

Kambora Public School Wellbeing and Discipline Policy



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Statement of Context

Kambora Public School recognises that behaviour impacts on learning and achievement. The Kambora Public School Wellbeing and Discipline Policy is designed to promote a positive school environment for all students and staff, with a strong focus on building and encouraging respectful, resilient relationships and behaviour, ensuring the safety and wellbeing of all, in an inclusive, nurturing environment where effective teaching and learning occurs. At Kambora Public School, students encouraged care for self and contribute to wellbeing of others.

The Kambora Public School Wellbeing and Discipline Policy has been developed in accordance with NSW Department of Education's Student Discipline in Government Schools Policy and the Wellbeing Framework for Schools.

Our commitment is underpinned by the following guiding principles that represent fundamental values of our school community. These guiding principles emphasise the importance of student welfare as a pre-requisite for effective learning in all school settings.

- the discipline code or school rules
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- strategies and practices to recognise and reinforce student achievement
- strategies and practices to manage inappropriate student behaviour

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, as stated in the Department of Education (2016)

'Behaviour Code for 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.

Department of Education (2016)

'Core Rules'

All students in NSW government schools are expected to:

- Attend school every day, unless they are legally excused and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

These rules are based on the core values of *integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy*. (DoE 2014)

The Discipline Code

The Kambora Public School 'Wellbeing and Discipline Policy' promotes the development of a cooperative school community of learners who, with compassion and respect, support each other so that all can achieve success. This is achieved by encouraging students to:

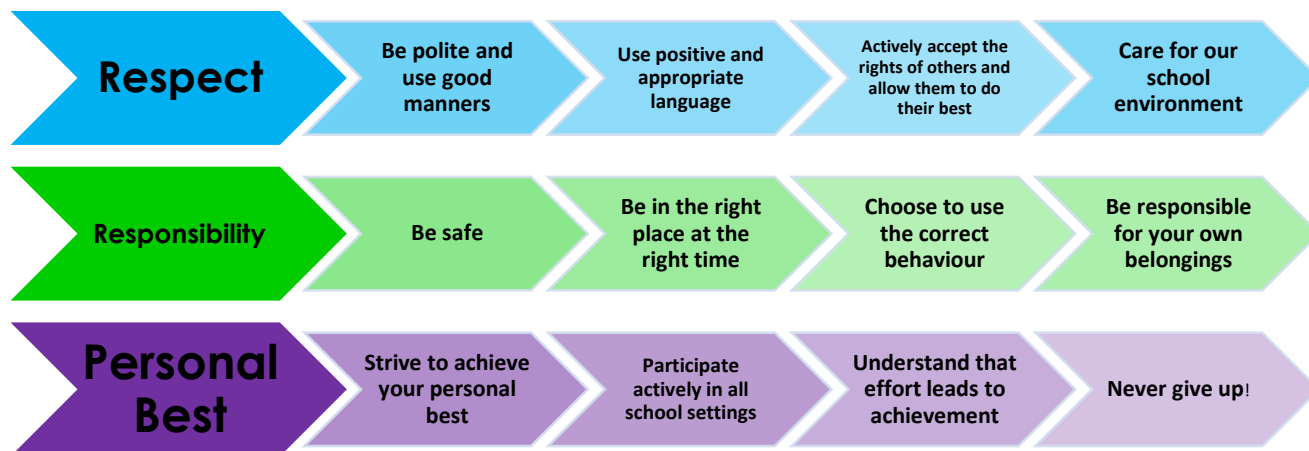
- value themselves as learners
- be cooperative, effective and productive team members
- be responsible citizens with concern for others and the environment
- reach their full learning potential
- take responsibility for their behaviour and actions



Central to the Kambora Public School 'Wellbeing and Discipline Policy' is the school motto:

'Strive to Achieve'.

Our school values of **RESPECT**, **RESPONSIBILITY** and **PERSONAL BEST** underpin our school discipline policy. These Positive Behaviour Engaging Learners or PBEL values are designed to engage students as learners in the educational process whilst providing a sound platform for behavioural expectations across the school.



