Week 6 Term 1	Implementation of learning for students around Anti Bullying plan.

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

All new and casual staff are provided an induction which includes:

- Information is provided in a handout to staff when they enter on duty at the school in the Inclusive, Respectful and Engaging Policy for Tottenham Central School
- An executive staff member speaks to new and casual staff when they enter on duty at the school
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- School Anti-bullying Plan NSW Anti-bullying website Behaviour Code for Students

BETTER OUR BEST

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Date	Communication methods and topic
Week 4 Term 1	Parent meeting at P&C to introduce new policy Defining student bullying and school supports
Term 1	Communication for the entirety of Term 1 on Bullying: School website, Facebook and Newsletter.
Week 5 Term 1	Parent information to define bullying and a workshop in the new policy.

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Prevention Wellbeing Program - An evidence based school wide program designed to build positive relationships with staff, students and parents using gratitude, kindness and mindfulness strategies and individualised classroom wellbeing strategies including a deep understanding of the anti bullying framework.
Whole school Early Intervention - School Chaplain Wellbeing groups help students in small groups to build social and emotional skills through targeted strengths based programs such as Smiling Mind.
Early Intervention - FBL Tier 1 PBL Tier 1 provide school wide and classroom systems of support bring together the school community to contribute to developing a positive, safe and supportive learning culture.
Whole school Targeted Intervention Learning and Support - The Learning and Support Team work in partnership with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include development of risk assessments and the development of short- and long-term goals including PLPs.
Individual Intervention - School Chaplain and school counselor intervention help students identified at risk work one on one with the school chaplain and/or school counselor to work on strength-based program for primary and secondary students

Completed by: Angela Bush
Position: Principal
Signature: Angela Bush Digitally signed by Angela Bush
Date: 2024.02.09 09:56:41 +1100 Date: 9.2.23
Principal name: Angela Bush
Signature:  Date:

Tottenham Central School Wellbeing Program

Wellbeing in NSW Public Schools

The NSW Department of Education is committed to creating quality learning opportunities for children and young people. This includes strengthening their physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

Wellbeing framework for schools

The themes that will drive wellbeing in our public schools into the future are Connect, Success and Thrive. Our commitment to our students, parents and members of the community is that public schools will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

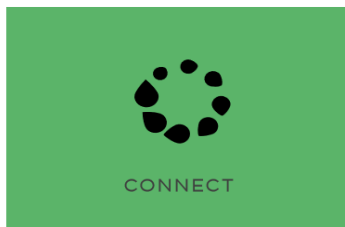
The wellbeing framework equips schools and their communities to support students at each stage of their development and to do this through quality teaching, learning and engagement.

The wellbeing framework for schools enables schools to build on the individual strengths of students and positions them to succeed and thrive throughout life. The framework complements a range of education reforms across NSW public schools.

For further reading on the Wellbeing policy see

https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf

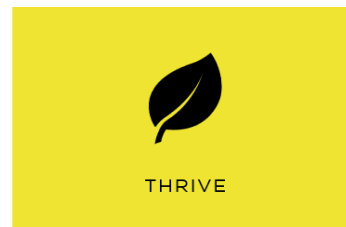
The Wellbeing Framework for schools



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



Our students will be respected, valued, encouraged, supported and empowered to succeed.



Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

BETTER OUR BEST

Rationale

Tottenham Central School uses strategies based on empirical evidence to support the enhancement of the overall wellbeing of students and staff. Our Wellbeing Program focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. This is complemented by the FISH! Philosophy which supports the idea that children need their own identity to grow and flourish through “Be there, play, make their day and choose your attitude.”

Context

At Tottenham Central School Wellbeing underpins all teaching and learning experiences and is embedded in our culture and core values of respect, responsibility, excellence and is guided by our school motto of better our best.

We acknowledge the importance of providing opportunities for all members of the school community to develop an awareness of their wellbeing and a commitment to becoming valuable global citizens. We implement prevention and protection strategies which promote positive behaviour and allow students to connect, succeed and thrive at school and beyond.

The Tottenham Central School Wellbeing Program is based on The Resilience Project, FISH Philosophy and Positive Education and other evidence informed approaches. Throughout the school day, students have opportunities to experience positive emotions and build positive relationships with peers and staff. They are engaged in learning and are provided an abundance of extracurricular activities to support the development of the whole child. At Tottenham Central School staff and students find meaning in what they do by focusing on individual strengths of students and staff.

