Hamilton (Gray St) Primary School is situated centrally in western districts town of Hamilton. The grounds are extensive and provide for areas of active and passive play. The school enrolment has slowly declined over the past five years and stands at currently 291 students. Planned enrolments for 2015 indicate this enrolment will remain stable into 2015. The school population is drawn from the immediate locality, the surrounding rural districts and from all areas of Hamilton. The student Family Occupation Index (SFO) is 0.4872. The State SFO mean is 0.5186. The school qualifies for a Student Welfare Officer under the current SFO. Approximately 36% of families qualify for Education Maintenance Allowance (EMA). The school has 11 Koorie students enrolled.

School values, philosophy and vision

- 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 and Harassment Prevention Policy for more information.

Our philosophy:

- At Hamilton (Gray St) Primary School, our goal is to support and understand every child for who they are and to help them achieve success both academically and socially.

Vision Statement

Gray Street Primary School continues to provide opportunities for all students to be successful learners and valued contributors to their community.

The school strives to meet the individual learning needs of all students through:

- the delivery of a relevant and varied curriculum
- high quality teaching
- the strengthening of positive partnerships and
- the use of engaging and innovative practices.

At Gray Street Primary School, we:

- value our proud history and reputation as an inclusive learning organisation
- have high expectations of all of our students and teachers
- expect the productive and positive involvement of all families and community members in the life of the school
- value a collaborative culture where all of those contributing to the learning of students work together for their individual development and for school improvement
- acknowledge and celebrate the achievements of our students and of the school
- understand the benefits of agreed and consistent approaches to learning and teaching and to student wellbeing
• support successful life–long learning with students taking more responsibility for, and ownership of, their own learning
• develop the whole child through a broad and engaging learning program that promotes success, individuality and leadership
• believe that literacy and numeracy skills are the building blocks for further learning in all areas
• believe in developing the social and emotional wellbeing of all students
• continually use contemporary technologies to support learning and teaching
• provide all staff members with high quality opportunities to continually improve their knowledge, skills and practice in priority areas
• value effective and open communication to advance student learning and wellbeing.
• All students are confident and responsible learners who feel supported by teachers to be able to meet the challenges at school and in our community.
• Our values: At Hamilton (Gray St) Primary School, we value relationships based upon truth and fairness. We value mutual respect and responsibility. We encourage our students to believe that their efforts lead to success.

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

Guiding principles

• The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach:

  Attendance- Full attendance is a key to engagement and maximises every student’s ability to learn and our teachers’ ability to teach effectively. Gray St Primary School will be involved in the “It’s Not Okay To Be Away” program and student attendance is monitored promptly and effectively.

  Circle Time: Circle Time happens every day in every classroom and its main aim is to give every child a voice, every day. Students and the teachers sit in a circle together to take part in games and activities designed to increase:

  ☐ Understanding and value of self
  ☐ Understanding and value of others
  ☐ Positive relationships

  Our students and teachers love Circle Time each day. It is fun, non-threatening and encourages thoughtful reflection.

  There are only 3 rules during Circle Time:

  ☐ Listen when others are speaking
  ☐ The right to pass
  ☐ Be positive (avoid “put downs”)

  Restorative Practices:

  We use a Restorative Practice approach at Gray St Primary School. This is a way of viewing relationship-building and behaviour management in schools that works to strengthen a sense of community among students and between students, teachers and parents. In the Restorative Practice philosophy, conflict or wrongdoing is seen as causing harm to people and relationships, and there is an obligation first to repair this harm in order for the people involved to move forward. It is a way of educating students towards self-regulated right behaviour that is respectful of all concerned. In particular, it puts the onus back on the
wrong-doer to be truly accountable for their behaviour and to repair any harm caused to others.

“You Can Do It” – Program Achieve
This is a program to teach and reinforce positive behaviours using the five keys to success: Organisation, Persistence, Confidence, Getting Along and Resilience. This program will be implemented at all levels. The terms and understandings of the program will form a key component of our personal development programs, creating a common language with which to promote and discuss issues of achievement, success, goal setting and social competence. Positive signage across the school will contribute to distributing the ‘You Can Do It’ message.

Other programs:
Other related programs include buddy programs, environmental activities, school wide events, lunch time activities, open nights, strong community involvement, Kinder-school transition, individual learning plans, behaviour management plans, transition activities, throughout the school, a school leadership program and a junior school council.

