Norwood Secondary College

STUDENT ENGAGEMENT AND INCLUSION POLICY

This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

August 2018

Principal: **Andrew Sloane**

School Council President: **Tammie Palmer**

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1. School profile

Norwood Secondary College, in the City of Maroondah, is a single campus, coeducational Years 7-12 College with a stable enrolment between 1000 and 1100. Established in 1958, the College has an outstanding reputation in the community, particularly in the areas of academic excellence, sport and the performing arts. The College caters for the educational needs of students from a wide range of primary schools in the local community and values the positive relationships established with these schools. 180 students enrolled into Year 7 in 2018 from 32 different Primary Schools, 4 of these being Non-Government Schools.

In 2018 there were 1027 enrolled students, 82.8 EFT (effective fulltime) staff. Of these, 3 are Principal Class, 62.7 are teaching staff, which includes 10 Leading Teachers and 20.1 Education Support staff.

88 students were born outside of Australia and 91 speak a language other than English at home. 23 students speak either Mandarin or Cantonese. Other languages spoken by fewer students include Persian, Arabic, Karen and Vietnamese.

The Student Family Occupation and Education (SFOE) Index is 0.3685 (in the Low to Medium Band). 202 students receive Camps, Sports and Excursions Funding (CSEF).

2. School values, philosophy and vision

Norwood Secondary College (NSC) provides innovative and engaging teaching and learning for all students. We focus on successfully engaging students and staff as active participants in life-long learning. Our curriculum nurtures the potential of each student and encourages them to achieve their personal best in all areas.

Our learning community values mutual respect, trust and the contribution of all. At NSC we value tradition, loyalty and innovation. Students are provided with a sound basis for a life that is fulfilling, respectful of self, others and the environment. We prepare students to be flexible, adaptable and innovative leaders in our local and global community. Our bonds with the community are a source of strength and inspiration for us.

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

Emblem and Values

The key element of the College emblem is the compass needle pointing north, evoking a journey of purpose. Our Latin motto 'fidelis' (meaning loyal and faithful to duty), along with our Values of Respect, Aspiration, Resilience and Responsibility, reflect our ethos. In 2016, extensive consultation with students, teachers and parents led to the development of these key values:

Respect
All members of our community are expected to respect the College, others and themselves.

Aspiration
Students are encouraged to be the best they can be, in all endeavours.
Responsibility
All members of our community are expected to take responsibility for their actions.

Resilience
The College will provide experiences and support to assist our community members develop both a strong sense of worth and the capacity to overcome negative experiences or disappointments.

We are working to instil these values across all aspects of College life. Proactive programs form part of the wider curriculum at all year levels and include presentations by members of the broader community and organisations.

Norwood staff understand the need to build an educational community through quality relationships with students, parents and other staff and the College has the growth and development of each individual as its major goal. To this end we have introduced a successful Mentoring Program. Students are supported by committed and caring staff, Mentors, Heads of Year Level, Coordinators and a Wellbeing Team, led by a full-time Student Wellbeing Coordinator, who is supported by other part-time staff, including a Psychologist and Social Worker.

The 2017 – 2020 Strategic Plan is focused on the attainment of the following student wellbeing and engagement goals:

- To enable every student to achieve their potential and maximise their learning growth across all curriculum areas and year levels.
- To create a stimulating learning environment where the increased opportunities for higher levels of student cognitive engagement; where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning.
- To foster a safe, supportive and connected environment: one that promotes positive relationships, high expectations and aspirations; values diversity and supports the development of students' social and emotional skills.

A statement about the rights and responsibilities or expectations of all students and school staff is included at Appendix 1.

3. Guiding principles
- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.

- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will create a Child Safe organisation and will comply with its obligations under the Child Safe Standards.

4. Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in Appendix 2.

5. Identifying students in need of extra support

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Primary School transition information
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families

6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at Appendix 3.

7. School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see Appendix 4).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate and/or practical, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:
http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx

Creating a child safe organisation

The school is committed to being a Child Safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of Child Safety at the school, having a Child Safety Policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school has a comprehensive Child Safety Policy that includes a clear statement of commitment, strategies for a safe school and procedures to manage child abuse. This policy can be found on the College Website. A Flowchart, *Staff Guidelines for Responding to Incidents, Disclosures and Suspicions of Family Violence*, is available to all staff in the Staff Handbook and is available online.