This is a whole school approach designed to creating a positive, safe and supportive school climate in which students can learn and develop. This approach involves the school community working together and recognises that safe and happy school communities are achieved when a community works together to foster positive and healthy relationships based on mutual respect and support. Through teaching and encouraging students to follow the rules of our school we are developing our students' knowledge and skills for a fair and socially just society. Students are empowered to participate in decision-making through active involvement in the school's leadership of PBEL.

PBEL was initially implemented in the school in 2010 and has been reviewed and revised by students, staff and parents since, in order to meet the current needs of all stakeholders. Kambora students follow a set of behaviours designed to promote positive behaviours in different settings throughout the school.

Strategies and Practices to Promote Positive Student Behaviour, Including Specific Strategies to Maintain a Climate of Respect

Behaviour Expectations Matrix

The behaviour expectations matrix clearly identifies the behaviour students are expected to display in each setting in the school. It is used by teachers to explicitly teach students the expectations and skills they need to be successful in these settings. These are displayed around the school.

	Respect	Responsibility	Personal Best
Classroom	<ul style="list-style-type: none"> • Care for our school environment • Use positive and appropriate language • Be polite and use good manners • Accept the rights of others and allow them to do their best 	<ul style="list-style-type: none"> • Choose to use the correct behaviour • Be in the right place at the right time • Be responsible for your own belongings • Be safe 	<ul style="list-style-type: none"> • Understand that effort leads to achievement • Strive to achieve • Participate actively in all school settings • Never give up
Office	<ul style="list-style-type: none"> • Stand at the counter and say, "Excuse me, please." • Speak clearly and politely 	<ul style="list-style-type: none"> • Only go to sick bay when you have a note from a teacher • Return to class straight away 	<ul style="list-style-type: none"> • Stay in your class lines and keep with the teacher • Keep your hands and feet to yourself
Computer Room	<ul style="list-style-type: none"> • Look after computer equipment • eg PCs, i-Pads, cameras, Bee-Bots, Smartboards etc. • Leave computer and i-Pad settings as you find them • Be polite when commenting on other students' work • Consider the environment when using printer paper. 	<ul style="list-style-type: none"> • Keep your personal details and passwords private • Log-off • Use your cyber-netiquette when on-line. • Save your work in the correct place at the right time 	<ul style="list-style-type: none"> • Stay in your class lines and keep with the teacher • Use correct grammar and punctuation for formal documents • Never give up! • Try your best when learning new skills. Be patient!
Playground	<ul style="list-style-type: none"> • Respect the decisions of the teacher on duty • Be polite to sport monitors • Respect the rights of others to play safely and happily • Be inclusive when playing games 	<ul style="list-style-type: none"> • Be in the right place at the right time • Put all rubbish in the bin • Return borrowed equipment on time • Be responsible for your own belongings 	<ul style="list-style-type: none"> • Take ownership for your own behaviour • Play fairly. Agree on and follow the rules of the game • Be courteous, friendly and helpful to others

	Respect	Responsibility	Personal Best
Assembly	<ul style="list-style-type: none"> • Enter silently and exit quietly. • Use appropriate manners when receiving acknowledgement • Stand still with hands by your side 	<ul style="list-style-type: none"> • Access and leave the stage appropriately • Follow the teachers' instructions • Wear the school uniform with pride 	<ul style="list-style-type: none"> • Sit quietly and still for the entire assembly • Use appropriate applause
Corridors	<ul style="list-style-type: none"> • Walk quietly through the corridors at all times • Greet and acknowledge others 	<ul style="list-style-type: none"> • Hang up your bag and then move to the playground straight away • Always be in the right place at the right time 	<ul style="list-style-type: none"> • Be courteous, friendly and helpful to others
Canteen	<ul style="list-style-type: none"> • Use please and thank you 	<ul style="list-style-type: none"> • Wait your turn and stand behind the yellow line • Follow the footprints from the K – 2 playground to the canteen • Only line up if you are buying 	<ul style="list-style-type: none"> • Keep hands and feet to yourself
Toilets	<ul style="list-style-type: none"> • Keep the toilets clean and tidy • Flush the toilet after use 	<ul style="list-style-type: none"> • Wash hands with soap and water • Go to the toilet before you go to class • Do not play in the toilet area • Use the toilet then leave 	<ul style="list-style-type: none"> • Consider others personal space
Lines	<ul style="list-style-type: none"> • Be silent and be ready to listen when the teacher arrives 	<ul style="list-style-type: none"> • Move quickly to lines and wait quietly • Follow the teachers instructions 	<ul style="list-style-type: none"> • Stay in your class lines and keep with the teacher • Keep your hands and feet to yourself

Respect

Responsibility

Personal
Best

Wellbeing

Wellbeing is subjective to each individual and can be described as the quality of a person's life which combines feeling good and functioning well (Department of Education and Communities, 2015). Wellbeing needs to be considered across several domains including cognitive, emotional, social, physical and spiritual wellbeing.