In 2014 the school began its exciting journey with School Wide Positive Behaviours Support in 2015 we will be formalising and further cementing this across the school. And will update this document accordingly.

- 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.

Engagement Strategies
To realise our vision, our school has in place a Restorative Practice approach to student welfare and discipline 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 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.

**Identifying students in need of extra support**

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

- Personal information gathered upon enrolment
- School Entry Health Questionnaire
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Referral for assessment from Network Student Support Services (psychology, speech therapy, social worker)
- Engagement with student families through personal interviews, Student Support Group Meetings (SSG’s) and student/teacher/parent interviews.

**Behavioural expectations**

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

**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 Early Childhood Development 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 (repairing damage caused to relationships and property)
- Withdrawal of privileges
• Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
• Arrangements to complete school work under supervision for part of recess/lunch play.
• 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 at the listed website. A hard copy is included at the back of the Student Engagement Policy for reference.


**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 has a small and dedicated Parents’ Association. The School Council provides encouragement to the Parents’ Association in our efforts to build a sense of community.

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 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 through surveys
• coordinating resources and services from the community for families, students and the school
• involving families in Student Support Groups
• providing parent information sessions around reading, numeracy and preparing for transitions Kindergarten to Prep and Year 6 to Secondary School.

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.

**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
- Yard Duty incident data
- Student Conference Reports
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS
- SWPBS data

**Review of this policy**

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

**Appendices and Related Policies**

Appendix 1: Statement of Rights and Responsibilities
Appendix 2: Student Engagement Strategies
Appendix 3: Behaviour expectations
Appendix 4: Staged response to behaviour issues
Appendix 5: Process for responding to breaches of Behaviour Expectations


Related policies:

*Bullying and Harassment Policy and Procedures.*
HAMILTON (GRAY ST) PRIMARY SCHOOL - 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, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights 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 implement the Student Engagement Policy in a manner which is fair, reasonable and consistent.

All members have an obligation to ensure school property is appropriately used and maintained.
### Universal strategies
- Our school will deliver a broad curriculum under AusVELS and AusVELS 2.
- Our teachers will adopt an explicit teaching model and assessment approaches to effectively respond to the learning 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 as part of the SWPBS.
- 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 a social and emotional learning curriculum program based upon Restorative Practices.
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.

### Targeted strategies
- All students deemed to have specific learning needs, and all Koorie students will have individual learning plans.
- All students in Out of Home Care will have individual learning plans. A senior staff member will be allocated to attend all Out of Home Care meetings with relevant agencies.

### Individual strategies
- Strategies to support attendance and engagement of individual students include:
  - Meet with student and their parent/carer to talk about how best to help the student engage with school.
  - Establish a Student Support Group.
  - Seek extra resources under the Program for Students with Disabilities for eligible students.
  - Develop a Behaviour Support Plan and/or Individual Education for students when needed.
  - Consider if any environmental changes need to be made, for example changing the classroom set up.
  - Refer to internal support services eg Student Welfare Coordinator or Student Support Services.
  - Refer to external support services including ChildFirst and CAMHS.
# Shared Behaviour Expectations

## Appendix 3

<table>
<thead>
<tr>
<th>Engagement (participation in the classroom and other school activities)</th>
<th>Students</th>
<th>Parents/Carers</th>
<th>Principals/Teachers &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate:</td>
<td></td>
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</tr>
<tr>
<td>• preparedness to engage in and take full advantage of the school program</td>
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<tr>
<td>• effort to do their very best</td>
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</tr>
<tr>
<td>• self-discipline to ensure a cooperative learning environment and model the school values</td>
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<tr>
<td>• team work</td>
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<tr>
<td>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs</td>
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<tr>
<td>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</td>
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<tr>
<td>• Monitor their child’s school involvement and progress and communicate with the school when necessary</td>
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</tr>
<tr>
<td>• Are informed and supportive of school programs and actively participate in school events/parent groups</td>
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</tr>
</tbody>
</table>

