

## Student Wellbeing and Engagement Policy

Reviewed by: School Council

Date reviewed: October 2021

Date of next review: June 2022

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_



### Help for non-English speakers

If you need help to understand the information in this policy, please contact the Office or the Assistant Principal.

### Purpose:

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Mount Beauty Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### Scope:

This policy applies to all school activities, including camps and excursions.

### Contents:

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

### Policy:

#### 1. School profile:

Mount Beauty 'High School' was established in 1964, renamed Mount Beauty Secondary College in 1990.

Mount Beauty Secondary College is a small, remote, rural college in the North East of Victoria with a student population of 188 in December 2020. In 2020, there was a total of 31 staff all working various time fractions, consisting of 1 Principal, 1 Assistant Principal, 21 teachers including 1 Learning Specialist, 1 graduate and 1 paraprofessional, with 7 Education Support Staff in various support roles including a Business Manager, Careers Practitioner, Lab Technician, Librarian, Office Administration, and supports for students and staff. This equated to 20.82 equivalent full time teaching staff and 4.61 equivalent full time Education Support Staff in 2020.

We have a dedicated Student Safety and Wellbeing Coordinator, Individual Education Plan (IEP) Coordinator, Careers Advisor and Year Level Coordinators for each year level.

Our school relies on a partnership with parents and the professional support of the Rural and Child Adolescent Program psychologists and Alpine Health youth worker to provide interventions for vulnerable learners.

Our families are predominantly of a high socio-economic status, as demonstrated by the relatively low Student Family Occupation and Education (SFOE) index of 0.2867 in 2020.

### **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 Policy for more information.

#### **Our Motto:**

Excelsior – Ever Upward.

#### **Our Mission:**

Mount Beauty Secondary College pursues excellence in education in a supportive environment. This will ensure all our students will be able to realise their full academic and personal potential, feel empowered and become strong and resilient young people of great character.

#### **Our Vision:**

Catchphrase: “Confidence to aspire ever upward”

Mount Beauty Secondary College provides a quality education in a safe environment. With a culture of respect for all, we meet the diverse needs of our students.

Students are encouraged to be confident and respectful, aspiring ever upward, to prepare for a productive future.

#### **Our Values:**

Aspiration. Confidence. Respect.

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

## **2. 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/guardians 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**.

## **3. 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.

- Academic and behavioural information in the transition process from the primary schools.
- Monitoring attendance rates.
- Academic performance, particularly in literacy and numeracy assessments.
- Behaviour observed by classroom teachers, passed to the Year Level Coordinators and/or Student Safety and Wellbeing Coordinator.
- Engagement with student families

#### **4. Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents/carers/guardians treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents/carers/guardians and approach a trusted teacher or a member of the school leadership team.

#### **5. Student Behavioural Expectations and Management**

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

##### **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.
- Isolation from regular classroom activities or withdrawal from class activities for a specified period:
  - If a student's behaviour significantly interferes with the rights of other students to learn, or the capacity of the teacher to teach a class. Where appropriate, parents/carers/guardians will be informed of such withdrawals.
- Detention:

- Teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess or lunch may be used for this work.
- Where students are required to undertake school work after school, the time should not exceed forty-five minutes and bus travellers must be catered for.
- The principal or their nominee should ensure that parents/carers/guardians are informed at least the day before the after school detention. Where family circumstances are such that the completion of after school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers/guardians), the school may choose to negotiate alternative disciplinary measures with parents/carers/guardians.
- Suspension (in-school and out of school) or Expulsion:
  - When considering suspension or expulsion, Mount Beauty Secondary College is required to follow the DET guidance ([in PAL](#)) on suspensions and expulsions in compliance with Ministerial Order No. 1125
  - A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

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 or their nominee 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: [Suspensions](#) and [Expulsions](#)

**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's strategies for a child safe school can be found in Mount Beauty Secondary College's Child Safe Code of Conduct.

The school's child safety policy/statement of commitment and the school's policies and procedures to manage child abuse can be found at [www.mbsc.vic.edu.au](http://www.mbsc.vic.edu.au).

