



Tyers Primary School – Student Engagement and Inclusion Policy

Purpose of this policy

Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential.

This policy reflects the Department of Education and Training (DET) [Student Engagement and Inclusion Guidance](#).

The Tyers Primary School Student Engagement and Inclusion Policy provides advice, resources and strategies for our school on:

- promoting engagement, positive student behaviour and respectful relationships,
- supporting families to engage in their child's learning, and
- responding to challenging behaviour.

It outlines how and when to implement appropriate disciplinary measures, and provides resources schools can access to support and improve student engagement.

Implementation

School profile

Tyers Primary School is a community focused school established in 1879. The school is set in an expansive, attractive treed setting 11 km north west of Traralgon in the Latrobe Valley. In 2016 Tyers Primary School had a student enrolment of 49 students in three grades; Prep-1, 2-4 & 4-6 drawn from the small rural community of Tyers and the larger regional towns of the Latrobe Valley. 17% of students received funding through the DET's Program for Students with Disabilities. Classroom teaching and learning programs are supported by specialist programs in Science, ICT, Music, Art and Health & Physical Education.

Tyers Primary School provides an extensive range of additional programs including; camps with local primary schools and a Grade 5/6 Snow camp, visiting artists, Open Water Swimming Program, school arts performances and Sporting Schools.

Tyers Primary School has a strong, well-resourced focus on literacy and numeracy programs.

School philosophy and values

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 cyber-bullying (Refer Bullying and Harassment Policy for more information).

Tyers Primary School is a community focused school that strives for excellence. Our aim is to empower students to acquire, demonstrate, articulate and value the self-motivation, skills and knowledge that will support them, as life-long learners, to participate in and contribute to live a fulfilling life as a productive member of the global society. We encourage our students and families to practise the core values of the school: *respect, compassion, integrity, empathy, advocacy and courage*.

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/guardians 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 the Tyers Primary School Bullying and Harassment 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/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 Tyers Primary School Student Engagement and Inclusion Policy.

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

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.

Engagement strategies

To realise our vision, Tyers Primary 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.

Tyers Primary School works collaboratively with students and parents/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 include:

Universal (whole-school) strategies:

- Our school will deliver a broad curriculum which covers the learning areas and capabilities delineated in the Victorian Curriculum (refer Tyers Primary School Curriculum Framework Policy).
- 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/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, and
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the student forums and other more informal mechanisms.

Targeted (group-specific) strategies:

- Koorie students will be provided with cultural programs reflecting their heritage and place in today's society.
- All students in Out of Home Care will be provided with an Individual Learning Plan and will be supported through Student Support Groups.
- Teaching 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.

Strategies to support attendance and engagement of individual students include:

- Meet with student and parent/guardian to discuss how best to assist student engagement with school.
- Establish a Student Support Group.
- Seek extra resources under the Program for Students with Disabilities for eligible students.
- Develop an Individual Learning Plan.
- Consider if any environmental changes need to be made, e.g. changing the classroom set up.
- Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services.
- Refer to external support services including; Child First and Latrobe Community Health Services.

Identifying students in need of extra support

Our school will use a range of information and sources to identify students in need of extra support including:

- Personal information gathered through enrolment processes.
- School Nurse Health Assessment.
- Attendance rates.
- Academic performance, particularly in literacy and numeracy assessments.
- Behaviour observed by classroom teachers.
- Engagement with student families.

Behavioural expectations

Tyers Primary School has clear behavioural expectations for all members of the school community; the principal, all school staff, parents, students and visitors. These are delineated in the Statement of Values (refer Appendix 1).

It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, Tyers Primary School will institute a staged response, as outlined in the DET [Student Engagement and Inclusion Guidance](#) (see Appendix 2).

