MOOROOPNA NORTH PRIMARY SCHOOL No 1612

Student Welfare

POLICY

This policy reflects the DEECD Student Engagement and Inclusion Guidance and was produces in consultation with the school community October 2014

Caring, Sharing, Learning for Life

Principal: Les Walsh

School Council President: Nicole Mac Queen

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1 SCHOOL PROFILE

Mooroopna North Primary School is situated approximately 10km north of Mooroopna on Ardmona Road, which links Echuca Road and The Midland Highway. The original school was opened on 12 July 1875, and is the only remaining building from an early significant township. The school moved into the new permanent facility in May 2009, which was the first to be completed within the State government's Rural School Replacement Program.

The new building features a large open-plan learning environment which has been designed to cater for all children's individual learning needs, and for flexible configuration of learning spaces. The design features low energy lighting and has a 'five-star' energy rating. The school is entirely self-sufficient in terms of water, and the roof has been designed for full air flow reducing dependence on additional heating and cooling.

The student population is drawn from the town of Mooroopna and the surrounding farming community. A bus service is provided daily from fifteen locations in Mooroopna and two in Shepparton. Nearby schools, Undera, Ardmona, Harston, Merrigum and Dhurringile join with us to form the Midland Rural Schools Cluster.

We also belong to the Mooroopna Cluster. Both Clusters provide opportunities for combined programs, cultural activities, sharing of resources, transition and wider community involvement for the children. The clusters also allow staff to interact on a professional basis ensuring that best practice is employed in all schools.

Currently we operate two multi-age classrooms with an average class size of 17 students. Each classroom has a teacher's aide who assists children with special needs as well as general curriculum delivery for all. Specialist programs are provided in physical education, art and library. Each year our school community has the opportunity to participate in a whole school excursion and students are involved in an annual one week swimming block, athletics carnival, camps and cultural days.

Members of the school community strive at all times to improve learning outcomes and conditions for all students. This is evident with significant resources being allocated to Literacy, Numeracy and Technology, as well as the installation of new adventure playgrounds and outside learning areas. There are wireless networked laptops and iPads and interactive whiteboards in each teaching space. This allows students to access technology as a tool to complement learning across all areas of the curriculum.

Mooroopna North Primary School values and prides itself on a strong home school partnership which aims at providing our students with a safe, caring and stimulating learning environment.

At Mooroopna North Primary School we work cooperatively and collaboratively to ensure that the school operates effectively, and that its policies and programs are relevant and effective. On Monday and Friday mornings, the school runs a breakfast program to ensure students begin the day on an equal footing.

The school has strenuously developed a culture of EQ – or Emotional Intelligence – which embodies the philosophy that children need to be taught social skills and the importance of making strong choices.

Over 80% of the school's population is bussed out daily from Mooroopna and Shepparton. The remaining 20% are driven to school via private vehicles from the same locations. We have no students attending school whose family's sole or major income is derived from the land.

The School's Student Family Occupation (SFO) has remained stable during the last 4 years decreasing from 0.57 in 2007 to 0.56 in 2008. In 2010 we had 13% of our school population with a (LBOTE) Language Background Other than English. Prior to this there were nil. Seventeen (17) % of our students are Koorie.

Despite the drought, our overall census enrolment has trended upwards, 63 students in 2008 to 89 in 2011. Prep enrolments have remained relatively stable, 9 students in 2008 and 8 students in 2010.

National Schools Pride capital was expended on the services of a local Landscape Architect as well as an all-weather surface for our Netball/Basketball court. Construction of a fourth (4th) learning space through (BER) Building the Education Revolution is scheduled to commence in June 2011.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

Mooroopna North 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 improving student connectedness to their school and developing a safe respectable and fair school culture for all.

We aim to implement a whole school approach to student engagement that focuses on the promotion of positive relationships, student resilience, individual wellbeing and engagement in learning.

OUR PHILOSOPHY:
At Mooroopna North our moral commitment is to provide human and physical resources which assist each child to maximise their emotional, social, physical and academic potential.