- Cognitive wellbeing is associated with achievement and success. It includes how information is processed and how judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.
- Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.
- Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.
- Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
- Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

At Kambora Public School these domains are addressed through programs such as the Buddy program, Student Leadership, Bounce Back, Circle Time, Values Awards, Honour and Assembly Awards, Drug Education, SRC and Playground Pals. These programs support the Wellbeing Framework.

The Wellbeing Framework for Schools (2015) states that student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises how students connect, succeed and thrive.

- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.
- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible
- Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes



Kambora Public School implements the following programs that contribute significantly to the wellbeing of students:-

Bounce Back is implemented into teaching and learning programs to support the development of a strong sense of wellbeing that develops resilience, confidence and success. The program is part of the PDHPE program and runs for ten weeks, once per year. In order to reinforce this the skills and understandings of this program, Circle Time occurs throughout the year to reinforce positive behaviour as determined by the class teacher.

The Student Representative Council (SRC). The SRC is comprised of two class representatives, elected each term by their peers. The Student Leadership Team also sits on the SRC. Their role is to maintain a consistency throughout the year as well as to assist with leading meetings. The SRC provides a student voice in the school and is encouraged to suggest ongoing improvements to school resources and supporting student wellbeing. Students attend fortnightly meetings. The role of the SRC is also to develop a sense of shared community responsibility that promotes the role of volunteering and assisting others. Each term, the SRC selects a charity to promote and raises funds through the engagement of the whole school student body in activities to support this. Both local, national and international charities and organisations are supported.

Student Leadership

Year 6 students are elected each year to represent their peers in day-to-day routines, ceremonies and general school life. The team comprises 6-8 students and generally includes: - a girl and boy school captain, a girl and boy vice-captain and 2-4 prefects depending on the size and gender composition of the cohort.

Child Protection is taught by classroom teachers as part of the PDHPE program and runs for a minimum of ten weeks, once per year. At times, the program or parts of it, is repeated in order to reinforce specific behaviours. The program enables students to develop skills in recognising and responding to unsafe situations, seeking assistance effectively, establishing and maintaining relationships and strengthening attitudes and values related to equality, respect and responsibility.

Playground Pals aims to give Year 6 students leadership opportunities in the promotion of a safe and harmonious playground. The program runs at recess and lunchtime daily and supports the staff rostered on playground duty. Students assist with playground management that includes handling minor conflicts that might arise, assisting students who may be hurt or upset and leading games and activities with peers. Students receive training in conflict resolution, decision making, observation skills and communication skills.

Year Two students often perform the role of Junior Playground Pals and are rostered on the K-1 playground to look after play equipment and assist with the running of games such as soccer.

Learning and Support

As Kambora is a relatively small school, all staff form the Kambora Learning and Support Team. The team is coordinated by the principal and assistant principals and is supported by the Learning and Support Teachers as well as the school psychologist. Learning and Support meetings occur weekly to discuss and manage targeted student learning and behaviour. Students are referred to the LST by teachers who are concerned with particular aspects of a student's growth and development -

behavioural, academic, social or emotional. The LST discusses strategies to improve particular student outcomes and is responsible for managing support programs throughout the school. Adjustments to the learning environment are made and documented as required. Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning. Individualised Learning Plans (ILP) are developed by teachers in collaboration with stakeholders, to assist with individual student learning needs. Learning support programs at Kambora Public School are designed to ensure that children experiencing difficulties in their learning are supported through timely and appropriate intervention.

The 'Upstairs Reading Program' provides early literacy/reading support for students in K-3. The school employs an additional Learning and Support Teacher to run this program with the assistance of community volunteers.

'MultiLit' supports students in Years 4-6. This program is run by a SLSL

A part-time Learning and Support Teacher works with students in Years 1-6 to support understandings in Numeracy.