Wellbeing Initiatives

- Core values are a focus each week, and the language is embedded in school life. These are promoted at Monday assembly each week.
- Mindfulness is incorporated into daily activities.
- Brain breaks are promoted and utilised on a daily basis.
- Gratitude is a regular practice.
- Wellbeing strategies are embedded in faculty, staff and executive meetings.
- SRC games are held once a term for students where students participate in a range of activities such as the amazing race, handball competitions, mindful colouring, yoga, sporting activities, craft. These games are run by the SRC.
- Lunch clubs are held each day of the week to promote engagement in different activities including yoga, gardening, Lego play and creative activities.
- Each year students and staff write a gratitude letter to someone they are thankful for and are encouraged to deliver the letter personally or via post.
- Staff wellbeing is prioritised through meetings, check ins, Friday morning tea, random acts of kindness and there is at least one staff function per term.

Student Responsibilities

- Students uphold the core values of Tottenham Central School daily and take responsibility for their personal and social development by identifying and working with their strengths, building positive emotions and relationships, engage in all learning environments and participate consistently in all positive education initiatives. Students:

CONNECT

- Engage and participate in learning opportunities.
- Wear uniform with pride and integrity.
- Build positive relationships with other students and staff.
- Take opportunities to be involved in the school and community.

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- Participate in kindness, play and gratitude activities.

SUCCEED

- Have high expectations of their behaviour, self-regulation and learning.
- Always show moral and ethical behaviour
- Be responsible for personal wellbeing.
- Choose and own their own attitude.

THRIVE

- Know individual strengths and the strengths of others.
- Be an active participant in the development and implementation of wellbeing and personalised learning plans.
- Be open to other ideas and opinions and world issues.

Teacher Responsibilities

- In curriculum delivery, teachers also support students in their personal and social capabilities by identifying and working with their strengths, providing opportunities for positive emotions and relationships, ensure lessons are engaging and meaningful for students, provide opportunities for mindful moments and brain breaks and support students in achieving goals to feel accomplished.
Teachers:

CONNECT

- Provide students with engaging and meaningful learning opportunities.
- Prevent and respond to incidents of bullying, cyberbullying and discrimination.
- Reinforce the uniform policy to promote pride and integrity.
- Build positive relationships with all students.
- Seek meaningful opportunities for students to be involved in their school and community.
- Make positive phone calls or send positive text messages to parents weekly.

SUCCEED

- Set a culture of high expectations.
- Model professional, moral and ethical behaviour always.
- Set high standards of behaviour and self-regulation.
- Differentiate lessons to cater for all students.
- Ensure the safety and wellbeing of students.
- Regularly reward students with positive praise and merits.

THRIVE

- Promote and model healthy relationships.
- Focus on students' strengths and use positive language.
- Be aware of health care, wellbeing and personalised learning plans.
- Be responsible for educating students as global citizens.

Head Teacher/Assistant Principal Responsibilities

In addition to teacher responsibilities, the head teacher is responsible for:

- The promotion of a harmonious staff team promoting a collegial and collaborative culture of risk taking to support professionalism and individual development of staff.
- The implementation of the PBL policy and ensuring staff are utilising the policy effectively.
- The promotion of a quality learning environment that ensures the protection, safety, self-esteem and wellbeing of students and staff.
- Addressing the welfare needs of each student and staff in safe, responsive and harmonious teaching and learning environment.
- The implementation of wellbeing strategies within all classrooms under their supervision.

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- Providing professional learning in faculty meeting time that will promote the consistent implementation of positive education wellbeing strategies and a culture of professionalism and high expectations.
- Develop, implement, and monitor practices that ensure differentiation for individual students needs in accordance with health care, wellbeing and personalised learning plans.
- Facilitate the professional growth of staff through the promotion of teacher efficiency in student welfare, assessment and curriculum development, evaluation, planning, classroom management and teaching skills.

Principal Responsibilities

In addition to the teacher and head teacher responsibilities the principal is responsible for:

- Comprehensive student wellbeing, welfare and discipline policies which are regularly reviewed.
- Policies, programs and practices that regularly review and promote the protection, safety and wellbeing of all students and staff
- Provide strategic and relevant staff professional learning that promotes the development of the whole teacher.
- Leading and/or being a member of learning and support teams.
- Implementing and evaluating system practices that ensure all students are treated in accordance with their individual needs.
- Using data and student voice through SRC to inform decision making.
- Modelling and setting high expectations of professionalism, collaboration and evaluation and ensuring high expectations exist for staff and students both academically and socially.
- Seeking parent voice through AECG and P and C to inform decision making.