**6. Engaging with families**

The school values family input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent/carer/guardian representatives on School Council. The School Council provides encouragement to our school community members 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/guardians and is responsive to them as partners in learning.

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

- Ensuring all parents/carers/guardians 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/guardians 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/carers/guardians responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 3**. Furthermore, parents/carers/guardians 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.

### **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 (AToSS) data.
- School level report data.
- Parent Opinion Survey (POS) data.
- Data from case management work with students
- Data extracted from software such as CASES21 or SOCS.
- Compass entries.

### **Communication:**

This policy will be available on Compass and can be requested as a hard copy from the Office.

### **Appendices:**

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

### **Further Information and Resources:**

This policy is informed by policies/guidance produced by the Department of Education and Training.

[Inclusion and Diversity](#)

[Mental Health in Schools Policy](#)

[Student Engagement Policy](#)

Bullying Prevention Policy

Child Safety Policy

Child Safety Code of Conduct

Statement of Values and School Philosophy

### **Review Cycle:**

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

## **Appendix 1: 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/guardians 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 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/guardians 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 (Whole School) 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/guardians, 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, using the PBS strategies and via communications to parents.
- All students at Year 9 level will have the opportunity to participate in a social and emotional learning curriculum program: The Future Makers Program at the Outdoor School – Bogong. This program focusses on building the capacity of students to be leaders and decision maker for the future.
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Executive and other more informal mechanisms, such as discussing ideas/issues with staff and being student representatives on the School Council.

### Targeted (Group Specific) Strategies:

- All students from Years 10 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan.
- 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.
- The Student Safety and Wellbeing Coordinator, with assistance from health teachers and other service providers, 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 Traumatized Children](#) and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care.

### Individual Strategies:

- Strategies to support attendance and engagement of individual students include:
  - Meeting with the student and their parent/carer/guardian to talk about how best to help the student engage with school.
  - Establishing a Student Support Group.
  - Seeking extra resources under the Program for Students with Disabilities for eligible students.
  - Develop a Behaviour Support Plan and/or Individual Education Plan and/or Koorie Individual Learning Plan.
  - Consider if any environmental changes need to be made, for example changing the classroom set up.
  - Refer to internal support services eg. Student Safety and Welfare Coordinator or Student Support Services
  - Refer to external support services including Orange Door (ChildFirst), Local Government Youth Services, such as the Rural Child & Adolescent Program (RCAP) and the Alpine Health Youth Worker, Community Agencies, such as Upper Murray Family Care (UMFC), North East Child & Adolescent Mental Health Service (NECAHMS).

### Appendix 3: Shared Behaviour Expectations

	Students	Parents/Carers/Guardians	Principals/Teachers/Staff
<b>Engagement (participation in the classroom and other school activities)</b>	<p>Should demonstrate:</p> <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment.</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary.</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups.</li> </ul>	<p>The school will:</p> <ul style="list-style-type: none"> <li>• Comply with its duty of care and Child Safe Standards obligations and have a responsibility to provide an educational environment that can effectively engage all students.</li> <li>• Will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</li> </ul>
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• Attend and be punctual for all timetabled classes every day that the school is open to students.</li> <li>• Come to class, fully prepared to participate in lessons.</li> <li>• Bring a note from their parents/carers/guardians explaining an absence/lateness.</li> </ul>	<p>Parents/Carers/Guardians are expected to:</p> <ul style="list-style-type: none"> <li>• Ensure that their child's enrolment details are correct at all times.</li> <li>• Ensure their child attends regularly.</li> <li>• Advise the school as soon as possible when a child is absent.</li> <li>• Account for all student absences.</li> <li>• Keep family holidays within scheduled school holidays, wherever possible.</li> <li>• Support their child's learning during absences and work with the school to reintegrate students after prolonged absences.</li> </ul>	<p>In accordance with legislation released March 1, 2014, and in accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> <li>• Actively promote regular attendance.</li> <li>• Mark rolls accurately each lesson.</li> <li>• Follow up on any unexplained absences promptly and consistently (Office staff will aim to call by 10am).</li> <li>• Identify trends via data analysis.</li> <li>• Report attendance data in the school's Annual Report.</li> <li>• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.</li> </ul>