School learning and Support Officers (SLSO) support students with behaviour and integration needs throughout the school.

Students who are supported in their understanding of what they are learning, are less likely to exhibit negative behaviours.

School Psychologist

The school psychologist is available to students who are experiencing academic, behavioural or social difficulties. Access to this service is through teacher or parental referral. Parental consent must be sought in order for students to visit the school psychologist. Depending on the level and type of need, the school psychologist works with the school community to improve student outcomes and identify possible strategies for the student.

Buddy Program

Kambora Public School has a strong Buddy Program is central to student wellbeing throughout the school. This program begins before a student starts school. As part of the transition to school program, Year 5 students take responsibility for ensuring that preschool children are supported before and during their first year of schooling. All classes are given a new buddy class each year. Students in Years 3 -6 support students in K-2. Buddies collaborate to participate in school-based activities and fund raising event such as:- Harmony Day, Easter Hat making and Parade, Open Day, NAIDOC Celebrations, Sports Days, as well as, supporting teaching and learning.

Transition to School Programs

Kambora Public School is committed to promoting positive student behaviours through a strong focus on Kindergarten and High School transition programs.

These programs are designed to establish a climate of trust and reinforce a supportive, nurturing school environment.

The Kindergarten Transition to School Program begins with information sessions and school tours in Term 2. These are supported by the Year 6 Student Leadership team who act as school ambassadors and assist the school executive in their running.

In Term 3, incoming Kindergarten students and their parents participate in a Playgroup Program. Year 5 students who will become the incoming students' Buddies, support the Assistant Principal and

School Principal in the running of the playgroup sessions. Year 5 students develop their leadership skills through this program as well as, form strong bonds with Kindergarten students.

Year 6 students are supported with their transition to high school through strong links with Davidson High School that includes, visits from the Year 7 Year Adviser and past Kambora Students to discuss high school expectations, interschool visits, participation in Enrichment programs and PDHPE programs and High School Orientation run by Davidson HS. Students with specific learning needs are supported by the Davidson High School Learning and Support team who develop orientation programs to support individual needs.

Cyber Smart Program includes cyber safety issues within the curriculum and provides teachers and students with strategies to safely manage digital media literacy, positive on-line communication, peer and personal safety and e-security. All students K-6 take part in a Technology Audit and participate in class-based lessons. All students are required to sign a Computer Code of Conduct relating to the acceptable use of technology at Kambora PS. Students discuss this with their teachers and parents before signing the agreement that is kept on file in the school.



Strategies and Practices to Recognise and Reinforce Student Achievement

Kambora Public School aims at creating a positive environment where students are acknowledged and rewarded for their behaviour, work habits and achievements.

Each classroom clearly displays the class rules and expectations for students to follow. School rules are displayed in the class and around the school in the form of The PBEL Behavioural Expectations. This reinforces acceptable behaviour and allows students to recognise their achievements.

Class teachers employ strategies in the classroom to reward student effort and achievement. Positive work habits are also acknowledged in the classroom through the use of verbal and non-verbal methods. This includes praise, stamps, stickers and display of work in the classroom.

School wide systems include:-

The **Behaviour Ladder** is used in K-2 classes as an incentive to achieve well in class, focus on the task at hand and model good behaviour. Each day the Behaviour Ladder is reset to 'Ready to Learn'. Students move up or down the ladder throughout the day, depending on classroom responses. All students reaching 'Outstanding' at the end of the day have their names put in a box. At the end of the week, a number of names are pulled out and successful students receive a small reward. This form of positive reinforcement works well in classrooms.

3-6 Class Dojo System is used by staff to support and encourage positive behaviour and work achievement. At the end of each term the student with the most Dojo points in a grade is awarded an Achievement Banner at the end of term Honour Assembly

Assemblies

School assemblies are conducted each week. Assemblies are important in facilitating recognising achievement, promoting personal development and in developing school identity and spirit. Assemblies are run and conducted by the student body, providing leadership and performance opportunities for students.

Parents are welcome to attend, especially when their children are involved.