## Attendance

<table>
<thead>
<tr>
<th>All students are expected to:</th>
<th>Parents/Carers are expected to:</th>
<th>In accordance with legislation released March 1, 2014 the school will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• attend and be punctual for all timetabled classes every day that the school is open to students</td>
<td>• ensure that their child’s enrolment details are correct</td>
<td>Proactively promote regular attendance</td>
</tr>
<tr>
<td>• be prepared to participate fully in lessons</td>
<td>• ensure their child attends regularly</td>
<td>mark rolls accurately am and pm daily.</td>
</tr>
<tr>
<td>• bring a note from their parents/carers explaining an absence/lateness</td>
<td>• advise the school as soon as possible when a child is absent</td>
<td>follow up on any unexplained absences promptly and consistently (within 1 day)</td>
</tr>
<tr>
<td>• Students arriving late to school must be signed in at the office by the parent/carer.</td>
<td>• account for all student absences</td>
<td>Identify trends via data analysis</td>
</tr>
<tr>
<td>In accordance with DET procedures the school will:</td>
<td>• keep family holidays within scheduled school holidays</td>
<td>Report attendance data in the school’s Annual Report</td>
</tr>
<tr>
<td>• Support their child’s learning during absences and work with the school to reintegrate students after prolonged</td>
<td>• Proactively promote regular attendance</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>Students are expected to:</td>
<td></td>
</tr>
<tr>
<td>----------</td>
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<tr>
<td></td>
<td>• model the schools core values of telling the truth, acting respectfully with responsibility and endeavor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• always treat others with respect.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• never physically or verbally abuse others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• take responsibility for their behaviour and its impact on others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• obey all reasonable requests of staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• respect the rights of others to learn. No student has the right to impact on the learning of others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• respect the property of others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• bring correct equipment to all classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• comply with the school’s policies and work with teachers and parents in developing strategies to improve outcomes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents/Carers are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• have high expectations of their child’s behaviour and an understanding of the schools behavioural expectations</td>
</tr>
<tr>
<td>• Communicate with the school regarding their child’s circumstances</td>
</tr>
<tr>
<td>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</td>
</tr>
</tbody>
</table>

| 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 and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues |
| The school will consistently apply its Behavioural Expectations 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 and is committed to working with families to reintegrate students after exclusion |
### Appendix 4

#### Staged response checklist for student behaviour issues

**Stage 1: Promoting positive behaviour and preventing behavioural issues**

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and teach school-wide expectations for all.</td>
<td>Follow Direct Teaching Model of explicit teaching of numeracy and literacy across the whole school. Deal with student issues and behaviours fairly and using the Restorative Practice approach to seek a resolution.</td>
</tr>
<tr>
<td>Establish whole school positive behaviour programs. (SWPBS)</td>
<td>All teachers to foster a safe and respectful classroom environment. Conduct “Circle Time” with the class to deal with issues that are of concern to their students. Ensure the principles of Restorative Practice are used within classrooms and in the playgrounds. Conference issues to a resolution.</td>
</tr>
<tr>
<td>Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.</td>
<td>Staff responds to student absences, contacting parents to discuss and encourage student attendance. Ensure Restorative Practice processes are used when dealing with student behaviours. Seek help and from team teachers when dealing with difficult student behaviours.</td>
</tr>
</tbody>
</table>

**Stage 2: Responding to individual students exhibiting challenging behaviour**

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).</td>
<td>Deal consistently and fairly with student challenging behaviours. Seek help and support from Principal and senior staff when dealing with student challenging behaviours.</td>
</tr>
<tr>
<td>Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)</td>
<td>School proformas for Individual Behaviour Plans. Seek and include parent input and support to implement positive strategies to re-engage students with challenging behaviours.</td>
</tr>
<tr>
<td>Consider if any environmental changes need to be made.</td>
<td>Seek input and support from Principal and senior staff to make environmental changes.</td>
</tr>
<tr>
<td>Teach replacement behaviors.</td>
<td>Seek help from team teachers, Principal and senior staff to implement replacement behaviours.</td>
</tr>
<tr>
<td>Task</td>
<td>Recommendation</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td>Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support</td>
<td>Seek referrals when deemed necessary. Enter student referrals on SOCS.</td>
</tr>
<tr>
<td>Establish a student support group</td>
<td>Seek input from Student Support Services, parents/guardians and senior staff if needed.</td>
</tr>
<tr>
<td>Implement appropriate disciplinary measures that are proportionate to problem behaviours</td>
<td>Act mindfully and fairly to monitor and deal with challenging behaviours. Seek input and support from the Principal. Take notes to record student behaviours and frequency of challenging behaviours.</td>
</tr>
<tr>
<td>Consider out-of-school behaviour management options such as Student Development Centres (if available)</td>
<td>Not available in rural areas. Seek support from Regional Staff.</td>
</tr>
</tbody>
</table>
### Process for responding to breaches of Behaviour Expectations