OUR VISION:
As human beings we respond emotionally first and rationally second. Emotions have the greatest influence on our behaviour. Knowing about human emotions and understanding why and how they occur allows us to take charge of, manage and change our own behaviour.

Self-awareness, self control, self motivation, empathy and the ability to get along with others are the pillars of emotional intelligence, and constitute the pathway to health, happiness and success.

OUR VALUES:
The core values of the school are BART

- *Belonging*
- *Achievement*
- *Respect*
- *Teamwork*

A statement about Rights and Responsibilities 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.

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
- Attendance rates
- Academic performances, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families
- School Entry Health Questionnaire

6. BEHAVIOURAL EXPECTATIONS

Shared behavioural 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 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 (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, 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

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 Council provides financial assistance and 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
- 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.

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 survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

Review of this policy

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

1. 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

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

Appendix 1.

STATEMENT OF RIGHTS AND RESPONSIBILITIES

As members of the Mooroopna community, students, teachers, and families have certain Rights and Responsibilities, which are expected to be upheld. It is our basic belief that all Teachers have the right to teach, and feel safe and that all Students have the right to learn and feel safe, both physically and emotionally. Students, Teachers and Parents all share equal Responsibility in acting in ways that uphold each of our Rights.

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 fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Appendix 2.

STUDENT ENGAGEMENT STRATEGIES

Universal strategies	**Targeted strategies**	**Individual strategies**

• Our school will deliver a broad curriculum.
• 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 a social and emotional learning curriculum program.
• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Junior School Council and other more informal mechanisms.
	• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment
	• Staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.
	• Relevant teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children*, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.
		• 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 Plan.
		  ○ 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 inlcuding ChildFirst, Local Government Youth Services, Community Agencies [specify]

Appendix 3.

Shared Behaviour Expectations

Attendance			
Student Expectations	**Actions**	**Consequences**	
		Positive	**Staged Response**
Students will attend school on a regular basis.	Minimal absences for genuine reasons only, such as illness.	Classroom recognition of regular attendance. Awards for attendance at school assemblies	Contact parents for all absences. KESOs ILP or KILP
Students will be at school ready and on time.	Students follow established classroom and homework routines	Awards/Rewards	Inform families of lateness. Make up time missed for regular lateness.
Parent Expectations			
Parents encourage and support students in regular attendance.	Notify school of absences – phone/note Limit absence to genuine reasons.	Level of attendance recorded on school reports and highlighted to families at interviews. Develop goals and strategies for non-attendance.	Meeting with staff. Student Welfare officer. Outside agency support Letter from school or RD to families where non-attendance is habitual
Parents will have children ready, willing and able to learn.	At school on time. Food provided Appropriate uniform, clean clothing	Students accessing school programs successfully. Able to reach full learning potential	Assist with homework for missed school work due to unexplained absence/late. Outside agency support
Staff Expectations			
Create engaging programs that cater for individual needs	ILPs and KILPs Provide an engaging, positive environment conducive to learning. Establish class routines	Positive and productive classroom environment. Explicit, purposeful teaching	Communicate readily with parents about both positive and negative information about their students. Seek feedback from parents and students
Encourage regular attendance of students	Acknowledge all students who are	Provide class/school rewards and awards for	Follow up concerns with Principal.

	on time and at school. The teacher checks all absences and late arrivals. Monitor attendance – CASES process. Group to monitor 'at risk' students.	attendance. Positive phone calls reflecting attendance and punctuality.	Meet with parents Link with outside agencies Notify Region (Wannik) Develop attendance plan. Support with food and/or clothing when required.