K-6 Assemblies are held fortnightly at approximately 2:30pm on Wednesdays and include the following forms of recognition:-

- PBEL Certificates are awarded to two students from each class in the fortnightly K-6 whole school assembly. Each Assembly has a specific values focus – Respect, Responsibility, Personal Best.
- Behaviour Awards are also presented to the best behaved class in assembly. Recipient classes are chosen by Year 6 students as part of their leadership role.



- Principal's Reading Certificates are presented to students in Stage 1 who have read more than 20 books at home through the Home Reading Program each term.
- Academic awards for participation in external competitions such as ICAS tests and Maths Olympiad are awarded in the K-6 Assembly.
- Distinction and High distinction awards are presented at the end of term Honour Assembly.

K-2 Assemblies

Are held on the alternate fortnight. These focus on what is happening in Kindergarten to Year 2 classrooms and include the following forms of recognition:-

- Birthdays
- Merit cards for effort or achievement in class
- Sport
- Award for the best behaved class in assembly
- Recognition of student quality work in the past fortnight?

Honour Assemblies are held at the end of each term. Each term the school focuses on a different area of the curriculum. Two students from each class are chosen to receive Honour Awards for excellence, enthusiasm and improvement in the chosen area. These are not necessarily academic awards.

Term 1 – Literacy

Term 2 – Numeracy

Term 3 – Technology

Term 4 – Citizenship

Performing Arts, SRC and Sports Awards are also presented at the end of term Honour Assemblies.

End of Year Assemblies

The school holds two end of year assemblies, usually in the last two weeks of the school year. These are a celebration of student learning.

K-2 End of Year Assembly focuses on the successes of every student in K-2. This is held during the second last week of Term 4.

Presentation Day Assembly for students in Years 3-6 acknowledges academic, sporting and citizenship achievements of students. This is held on the last Monday of Term 4.

Strategies and Practices to Manage Inappropriate Student Behaviour

At Kambora Public School we endeavour to provide ongoing support to students who need reminders to be positive and engaged learners.

This involves additional lunchtime programs (eg. Passive play areas including construction blocks and art activities) designed to promote positive behaviour and deter 'at-risk' students from becoming involved in potentially negative situations.

Behaviour Books are used to communicate with other teachers regarding a child's behaviour and to monitor ongoing student behaviours. Consequences may include Time Outs, Discussions with Teachers or Reflection Sheets. Behaviour books are reviewed weekly at the Staff Learning & Support Student Welfare Meetings by the school executive and classroom teachers. Assistant principals are responsible for the Behaviour Books.

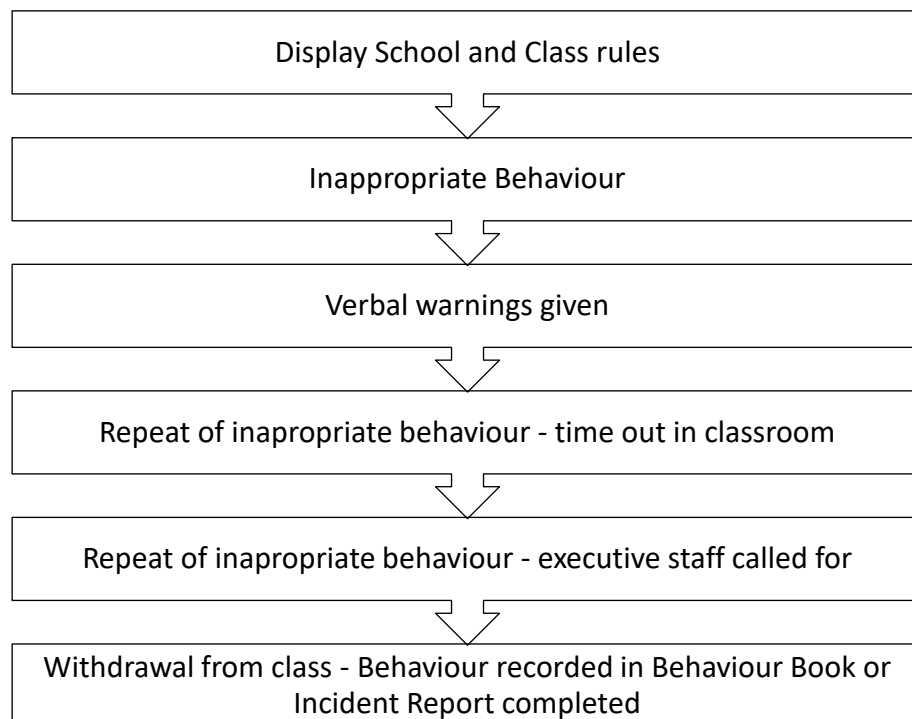
Executive Staff communicate with parents regarding a child's behaviour. Phone calls made to parents of students at discretion of executive

It is important to note that each incident is reviewed on an individual basis and treated in a manner that is deemed to be the most appropriate for the student, teacher, class and school community.