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, ensuring:
 - The withdrawal is time limited.
 - The reasons for and period of the withdrawal is clearly communicated to the student.
 - The student is made aware of the behaviour standards expected in order for the privileges to be reinstated.
 - Consideration is given to the impact on the student's engagement (i.e. where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).
- Withdrawal from class activities for a specified period. Where appropriate, parents/guardians will be informed of such withdrawals.
- Detention.
- Suspension (in-school and out of school) (refer DET [Suspension considerations](#)).
- Expulsion (refer DET [Expulsion considerations](#)).

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness (refer Appendix 4 – Process for responding to breaches of behaviour expectations).

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment will NOT be used at Tyers Primary 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 DET [Suspension considerations](#) & [Expulsion considerations](#) have been met.

Suspension and expulsion can only be approved by the principal. Tyers Primary School will follow the processes for applying these disciplinary measures set out in the DET 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>

Engaging with families

The School values parent/guardian 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/guardians and is responsive to them as partners in learning.

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

- ensuring all parents/guardians are aware of the Student Engagement and Inclusion Policy,
- conducting effective school-to-home and home-to-school communications,
- providing volunteer opportunities to enable parents/carers and students to contribute,

- involving families with homework and other curriculum-related activities,
- involving families as participants in school decision-making,
- coordinating resources and services from the community for families, students and the school,
- involving families in Student Support Groups.

Parent/guardian responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3 Shared Behaviour Expectations. 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 (see Appendix 1).

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 CASES, uEducateUs or SOCS

Related School Policies

This policy should be read and understood (but not limited to) in conjunction with the following school policies:

- ICT and Internet Acceptable Use Policy
- Bullying and Harassment Policy
- School Philosophy Policy
- Supervision and Duty of Care Policy

Links and references

Department resources:

This policy should be read in conjunction with:

DET School Policy and Advisory Guide

- [Student Engagement and Inclusion Guidance](#)
- [Duty of Care](#)
- [Student Behaviour](#)
- [Disciplinary Measures](#)
- [Creating Respectful and Safe School Communities](#)
- [Suspension considerations](#)
- [Expulsion considerations](#)

Related Legislation

- *Equal Opportunity Act 2010 (Vic)*
- *Charter of Human Rights and Responsibilities Act 2006 (Vic)*
- *Disability Discrimination Act 1992 (Cth)*
 - *Disability Standards for Education 2005*
- *Working with Children Act 2005*
- *Education and Training Reform Act 2006*

Review

The Tyers Primary School School Council and staff will regularly monitor and review the effectiveness of the Student Engagement and Inclusion Policy and revise the policy tri-annually or as required by completing a policy review.

Student Engagement and Inclusion Policy updates and requirements will be made available to staff, families and visitors.

This policy was ratified by School Council at the School Council Meeting held 14/06/2016.

Appendix 1: Statement of Values

STATEMENT OF VALUES

PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

Tyers Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Appendix 2: Staged response checklist for student behavioural issues.

Stage 1: Promoting positive behaviour and preventing behavioural issues.

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

- 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 guardian).
- 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, such as Hazelwood Estate.

Appendix 3: Shared behaviour expectations.

	Students	Parents/Guardians	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program, • effort to do their very best, • self-discipline to ensure a cooperative learning environment and model the school values, • team work. 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs. • Support their child in their preparedness for the school day and in the provision of a supportive home environment. • Monitor their child's school involvement and progress and communicate with the school when necessary. • Are informed and supportive of school programs and actively participate in school events/parent groups. 	<ul style="list-style-type: none"> • Tyers Primary School will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students. • Tyers Primary School will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all sessions every day that the school is open to students, • be prepared to participate fully in lessons, • bring a note from their parents/guardians explaining an absence/lateness. 	<p>Parents/Guardians are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct, • ensure their child attends regularly, • advise the school as soon as possible when a child is absent, • account for all student absences, • keep family holidays within scheduled school holidays, and • support their child's learning during absences and work with the school to reintegrate students after prolonged absences, 	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance, • mark rolls accurately each lesson, • follow up on any unexplained absences promptly and consistently, • identify trends via data analysis, • report attendance data in the school's Annual Report, • support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.