Learning and Support Team Responsibilities

- Monitor the learning and support needs of students.
- Provide in-school interventions for student welfare concerns.
- Provide referrals to outside agencies if available.
- Monitor attendance of students and implement personalised attendance plans for students below expectations.
- Manage the development and implementation of the personalised learning, wellbeing and health care plans for all students.
- Assist year advisors in the supervision of students' overall welfare and wellbeing.

Year Adviser Responsibilities

- Consider aspects of and factors contributing to wellbeing by seeking opportunities for students to connect, thrive and succeed that are relevant to their cohort.
- Attend learning and support team meetings when required to report on students from their year group.
- Encourage active participation in all whole school wellbeing initiatives, particularly SRC games and lunch clubs.
- Rewards students regularly who are epitomising wellbeing initiatives contribute the BOB awards.
- Liaise with parents and students to support students in their growth and holistic development.

Tottenham Central School Attendance Policy

All students who are enrolled at school, regardless of their age, are expected to attend school. Full regular attendance is a critical factor in ensuring positive, educational outcomes for students, supporting them in achieving their potential, and increasing career and life options.

Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students. Section 22 of the Education Act (1990) outlines the legal requirements for compulsory schooling.

This policy reflects the DOE School Attendance Policy and the School Attendance Procedures as they apply to Tottenham Central School.

Tottenham School Attendance Procedures

Promote high expectations for students and parents via social media and school newsletter.

SMS sent to all parents for students who are absent or late. After 3 SMS no responses there will be a phone call home requesting justification. After 5 days of unjustified absence a letter will be sent requesting justification from the principal.

Teachers to show student attendance each week and promote justification of absences. Promotion of above 95% attendance.

Principal to report on school attendance at Monday morning assemblies and complete weekly rewards. Prizes for student over 90% attendance.

Attendance meeting with HSLOs where students are identified as check in, PAP, welfare, letter 1 or HSLO referral.

Learning and Support meetings to discuss attendance including justifications, delegate tasks and analyse data including those students in different bands. HSLOs to talk with students with attendance concerns for early intervention.

Professional Learning at SDD/staff/faculty/executive meeting on attendance procedures when required.

100% attendance awards given at whole school assembly each term and students must have 90% to achieve BEAUT.

BETTER OUR BEST

Responsibilities

Students:

- Complete Year 10. After Year 10 and until they turn 17, students must be in school, or registered for home schooling, or in approved education or training (eg TAFE, traineeship, apprenticeship) or in full-time, paid employment (average 25 hours/week) or in a combination of work, education and/or training.
- Ask parents to respond to SMS each time they are absent or contact the school to ensure their absences are justified.
- Be at school on time and attend every lesson and roll call. Students are expected to arrive at school by 8:50am to allow them to be on time for roll call at 8.55am for Primary and 8.35am for a 8.40am roll call for Secondary.
- Present to the front office, if they are late, with a note explaining their lateness with a justifiable reason (eg. Medical appointment) or parents will be asked to respond to an SMS. This will be entered on Sentral and the student will be given a late note to enter class.
- Be safe, respectful and engaged learners.

Parents and Carers:

- Ensure that their child/ren attend school at least 90% of the time
- Ensure their child/ren are enrolled at, and attend, a government school or a registered non-government school or are registered for home schooling with the Board of Studies, Teaching and Educational Standards (NESA)
- Explain the absences of their children from school promptly and within seven days as a requirement of the Education Act (1990)
- Explain absences to the school. The preferred method is a response to the SMS sent by the Administrative Officer each morning, however, parents and carers may also explain absences via Sentral App, email, written note or phone call to the school.

Roll Call Teachers:

- Mark the roll promptly and accurately at the start of the school day during roll call.
- Understand how to use Sentral data to inform students of their attendance every week.
- Monitor student attendance and engage in conversations around attendance during roll call, reiterating high expectations and the goal of attending school 90 - 95%% of the time.

Classroom Teachers:

- Maintain accurate records of student attendance.
- Mark the roll promptly at the start of each period on Sentral (Secondary only).
- Record all absences and partial absences on Sentral.
- Follow up partial student absences from their classes as per the welfare and discipline policy, notifying the HT and Front Office if a student is missing.
- Record student and parent contact in relation to attendance on Sentral under Communication, Attendance.
- Refer and alert the Assistant Principal or Head Teacher of continued attendance concerns after making student and parent contact.
- Refer and alert the Learning and Support Team of chronic non attendees and partial truancy after undertaking both classroom and Head Teacher steps.
- Be responsible for students on Variation of Routine (VOR)

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Wellbeing SLSO:

- Contact parents and carers at the start of each school year to explain their role and avenues of support they offer.
- Contact parents of students who are not meeting attendance expectations to discuss concerns and support available.
- Report to Learning and Support team on any students with attendance concerns.
- Conduct home visits to students and parents to encourage school attendance.