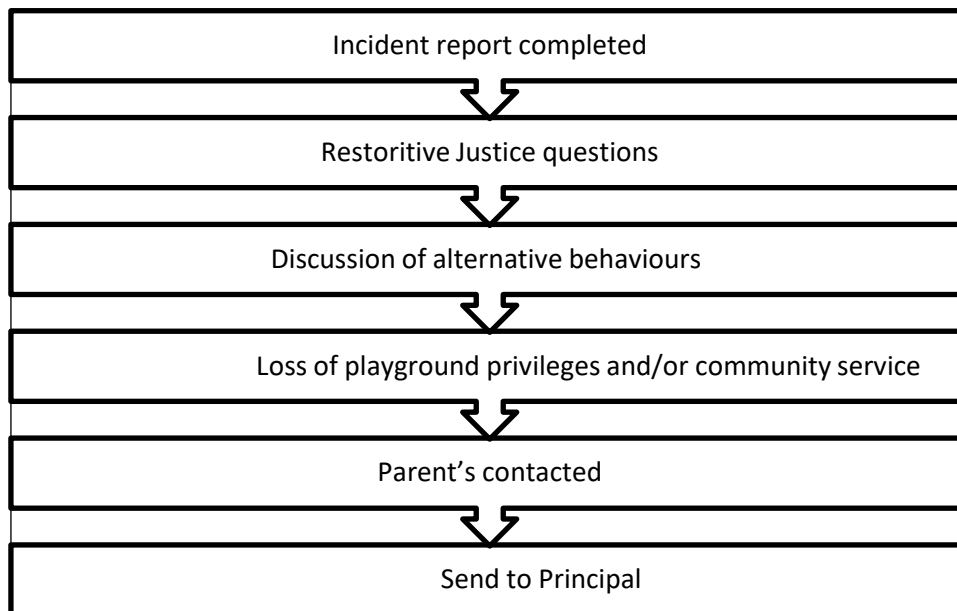
Strategies for dealing with unacceptable behaviour.

These procedures may cease at any given level and do not necessarily flow in a vertically progression. See specific documents for full procedures.

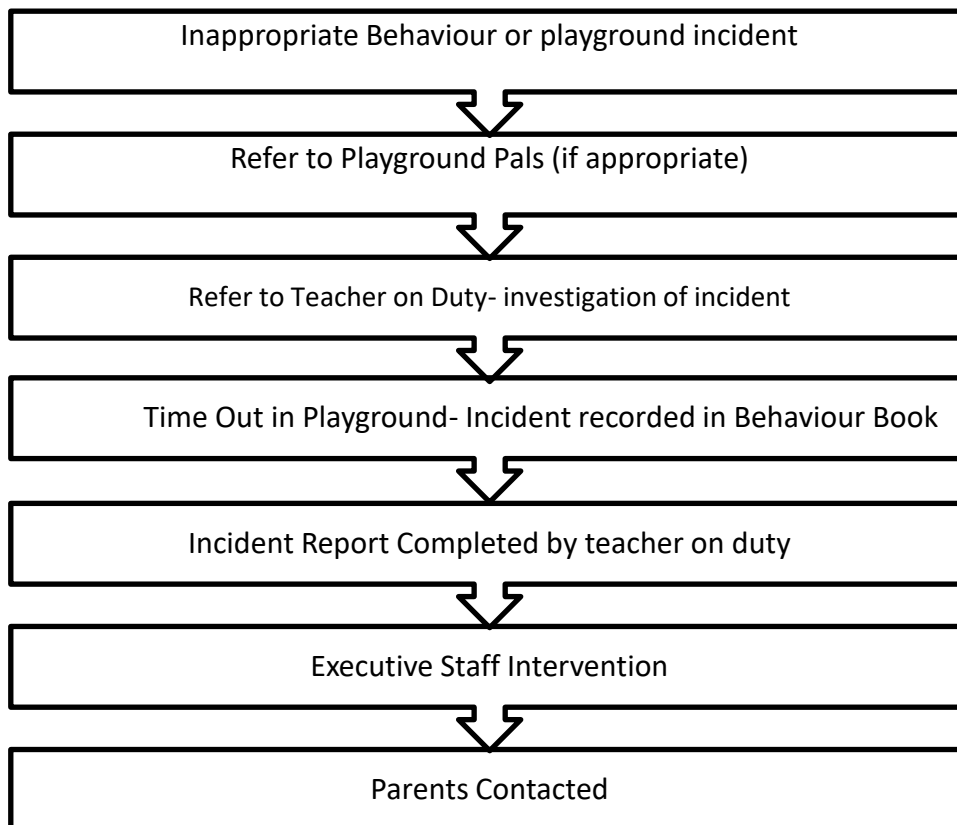
Classroom Procedures:



Consistent misbehaviour – Executive procedures:



Playground Procedures:



Suspension

Suspension will only be enforced when all other strategies have been exhausted
At all times Suspension procedures will be in line with the Department of Education's current Suspension Policy

Short Suspension - Up to 4 days may be imposed.

Enforced when a student is:-

- displaying continued disobedience or
- aggressive behaviour in the playground or/and classroom.
-

Long Suspension

In accordance with DoE Suspension and Exclusion Policy, Principals MUST impose a long suspension (6.3.2) of up to and including 20 days for:-

- Physical Violence
- Use or possession of a prohibited weapon, firearm or knife.
- Possession, supply or use of a suspected illegal substance
- Serious criminal behaviour related to the school
- Use of an implement as a weapon

Long suspensions MAY also be imposed for:-

- Persistent or serious misbehaviour:
Including but is not limited to:-
- repeated refusal to follow the school discipline code
- threatening to use a weapon
- making credible threats against students or staff
- behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation

Suspension Process

Prior to making the decision to suspend (6.3.5) formal disciplinary interview will be held with the student. The Principal or executive will ensure that the student is given explicit information about the nature of the allegations and the opportunity to respond to these. The student's parents will be contacted and requested to attend the school.

When decision to suspend is made Principal will supply parents with the formal DoE letter advising of the reasons for and length of the suspension, the DoE Suspension Policy and a copy of the School's Discipline Policy.

The class teacher will provide a package of work so the student can continue with their learning

Details of the suspension will be recorded in the school's Suspension Register.

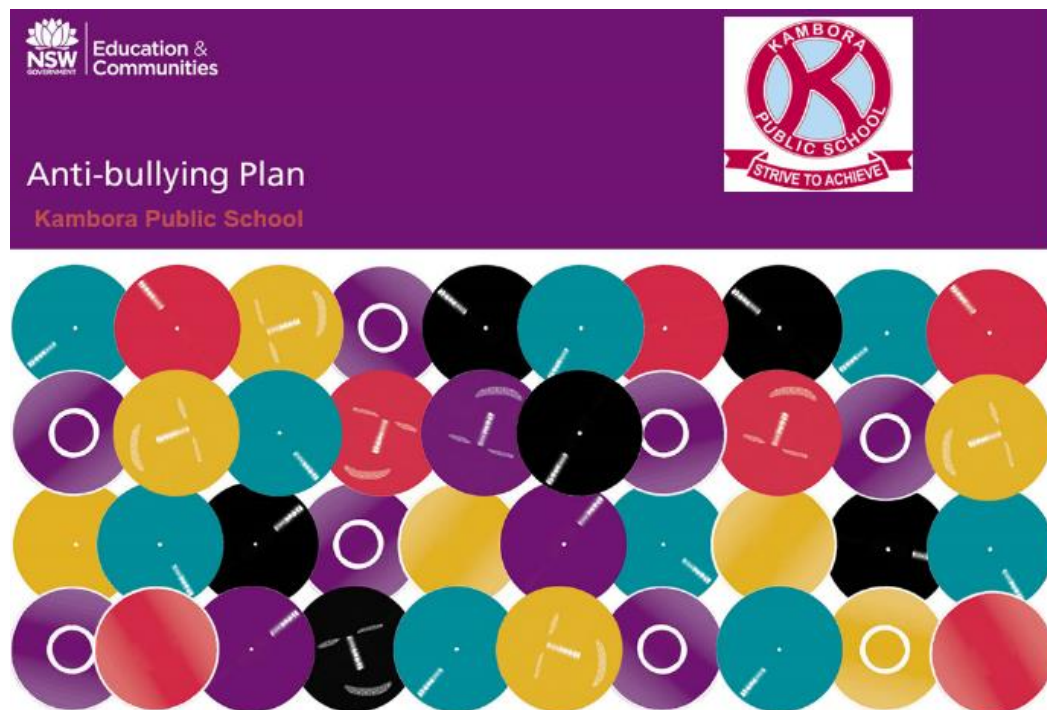
The Director of Public Schools, Kuring-gai Network will be contacted, along with Safety and Security Branch in accordance with DoE procedures.