<table>
<thead>
<tr>
<th>Rules</th>
<th>Classroom Teacher Responsibility</th>
<th>Principal/ Leading Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall behaviour</strong>&lt;br&gt;• Students must obey all reasonable requests of staff.&lt;br&gt;• Students must always treat others with respect.&lt;br&gt;• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.&lt;br&gt;• Students must respect the property of others.&lt;br&gt;• Students must bring correct equipment to all classes&lt;br&gt;• Students must work to the best of their ability.</td>
<td><strong>Follow the “5 Steps to Classroom Control”:</strong>&lt;br&gt;1. Remain calm&lt;br&gt;2. Warn with rights based warning “Your behaviour is disturbing others, please stop”.&lt;br&gt;3. Reassert “I understand and we can discuss this later. Right now please…”&lt;br&gt;4. Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc.&lt;br&gt;5. Follow through with graded consequences:&lt;br&gt;a. Move student to another seat / isolated area of the classroom&lt;br&gt;b. Seat student in an area within the classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)&lt;br&gt;c. Remove to another classroom or to Principal’s Office for time out&lt;br&gt;d. Organise conference/restorative chat to include Senior staff member.&lt;br&gt;Continued misbehaviour warrants:&lt;br&gt;a. Incident Report to Principal&lt;br&gt;b. Contact with parent after consultation with Principal</td>
<td><strong>Implement a staged response:</strong>&lt;br&gt;• Speak with the student prior to actioning&lt;br&gt;• Student to ring and inform parent of misbehaviour in presence of Principal&lt;br&gt;• Attendance sheet&lt;br&gt;• Restorative chat with affected parties&lt;br&gt;• Behaviour Plans&lt;br&gt;• Student Contract&lt;br&gt;• Parent contact&lt;br&gt;• Student support conference&lt;br&gt;• In house suspension&lt;br&gt;• If suspension considered, work through processes and complete mandated paperwork as outlined by DET. See Appendix</td>
</tr>
<tr>
<td><strong>Attendance and punctuality</strong>&lt;br&gt;• Students must be on time to all classes</td>
<td><strong>Student Administration Officer to:</strong>&lt;br&gt;Adjust entry on CASES21 to Late</td>
<td><strong>Speak to student and parent about lateness issues.</strong></td>
</tr>
<tr>
<td><strong>Students who are late to school</strong> (parent must sign in to the general office) Time entered on class attendance roll.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students who leave school early must be signed out at general office by parent or guardian.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students absent from school, parents must ensure reasons for the absence have been communicated with the school by phone, note or in person.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students must not leave the school grounds without permission.</strong></td>
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</tr>
</tbody>
</table>

**Teacher to:**
- Enter late time on attendance roll.
- If frequently late or poor attendance noted - inform school/admin and Principal. (refer to Attendance Policy)

**Follow through with student and / or parent/guardian/carer**
- After three day absence without parent contact: Organise for attendance conference as per the school’s attendance strategy.
- Inform the Principal Class

<table>
<thead>
<tr>
<th><strong>Uniform</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students must adhere to the school uniform requirements.</strong></td>
</tr>
<tr>
<td><strong>It is compulsory for all students to wear appropriate footwear at all times.</strong></td>
</tr>
</tbody>
</table>

**Quietly ask student about uniform**
- Offer to help replace with proper uniform item
- Report extremes in appearance to Principal.

**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.

**Report to Principal and arrange appropriate conference or action.**

**Contact parents and involve Principal or Leading Teacher**
- Refer to schools Acceptable Use Agreement.
- Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.
- Refer to our school’s Bullying and Harassment Policy and Procedure. Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber
### Property and Security
- Students are to respect all school property
- Students must not enter staffroom and offices unless supervised
- Students must bin all rubbish
- Students must return borrowed school material on time
- Students are advised not to bring valuable toys and electronic items to school. School will not be responsible for loss of valuables.
- Electronic devices must not be used without permission.
- Classrooms must be left neat and tidy.
- Graffiti of any kind will not be tolerated.

| Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common or school grounds. |
| For repeated offences, refer to Sub school manager. |
| Confiscate iPad or mobile phone and take to General Office. |
| Organise for students to remain behind and tidy the room or area. |
| Retain any evidence of graffiti and report to Principal. |

### Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds. For repeat offenders, place in the Friday after school detention class. Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.