<p><b>Behaviour</b></p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Model the schools core values of diversity, achievement, responsibility and endeavor.</li> <li>• Always treat others with respect.</li> <li>• Never physically or verbally abuse others.</li> <li>• Take responsibility for their behavior and its impact on others.</li> <li>• Obey all reasonable requests of staff.</li> <li>• Respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Respect the property of others.</li> <li>• Bring correct equipment to all classes.</li> <li>• Comply with the school’s policies and work with teachers and parents in developing strategies to improve outcomes.</li> </ul>	<p>Parents/Carers/Guardians are expected to:</p> <ul style="list-style-type: none"> <li>• Have high expectations of their child’s behaviour and an understanding of the school’s behavioural expectations.</li> <li>• Communicate with the school regarding their child’s circumstances.</li> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs.</li> </ul>	<p>The school will:</p> <ul style="list-style-type: none"> <li>• Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child.</li> <li>• 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.</li> <li>• Will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</li> <li>• 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.</li> </ul>
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## Appendix 4: Staged response checklist for student behaviour issues

<b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Define and teach school-wide expectations for all.	Positive behaviour tokens linked to the school values. Positive Behaviour Expectations specifically taught and discussed during Home Group.
Establish whole school positive behaviour programs.	Reward system linked to the positive behaviour tokens. A Respectful Relationships school.
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	MYLNS program, Year Level Coordinators, access to external supports, Careers Practitioner.

<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	Staff to follow their classroom management plan Staged response as per Year Level Coordinator Reference Guide Referral to Wellbeing Team
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent, carer or guardian).	<i>As per suggested strategies</i>
Consider if any environmental changes need to be made.	<i>As per suggested strategies</i>
Teach replacement behaviours.	<i>As per suggested strategies</i>
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support.	<i>As per suggested strategies</i>
Establish a student support group.	<i>As per suggested strategies</i>
Implement appropriate disciplinary measures that are proportionate to problem behaviours.	<i>As per suggested strategies</i>
Consider out-of-school behaviour management options (if available)	<i>As per suggested strategies</i>

## Appendix 5: Process for responding to breaches of Behaviour Expectations

Expectations	Classroom Teacher Responsibility	Year Level Coordinators/AP/P
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• All students are responsible for their own behaviour.</li> <li>• Everyone has a right to be safe and secure.</li> <li>• Everyone is to be treated with politeness, courtesy and respect.</li> <li>• Every student is to listen when a teacher gives instructions.</li> <li>• Everyone has a right to learn without interference.</li> <li>• School and personal property is to be respected.</li> <li>• Students must bring correct equipment to all classes.</li> <li>• Students must work to the best of their ability.</li> <li>• Students shall comply with any teacher request needed to ensure these rights and responsibilities are met.</li> </ul>	<p>Follow the school’s Classroom Behaviour Management strategy:</p> <ol style="list-style-type: none"> <li>1. Remain calm.</li> <li>2. 1<sup>st</sup> Warning: State the classroom rule being broken to the student in question and state the consequence of their action if they should continue to display this or other inappropriate behaviour.</li> <li>3. 2<sup>nd</sup> Warning: Restate the classroom rule being broken and implement consequence from the first warning (moving within the classroom). State the next consequence of their action if they should continue to display this or other inappropriate behaviour.</li> <li>4. Have a mini-chat. Give choices if possible. Eg. “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc.</li> <li>5. Follow through with graded consequences:               <ol style="list-style-type: none"> <li>a. Give warning.</li> <li>b. Move student to another seat / isolated area of the classroom.</li> <li>c. Have a mini-chat to state consequences.</li> <li>d. Send student to the AP’s office, accompanied by 2 other students, where AP/Year Level Coordinator will get the student to complete an Incident Report, collect work for the remainder of the class from you and organise for a conference after class (restorative chat).</li> </ol> </li> </ol> <p><b>IN THE FOLLOWING CIRCUMSTANCES STAFF MAY INVOKE ‘THE ROCKET CLAUSE’.</b></p>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> <li>• Speak with the student.</li> <li>• Contract/Conduct card.</li> <li>• Attendance card.</li> <li>• Placement into VCE class.</li> <li>• Restorative chat with affected parties.</li> <li>• Behaviour Plans.</li> <li>• Student Contract.</li> <li>• Parent contact.</li> <li>• Student support conference.</li> <li>• After school detention.</li> <li>• In school suspension.</li> <li>• Recommendation to externally suspend and referral to AP.</li> </ul>