The Principal or executive will organise a suspension resolution meeting to negotiate a plan for student's return. The assistance of the school psychologist, learning support team, Regional and other resources may be sought to assist in resolving the suspension.

Behaviour monitoring may be one of the strategies used to support a student's successful return

Anti-Bullying Plan

At Kambora Public School, students, teachers, parents, caregivers and members of the school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying. The school has a zero tolerance for bullying. Bullying behaviour is intentional and often repeated. It is an abuse of power that causes distress, hurt or undue pressure.



Roles and Responsibilities relating to Student Discipline in Government Schools.

The Principal:

- provides leadership and direction to the Wellbeing and Discipline Policy and works closely with the school community including staff, students, parents and caregivers, regional personnel and the NSW Department of Education along with community agencies and other government bodies.
- encourages an atmosphere which allows students to achieve their personal best while learning together.
- provides support in programs related to student behaviour and attendance.
- takes appropriate action in situations where serious student behaviour concerns occur.
- supports all staff in the management of student behaviour.
- ensures procedural fairness.
- provides and support access to ongoing professional learning for staff.

Assistant Principal:

- communicates issues of student behaviour with staff and parents.
- encourages a school climate conducive to providing the ultimate in a student's physical, psychological, emotional and educational welfare.
- provides support for teachers in managing difficult student behaviour.
- determines and implements appropriate logical consequences with the classroom teacher for inappropriate student behaviour and ensuring procedural fairness.
- is responsible for overseeing the teaching and learning programs in the school.
- provides staff support and the opportunities for professional development in the domain of Student Wellbeing.
- assists students to reflect on their own behaviour and the consequences for their actions.

The teacher:

- demonstrates professionalism and commitment to teaching.
- develops and maintains effective classroom management practices.
- models and explicitly teaches desired student behaviours.
- respects students' rights to courtesy, fairness and respect.
- utilises appropriate practices when conflict arises.
- prepares and implements individual plans for students needing additional support.
- implements the school's Student and Wellbeing Policy.

The student:

- follows the school PBEL Behaviours in all settings
- strives for the highest personal achievement.
- should be dependable, do the right thing and not expect others to do things for them.
- is truthful and honest.
- shows understanding and kindness to others.
- works helpfully with other people in a team or at play.
- honours rules, regulations and the rights of others.
- treats everyone fairly.

Parents and Carers:

are expected to support the school in the implementation of the school discipline policy by:-

- recognising their role as essential partners in supporting school discipline policy and the successful education of their children
- being role models of consistent, caring and controlled behaviour
- encouraging and modelling respect
- recognising the primary influence on each child's character and behaviour
- allowing children to take responsibility for their own behaviour

Other Related School Policies and Procedures include

Kambora Public School:-

- Sun Safety 'NO HAT, PLAY IN THE SHADE' policy.
- Attendance Policy and Procedures
- Anti-Bullying Policy
- Anti-Bullying Plan
- Uniform Policy
- Procedures for Reporting Classroom Incidents
- Procedures for Reporting Playground Incidents
- Playground Supervision Policy and Procedures
- Student Leadership Policy and Procedures
- SunSmart

References:

Student Discipline in Government Schools Policy

<https://education.nsw.gov.au/policy-library/policies/student...>