In line with our collective philosophy for student engagement, our schools is strongly committed to

- Developing positive relationships between all people
- Developing and implementing an engaging curriculum
- Inclusive teaching practices
- Providing quality education for all
- Providing additional support as needed
- Fostering parent and community involvement
- Celebrating diversity
- Students taking responsibility

Outside Areas Expectations

Rights	Rules	Negative Consequences	Positive Consequences
Students, Teachers and Visitors have the right to learn and play in a clean environment	Food must be eaten in the classroom or designated area. All rubbish is put in the bin. Chewing gum is not permitted at school.	Child is directed back to their classroom. Child picks up their rubbish and places it in the bin. Child places their chewy in the bin. <u>Repeat Offenders</u> Yard duty picking up rubbish. (Plastic bags located in backpack)	Verbal praise Public recognition Award/Certificate
Students, Teachers and Visitors have the Right to be safe in the playground.	We play in the designated play areas. We do not play in the toilets or along fences. We play all kicking games on the oval and other ball games on the courts. We play cooperatively and by the rules of the games we play. Hats worn in Terms 1 & 4	Child is directed to appropriate playing area. <u>Repeat Offenders</u> 10 minutes time-out on a seat nearest the Yard Duty teacher Child is directed to appropriate area. <u>Repeat Offenders</u> 10 minutes time-out on a seat nearest the Yard Duty teacher Child is directed to appropriate area. <u>Repeat Offenders</u> 10 minutes time-out on a seat nearest the Yard Duty teacher Child is encouraged to play cooperatively and by the rules. <u>Repeat Offenders</u> 10 minutes time-out on a seat nearest the Yard Duty teacher	Verbal praise Public recognition Award/Certificate

		No Hat - No Play. Children play in designated shade area.	
	We do not throw sand, rocks or sticks. We must obey all lawful requirements for our chosen method of transport (including wearing of helmets)	Withdrawal from the yard Reflection notice Children are asked to return to their entry or exit point and exhibit the appropriate behaviour. <u>Repeat Offenders</u> Will lose the privilege of riding to school.	Verbal praise Public recognition Award/Certificate
Students, Teachers and Visitors have the Right to be treated with respect by all members of the school community. *This means we treat others as we would like to be treated*	We do not take equipment / property from another student. We do not swear at another student. Pushing and shoving is not tolerated. We do not hit others. We do not tease, bully or harass another student. Overt refusal to follow teacher instructions is not permitted. Swearing directed at a	10 minutes time- out on the seats 10 minutes time- out on the seats / Withdrawal from the yard for Reflection sheet. Withdrawal from the yard / Reflection sheet Withdrawal from the yard for Reflection sheet **or** Suspension Withdrawal from the yard for Reflection sheet **or** Suspension Withdrawal from the yard for Reflection sheet **or** Suspension Withdrawal from the yard	Verbal praise Public recognition Award/Certificate

	teacher will not be tolerated.	for Reflection sheet **or** Suspension	

NOTE:

1) The Principal will determine whether Reflection or Suspension is used as a consequence. The Principal will take into account –

i) the severity of the incident

ii) whether the behaviour has been addressed previously.

Inside Expectations

Rights	Rules	Negative Consequences	Positive Consequences
Students have the Right to learn and achieve.	We do not distract other students or classes. We respect each other's property. We complete our work quietly and to the best of our ability.	4 STEP PROCESS • Verbal/non verbal reminder • Time-out in classroom • Removal to another class • Exit to office	Verbal praise Public recognition Award/Certificate Stickers Note home
Teachers have the Right to teach without interruptions	We follow all teacher instructions. We are punctual, we enter the room in an orderly way and we are organised and ready for work at the appropriate times. We use manners- please, thank you, excuse me etc.	4 STEP PROCESS • Verbal/non verbal reminder • Time-out in classroom • Removal to another class • Exit to office	Verbal praise Public recognition Award/Certificate Stickers Note home
Students and Teachers have the Right to feel safe- emotionally and physically	We do not hurt another student or teacher, physically or emotionally. We do not use behaviour that is offensive, degrading or insulting to others. Dangerous items must never be brought to school.	Removal to another class / Exit to office /Suspension	Verbal praise Public recognition Award/Certificate Stickers Note home
Students have the Right to be part of the Mooroopna North PS community.	We must respect and take care of all school property. Vandalism or theft will not be tolerated.	Removal to another class / Exit to office /Suspension Note - Intentional damage must be made good or replaced.	Verbal praise Public recognition Award/Certificate Stickers Note home
Rights	**Rules**	**Negative**	**Positive**

		Consequences	Consequences
Students have the Right to be part of our community.	We wear tidy and correct school uniform every day. We do not wear any jewellery, other than: watch, sleepers/studs.	A note home explaining school policy. A note home explaining school policy.	Verbal praise Public recognition Award/Certificate Stickers Note home

NOTE:

1) If a child is removed to the office the Principal will decide whether it is also appropriate to organise a meeting with the classroom teacher, the child and his/her parents to discuss their classroom behaviour.