	<p>Should students act in a manner, which is deemed dangerous to themselves, classmates or the class teacher, <b>OR</b></p> <ul style="list-style-type: none"> <li>• Students blatantly address the teacher with offensive language, they may be immediately exited directly to the Assistant Principal or Principal.</li> </ul> <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> <li>a. Year Level Coordinator involvement.</li> <li>b. Contact with parent after consultation with Year Level Coordinator or AP.</li> </ol>	
<b>Expectations</b>	<b>Classroom Teacher Responsibility</b>	<b>Year Level Coordinators (YLC)/AP/P</b>
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• Students must be on time to all classes</li> <li>• Students in Year 7-10 who are late to school must report to the Office to sign in.</li> <li>• VCE students who have study periods must report to the General Office to sign in/out.</li> <li>• Students who leave school early must bring a note from home. They collect a pass from the Office in the morning and must sign out at the Office when leaving.</li> <li>• Students absent from school must ensure reasons for the absence have been communicated with the school.</li> <li>• Notification from home (ie: signed note or medical certificate) must accompany all absences.</li> <li>• Students must not leave the school grounds without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to student about lateness.</li> <li>• Adjust your roll in Compass.</li> <li>• Report to Year Level Coordinator if on going.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to student about lateness issues.</li> <li>• Office staff to have contacted parents by 10am regarding student absences.</li> <li>• On going lateness: YLC, Chaplain or Student Safety and Wellbeing Coordinator (SSWC) to follow through with student and/or parent/carer/guardian.</li> <li>• YLC/Chaplain/SSWC/AP/P to make home visits as necessary to assist students to come to school.</li> </ul>

<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>• Students must adhere to the school uniform requirements.</li> <li>• It is compulsory for all students to wear appropriate footwear at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Check uniform pass. If no pass, inform student their name will be given to the Principal Class.</li> <li>• Report extremes in appearance to Principal Class.</li> </ul>	<ul style="list-style-type: none"> <li>• Check uniform pass.</li> <li>• If no pass, confiscate the item of clothing until the end of the day.</li> </ul>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Report to Year Level Coordinator or Principal Class.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents and involve Student Safety and Wellbeing Coordinator.</li> <li>• Refer to the Acceptable Use Agreement.</li> <li>• Refer to the 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.</li> <li>• Some cases may warrant immediate suspension. This decision must be made by the Principal or their nominee.</li> <li>• Student removed from classroom. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</li> </ul>

**Property and security**

- Students are to respect all school property.
- Students must not enter staff rooms or offices unless supervised.
- Students must place all rubbish in bins.
- Students must not have the following at school: Chewing gum, permanent markers.
- Students must return borrowed school material on time.
- Students must limit valuables brought to school. School will not be responsible for loss of valuables. Valuables can be left with the AP/General Office for safe-keeping.
- Students must leave school bags in lockers.
- Digital Data Devices must not be used between 8.30-3.28pm and must not be carried on your person. They can be handed in to the AP/General Office for safe-keeping.
- 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 room or school grounds.
- For repeated offences, refer to Year Level Coordinators or AP.
- Confiscate any suspicious property and take to the AP/General Office.
- Between 8.30-3.20pm, confiscate digital data devices eg. mobile phones and take to AP/General office.
- Organise for students to remain behind and tidy the room or area.
- Retain any evidence of graffiti and report to Principal Class

- Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the school grounds.
- For repeat offenders, yard duty or after school detentions may be necessary
- For deliberately damaged property, parent to be notified. Student may be required to repair damage or have an after school detention for other consequence. 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.