Administrative Attendance Officer:

- Monitor and track whole school attendance.
- Communicate with parents/carers and HSLOs regarding attendance issues and interventions in partnership with the principal.
- Reporting attendance data to the principal regularly
- Complete outside agency attendance reports (eg. Centrelink, Return of Absences) as required.
- Meet with HSLO when required with Principal to review attendance reports generated via Sentral, and put in place actions as needed.
- Resolve parent queries over roll marking inaccuracies/absences.
- Alert staff to roll marking inaccuracies.
- Oversee the daily sending of texts to parents and caregivers of unexplained absences.
- Complete and submit the Mobility Tracker by the end of Week 2 each term to Student Services
- Co-ordinate Sentral as the external compliant third party system.
- Ensure attendance records are maintained in approved format and are an accurate record of the attendance of students.
- Ensure students are enrolled in line with the requirements set out in the Enrolment of Students in Government School.

Learning and Support Teacher:

- Monitor students with identified attendance concerns and communicate strategies with staff.
- Liaise with Wellbeing SLSO to provide additional support for students with attendance concerns.
- Support Year Advisors as needed to monitor, encourage and acknowledge attendance.

Year Advisers:

- Identify issues that may be impacting on student attendance, and work with the student, family, LAST, students and/or Principal as relevant to support.
- Implement strategies to support students with low attendance.
- Complete Year Adviser check in with students identified at the HSLO meeting as a warning for a Personalised Attendance Plan and record on Sentral.

Principal:

- Recognise and acknowledge student attendance through attendance awards.
- Report on student overall attendance data at Monday morning assemblies.
- Attend fortnightly learning and support team meetings to discuss attendance.
- Refer students with welfare concerns impacting on their attendance to the Learning and Support team.
- Complete HSLO referrals as needed, once school procedures, including Learning Support Team (LaST) plans and Personalised Attendance Plans have been implemented.
- Provide professional learning to all staff on attendance policies and procedures at Tottenham Central School.
- Embed attendance as part of all staff, faculty, and executive meetings.
- Contact the NSW Police Force to request a child safety check for children not sighted.

BETTER OUR BEST

- Promote high expectations for school attendance for staff, students, and parents.
- Communicate regularly through social media platforms on attendance.
- Notify the Director, Public Schools NSW, of serious attendance issues, including students for whom chronic non-attendance is an issue.
- Ensure the school regularly evaluates and addresses school attendance through the strategic improvement plan.
- Ensure the school has effective measures in place to monitor and follow up student absences.
- Ensure attendance records are maintained in an approved format and are an accurate record of the attendance of students.
- When frequent absences are explained as being due to illness that:
 - consultation occurs with parents regarding the health care needs of the student.
 - medical certificates are sought for the absences.
 - where there are ongoing concerns, approval is sought from parents to contact the student's doctor, so the school has all relevant information regarding the student's health care needs.
 - strategies are developed to ensure regular attendance at school.
- Ensure that any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student:
 - consideration is given to the requirements of the protecting and Supporting Children and Young People Policy.
 - all required reports are made to the Community Services Child Protection Helpline or contact made with the Child Wellbeing Unit (as required by the Mandatory Reporter Guide) on a regular basis.

The principal may:

- Grant sick leave to students whose absences are satisfactorily explained as being due to illness.
- Accept other explanations for absence and record the absence as "L".
- Decline to accept an explanation for absence and record the absence as unjustified.
- Grant an exemption from school attendance for periods totalling up to 100 days in a 12-month period for any one student provided certain conditions are met (See the Exemption from School - Procedures).
- Grant part-day exemptions from school for periods totalling up to 100 days in a 12-month period (See the Exemption from School - Procedures).
- Grant exemption from enrolment for students who have completed Year 9 and have the required approval to complete their education in special circumstances through an apprenticeship or traineeship (See the Exemption from School -Procedures).

Tottenham Central School Inclusive Education Policy for students with a disability

This policy provides guidance to support the inclusion of students with disability and additional needs at Tottenham Central School.