2) When determining whether Suspension will be used as a consequence for a child removed to the office, the Principal will take into account –

i. the severity of the incident
ii. whether the behaviour has been addressed previously.

This policy should be read in conjunction with all other school policies, particularly the following attachments:

- Anti Bullying
- Attendance
- Drug Education
- Multicultural Diversity
- Student Dress Code and Uniform
- Student Welfare
- Mandatory Reporting

Appendix 4.

Staged response checklist for student behavioural issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	**School actions**
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

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 and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

Appendix 5.

Process for responding to breaches of Behaviour Expectations

Rules	***Classroom Teacher Responsibility***	***Subschool Managers***
Overall behaviour • Students must obey all reasonable requests of staff. • Students must always treat others with respect. • Students must respect the rights of others to learn. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes • Students must work to the best of their ability.	*Follow the "5 Steps to Classroom Control":* 1. *Remain calm* 2. *Warn with rights based warning "Your behaviour is disturbing others, please stop".* 3. *Reassert "I understand and we can discuss this later. Right now please…* 4. *Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc* 5. *Follow through with graded consequences:* a. *Move student to another seat / isolated area of the classroom* b. *Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)* c. *Remove to another classroom for time out* d. *Organise conference/restorative chat to include Subschool Manager /AP* *Continued misbehaviour warrants:* a. *Incident Report to Sub School Manager.* b. *Contact with parent after consultation with Sub school Manager*	*Implement a staged response:* • *Speak with the student prior to actioning* • *Student to ring and inform parent of misbehaviour in presence of Subschool Manager* • *Behaviour sheet* • *Attendance sheet* • *Restorative chat with affected parties* • *Behaviour Plans* • *Student Contract* • *Parent contact* • *Student support conference* • *Recommendation to externally suspend and referral to AP*
Attendance and punctuality • Students must be on time to all classes • Students who leave school early must have a note from home signed by their sub school manager prior to signing	*Check late pass. Adjust entry on CASES21 to Late* *Speak to student about lateness* *Report to sub school/admin*	*Speak to student about lateness issues.* *Follow through with student and / or parent/guardian/carer* *After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Welfare Coordinator. Inform the Principal Class via*

out at the office. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (ie: signed note or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission.		*distribution list.*
Uniform • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times.	*Check uniform pass. If no pass, inform student their name will be given to the Principal Class. Report extremes in appearance to Principal Class.*	*Check uniform pass. If no pass, confiscate the item of clothing.* *Contact parent/carer to determine if appropriate uniform has been provided.*
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 Subschool Manager*	*Contact parents and involve Student Welfare Coordinator.* *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 Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.* *Some cases may warrant immediate suspension. This decision must be made by the Principal.* *Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.*
Property and security • Students are to respect all school property. • Students must not enter staff room or offices	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.* *For repeated offences, refer to Subschool*	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.*

unless supervised. • Students must bin all rubbish • Students must not have the following at school: Liquid paper, chewing gum, medium felt pens. • 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.	*Manager*	*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.*
• Students must leave school bags in lockers.	*Confiscate the bag.*	
• Electronic devices must not be used without permission.	*Confiscate iPod or mobile phone and take to General office*	
• Classrooms must be left neat and tidy.	*Organise for students to remain behind and tidy the room or area.*	
• Graffiti of any kind will not be tolerated.	*Retain any evidence of graffiti and report to Principal Class*	

This policy was last ratified by School Council on… 2014