8. **Engaging with families**

The School values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement and Inclusion Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups.

Parents' responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values and in Appendix 3: Shared Behaviour Expectations.

9. Evaluation: Data collection and analysis
Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- Parent Opinion Survey data
- data from case management work with students
- data extracted from software such as CASES21.

Review of this policy
This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

10. Appendices and Related Policies
Appendix 1: Statement of Rights and Responsibilities
Appendix 2: Student Engagement Strategies
Appendix 3: Shared Behaviour expectations
Appendix 4: Staged response to behaviour issues
Appendix 5: Process for responding to breaches of Behaviour Expectations
This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at
http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

Related Policies:
- Child Safety
- Equal Opportunity
- Personal Portable Media Devices

Statement of Rights and Responsibilities

It is the right of all members of the school community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, abuse, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the right to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement and Inclusion Policy.

Ensuring school property is appropriately used and maintained is the responsibility of all who use it.

Student Engagement Strategies Appendix 2

Universal strategies	Targeted strategies	Individual strategies

• Our school will deliver a broad curriculum including VET programs, VCE and VCAL.
 	
• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
 	
• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.
 	
• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.
 	
• All students will have the opportunity to participate in social and emotional learning curriculum programs, such as: Transition to Secondary College, Peer Support, Keys Please and other road safety incursions/excursions. All students will have a Mentor Teacher.
 	
• Students will have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council (SRC), student representation on College Council, separate year level leadership forums, student focus groups and other more informal mechanisms.
	• All Koorie students will have an Individual Learning Plan, which will include a Career Action plan.
	
	• All students in Out of Home Care will have an Individual Learning Plan and will be supported by the Student Wellbeing Coordinator having access to Student Support Services as required.
	
	• An Individual Learning Plan will be developed for students receiving funding under the Program for Students with Disabilities. These will be reviewed during regular Student Support Group Meetings.
	
	• The Wellbeing Team, alongside Heads of Year Level and Mentor teachers will be responsive to student needs identified by classroom teachers or other school staff during the school year.
	
	• Student Wellbeing Staff can apply a trauma-informed approach using *Calmer Classrooms: A Guide to Working with Traumatised Children,* or similar resources, to working with students who have experienced trauma, such as students from refugee backgrounds or who are in Out of Home Care.
	
	• All Year 10 students, and above, have a Career Action Plan.
		• Strategies to support attendance and engagement of individual students may include:
		
		  o Meet with student and their parent/carer to talk about how best to help the student engage with school
		
		  o Engage additional support from the Mentor teacher
		
		  o Establish a Student Support Group
		
		  o Seek extra resources under the Program for Students with Disabilities for eligible students
		
		  o Develop a Behaviour Support Plan and/or Individual Learning Plan
		
		  o Consider if any environmental changes that need to be made, for example, using a seating plan
		
		  o Facilitating internal support services eg Student Wellbeing Coordinator or Student Support Services, Careers Counsellor as required
		
		  o Refer to external support services including ChildFirst, Child Protection, Local Government Youth Services, CYMs, Headspace, EACH, etc.

Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • ***preparedness*** to engage in and take full advantage of the academic and co-curricular program • ***effort*** to do their very best • ***respect*** for the rights of others to learn and responsibility for their own learning • ***self-discipline*** to ensure a cooperative learning environment and model the school values of: Respect, Aspiration, Responsibility and Resilience • effective ***teamwork*** • a growth mindset	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day ensuring full College uniform, punctuality and with the necessary equipment • Engage in regular and constructive communication with school staff and monitor their child's progress, including attendance at Parent/ Student/ Teacher Conferences	• Comply with Duty of Care obligations and Child Safe Standards • Provide an educational environment that effectively engages all students • Provide an appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success • Know their students and how they learn to inform effective teaching practices • Implement the College's Instructional Teaching and Learning Model (MAPS), High Impact Teaching Strategies (HITS) and Whole-school Literacy Plan • Engage in regular and constructive communication with parents regarding their child's progress
Attendance	• Attend and be punctual for all timetabled classes and co-curricular activities • Adhere to 90% attendance expectation	• Ensure that their child's enrolment details are correct • Support the College's 90% attendance expectation • Advise the school as soon as possible when their child is absent via Compass School Manager	• Proactively promote regular attendance • Mark rolls accurately each lesson • Follow up on any unexplained absences promptly and consistently • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies

		• Keep family holidays within scheduled school holidays • Support their child's learning during absences • Work with the school to reintegrate students after prolonged absences	• Identify trends via data analysis • Report attendance data in the school's Annual Report
Behaviour	Model the school's values of **Respect**, **Aspiration, Responsibility** and **Resilience** • Always treat others with respect • Respect the rights of others to learn • Respect the property of others, and the school • Never physically or verbally abuse others, including online • Take responsibility for their behaviour and its impact on others • Obey all reasonable requests of staff • Bring correct equipment to all classes • Comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes • Use social media responsibly and with respect for others	• Support the school in maintaining a safe and respectful learning environment for all members of the school community • Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations • Communicate with the school when necessary regarding their child • Promote positive educational outcomes for their child by taking an active interest in their educational progress • Model positive behaviours and support the school in its aim to provide a safe and respectful environment for all	• The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students • It will focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues • The school will provide a safe and secure environment in which respect, care and courtesy for others are encouraged • The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances • The school recognises that for some students additional support may be needed in the form of staged responses. The school is committed to working with families to reintegrate students after exclusion

Staged Response Checklist for Student Behaviour Issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	**School actions**
Define and teach school-wide expectations for all.	• Clearly defined school values
Establish whole school positive behaviour programs.	• Whole school Mentoring Program
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	• Transition from Primary to Secondary • Transition from one year level to the next
Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	**School actions**
Assess the behaviour and its functions, influences, and triggers (include student, parents/carers and school Wellbeing Staff as appropriate).	• Meet with students, consult with teachers, and Wellbeing Staff, as necessary • Document incidents; interview witnesses as required • Keep communication lines open with parents • Assess learning needs, deficits
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent/carer).	• When behavior is challenging and ongoing, develop Behaviour Support Plans and Individual Education Plans • These should be revised at Student Support Group Meetings as required

Consider if any environmental changes need to be made.	• The school will consider a number of interventions to address behaviour. Some of these could include: seating plans, restrictions to yard areas, adjustments to subjects/timetable, recommendations for learning assessments, etc.
Teach replacement behaviours.	• Monitoring of appropriate behaviour using Behaviour/Conduct Cards and Punctuality/Attendance Cards • Targeted behavioural strategies suggested by wellbeing staff or suggested by external Psychologists/other professionals.
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support.	• Recommendations may be made by Wellbeing Staff, in consultation with Heads of Year Level/Coordinators/Parents/Carers, to organise Educational Assessments or to seek professional assistance outside of school.
Establish a Student Support Group.	• When necessary these will be established. • Those attending the meetings will likely consist of the Head of Year Level/Coordinator, a member of the Wellbeing Team, student, parents/carers and others, as required.
Implement appropriate disciplinary measures that are proportionate to problem behaviours.	• Coordinators will first seek to implement a staged response unless the behaviour is considered to be of a serious nature. In such a case the consequences may be more serious, and be consistent with the Engagement and Inclusion Guidance.
Consider out-of-school behaviour management options such as Student Development Centres (if available).	

Process for responding to breaches of Behaviour Expectations

Appendix 5

Expectations of students	Classroom Teacher Responsibility	Year Level Coordinators
Overall behaviour **Students are expected to:** • Follow all reasonable requests of staff • Treat others with respect • Respect the rights of others to learn and not impact negatively upon the learning of others • Respect the property of others • Be ready to learn and bring correct equipment to all classes • Work to the best of their ability.	Implement a staged response: • Emphasis of the College Values is important at all stages of behaviour management • Address behaviour with the student • Provide warnings • Move the student • Address behaviour with the student after class • Issue a recess or lunchtime detention • Communicate with the Year Level Coordinator • Communicate with parents.	Implement a staged response: • Emphasis of the College Values is important at all stages of behavior management • Speak with the student about behavior • Speak to classroom teacher • Speak to other students • Liaise with other parties, as appropriate, eg, Student Wellbeing Staff • Communicate with parents and invest in their support • After school detentions • Implement monitoring strategies such as, Attendance Card/Behaviour Card • Where possible and practical, consider restorative practices • Student Support Group meetings • Behaviour Plans • Refer to Assistant Principal with a recommendation to suspend (internally or externally) • Expulsion is only considered either as a last resort or for serious matters, in accordance with DET guidelines.