The NSW Department of Education values the diversity of its school communities and is committed to building a more inclusive education system for all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation, or faith. Inclusive Education means that all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

All students with disability:

- Are entitled to enrol in their local government school, if they are eligible to attend.
- Are welcomed and included in all aspects of school life.
- Can access and fully participate in learning alongside their peers.
- Are supported to express their views, set goals and self-advocate.
- Are supported by reasonable adjustments and personalised support so they are engaged and learning to their fullest capability.

All staff must:

- Implement reasonable adjustments for students with disability to support them to enrol and participate in all aspects of school life, on the same basis as students without disability.
- Consult students and their parents or carers on reasonable adjustments.
- Support students with disability to access the curriculum through reasonable adjustments, and personalised support.
- Develop and implement strategies to prevent harassment, discrimination and victimisation of students with disability.

All staff should:

- Work in partnership with students, parents and carers, external service providers, and the community, to achieve the best outcomes for students with disability.
- Support students, parents, and carers with key transition points.
- Model inclusive practice to promote social and cultural inclusion of students with disability.
- Participate in professional learning about supporting the inclusion of students with disability.

BETTER OUR BEST

Responsibilities and Delegations at Tottenham Central School

Principal:

- Lead and oversee school staff compliance with the policy and promote, model and embed inclusion in school practice and culture.
- Participate in professional learning for school leaders and identify and support the professional learning needs for staff to provide inclusive education Inclusive Education Policy for students with disability.
- Lead curriculum implementation so students with disability are supported to access the same curriculum as their peers, in developmentally appropriate ways and support staff to implement reasonable adjustments for students with disability in line with the Disability Standards for Education 2005.
- Seek support and advice on complex issues relating to inclusion from the Learning and Wellbeing Coordinator or Directors, Educational Leadership.
- Ensure students, parents and carers can access appropriate complaint processes and that complaints handling for parents and carers is fair, efficient, and accessible.
- Embed a collaborative, consultative culture of continuous improvement to support the inclusion of students with disability.

Learning and Support Team:

- Support classroom teachers to identify, assess, respond to and monitor the additional learning needs of students.
- Undertake a personalised learning and support process that sets measurable learning goals, and which demonstrates a commitment to high expectations through a fortnightly LaST meeting
- Collaborate with school staff, parents and carers, and external providers, to support reasonable adjustments.
- Coordinate planning processes and resourcing for students with disability, including documentation, record keeping, communication and monitoring and reviewing processes for adjustments.

Teachers:

- Ensure students with a disability are included in all aspects of school life.
- Communicate and engage with students and their parents or carers on their education and adjustments on an ongoing basis.
- Plan to meet students' diverse learning needs and maintain records of teaching strategies, including differentiation and evidence-based practices.
- Collaborate with the learning and support team and other department staff and seek advice from external service providers to make reasonable adjustments, as needed.
- Regularly monitor and review the use and effectiveness of reasonable adjustments.
- Monitor the progress of individual students with disability against their learning goals, focus on strengths and address areas for improvement where needed.
- Assess and report progress to students, parents and carers.

SLSOs

- Assist the classroom teacher in the teaching and learning environment, including the implementation of individual education and health management programs and individual transition programs.
- Support students with disability to achieve educational outcomes under the supervision and direction of a teacher.

Tottenham Central School Restrictive Practices Policy

The Restrictive Practices policy is not in force.

On 24 April 2023, the Secretary announced the Restrictive Practices policy will now become fully operational from Day 1, Term 1, 2025, instead of the start of 2024.

This means that schools do not need to undertake further familiarisation activities for the remainder of the year. Implementation of the policy will recommence in 2024.

The department will continue to collaborate with our partners and stakeholders throughout 2023, to make sure the guidance around restrictive practices will support our schools to continue keeping students and staff safe.

The department remains deeply committed to the national goal to reduce and eliminate the unnecessary or inappropriate use of restrictive practices in our schools, wherever possible. An updated implementation roadmap will be released later this year and we will keep schools updated on any changes.

Until then, we ask schools show their usual care by continuing to:

- ensure that prohibited practices are not used. These are practices that are already not allowed under existing policy and legislative obligations.
- act in line with duty of care to keep students and staff safe.
- undertake planning to meet the individual health, safety and wellbeing needs of students, and consult with parents/carers wherever possible.
- follow existing health care procedures when planning to use prescribed medications during school hours.
- follow existing departmental policies when responding to incidents that impact the health, safety and/or wellbeing of students and staff.