Attendance and punctuality		
• Students are expected to be on time to all classes • Students who are late to Period 1 must report to the appropriate Sub School where staff will record their arrival via Compass • Students who leave school early must report to the appropriate Sub School and record their early departure via Compass • Parents/Carers are expected to approve absences, early arrivals and departures via Compass or by contacting the appropriate Sub School • Medical certificates are required when VCE students miss Assessment Tasks • Students must not leave the school grounds without permission.	• If students are late to Period 1 without first reporting to a Sub School, teachers should send them to do so • Teachers of all other periods should make adjustments on Compass to reflect lateness to class • Teachers should address issue of lateness with students • Students can be detained after Periods 2 and 4 to make up missed time when late to class • If lateness becomes ongoing, teachers should report this to the Sub School.	• Year Level Coordinators should monitor overall student attendance via Compass records • Year Level Coordinators should address concerns about punctuality and lack of attendance by speaking to students and parents/carers • It is appropriate for students to be given in school and after school detentions to make up for lost time in class • The Wellbeing Team should be consulted when absence/lateness is ongoing • Follow College protocols for students whose absence is of concern.

Uniform		
• Students must adhere to the school uniform requirements • It is compulsory for all students to wear appropriate footwear at all times • When students are unable to wear the correct uniform, a note must be obtained from parents/carers and presented to the Sub School for a Uniform Pass.	• It is the responsibility of all teachers to support the correct wearing of the College uniform • If a student is out of uniform, check to see if they have a current Uniform Pass • Students out of uniform without a pass in Period 1 should be sent to the Sub School to obtain one • Additional items of uniform may be confiscated, eg, a windcheater/Hoodie and should be handed in to the Sub School for the student to collect at the end of the school day.	• To remind students at assemblies of their responsibility to wear the College uniform correctly • To make regular uniform checks • To ensure that lack of uniform compliance is not related to wellbeing issues • To contact parents/carers when students are repeatedly not wearing the correct uniform • To run detentions for students who are non-compliant with uniform expectations.
Bullying		
• Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person • To support other students, if appropriate, Eg, report to a teacher.	• Teachers should first attempt to resolve conflict between students prior to notifying Sub School, unless the conflict is deemed more serious or has been ongoing • Add a Compass Chronicle entry • Notify parents/carers/Year Level Coordinator/Wellbeing Team • Observe, follow up.	• Speak with student concerned. • Attempt to understand the conflict by collecting information (speak with friends, witnesses, parents/carers, teachers, etc) • Use Witness Statements • If required, put into place arrangements to keep students safe • Involve Wellbeing Team as necessary • Keep parents/carers informed

		• Where possible aim to use a restorative approach to conflict resolution • Possible consequences may include apology, detentions, classroom seating arrangements, Student Behaviour Contract, etc. • Students may be referred to an intervention program and/or counselling • Some cases may warrant immediate suspension. This decision can only be made by the Principal • A Principal may consider expulsion, following Department of Education and Training guidelines.
Property and security • Students are to respect all school property • Students must not enter teacher staffrooms, or offices • All rubbish must be placed in bins provided • Students must not have the following at school: Liquid Paper, chewing gum, permanent markers	• The school values of Respect and Responsibility should be a focus in teacher/student conversations • Teachers should ensure all classrooms are left neat and tidy, with no rubbish left on the floor or damage to property, eg, tables • Teachers should issue appropriate consequences for students dropping rubbish or defacing property, eg,	• The school values of respect and responsibility should be a focus in teacher/student conversations • Appropriate consequences should be applied, eg, clean up duties in classrooms or in the school grounds during detentions (in-school or after school) • Ensure parent/carer is notified

• Students must return borrowed school material on time • Students must keep lockers secure at all times. School will not be responsible for loss of valuables • Students must leave school bags in lockers • Electronic devices must not be used without permission • Classrooms must be left neat and tidy • Graffiti or deliberate damage to property of any kind, will not be tolerated.	detentions to rectify the issue (picking up rubbish or cleaning tabletops) • Graffiti should be reported to Year Level Coordinators, particularly if it is offensive • For inappropriate use of electronic devices, teachers should refer to the Colleges' Personal Portable Device Policy • Report more serious or repeat behaviours to Year Level Coordinator.	• A student may be required to repair damage or a cost may be incurred by the parents/carers • If damage to school property has been extensive and/or has been a persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps • Significant damage to the school may be reported to Police.