<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model Tyers Primary School's core values of <i>respect, compassion, integrity, empathy, advocacy and courage,</i> • always treat others with respect, • never physically or verbally abuse others, • take responsibility for their behaviour and its impact on others, • obey all reasonable requests of staff, • respect the rights of others to learn (no student has the right to impact on the learning of others), • respect the property of others, • bring correct equipment to all classes, • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes. 	<p>Parents/Guardians are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations, • communicate with the school regarding their child's circumstances, • cooperate with the school by assisting in the development and enforcement of strategies to address individual needs. 	<p>Tyers Primary School will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>Tyers Primary 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</p> <p>Tyers Primary School will consistently apply its Student Engagement and Inclusion Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>Tyers Primary 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</p>
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Appendix 4: Process for responding to breaches of behaviour expectations

Rules	Classroom Teacher Responsibility	Principal
<p>Overall behaviour:</p> <ul style="list-style-type: none"> • The Tyers Primary School ‘<i>Student Promise</i>’ should form the framework for student 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. 	<p>Follow the ‘5 Steps to Classroom Control’:</p> <ol style="list-style-type: none"> 1. Remain calm 2. Warn with rights based warning “<i>Your behaviour is disturbing others, please stop</i>”. Refer to the Student Promise (refer School Philosophy Policy). 3. Reassert “<i>I understand and we can discuss this later. Not right now</i>”. 4. Give choice “<i>You have a choice. If you will not comply you will have to meet with me/Principal at recess, lunchtime, after school</i>”. 5. Follow through with graded consequences: <ol style="list-style-type: none"> 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 session (restorative chat)(under supervision). c. Remove to another classroom for time out. d. Organise conference/restorative chat to include Principal. e. If student fails to comply, request the Principal attend and remove group from the immediate area. <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> a. to Principal. b. Contact with parent after consultation with Principal. <p>Severe behaviour requiring immediate action:</p> <ol style="list-style-type: none"> a. Send to Principal’s office 	<p>Implement a staged response:</p> <ul style="list-style-type: none"> • Speak with the student prior to actioning • Behaviour sheet • Attendance sheet • Restorative chat with affected parties • Behaviour Plans • Student Contract • Parent contact • Student support conference • Friday afternoon detention • In school suspension • Recommendation to externally suspend.

<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all sessions. • Students who are late at the commencement of the school day must report to the general office to sign the late arrivals book. • Students who leave school early be collected from the school office (or classroom if the office is unattended) and signed out. • Notification from home (i.e. signed note, medical certificate, sms, email or notification through uEducateUs) must accompany all absences. • Students must not leave the school grounds without permission. 	<p>Report to Principal if arriving late regularly.</p>	<p>Speak to student about lateness issues.</p> <p>On-going lateness: organise for parent/guardian conference to resolve issue.</p> <p>Follow through with student and/or parent/guardian.</p> <p>After three days unexplained absence, organise for attendance conference with student, parent/guardian and Principal.</p>
<p>Uniform & Personal Presentation</p> <ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times. • Jewelry other than studs or sleepers and watches are not allowed. • Makeup, including, nail polish, spray on hair colour, temporary tattoos are not allowed unless for a specified activity. 	<p>Speak with students about uniform expectations.</p> <p>Report extremes in appearance to Principal.</p> <p>Instruct student to remove jewellery and/or makeup.</p>	<p>Speak with students and contact parent/guardian if repeated occurrence.</p> <p>Provide replacement uniform from second hand stock.</p>
<p>Bullying</p> <ul style="list-style-type: none"> • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyber-bullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. 	<p>Report to Principal.</p>	<p>Contact parent/guardian.</p> <p>Refer to Tyers Primary School Acceptable Use of Digital Technologies and Internet Agreement for Students & Bullying and Harassment Policy.</p> <p>Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</p> <p>Consequences may include apology, anti-bullying contract, student task related to anti-bullying/cyber-</p>

		<p>bullying, presentation of task to peer group, referral to intervention program and/or counselling.</p> <p>Some cases may warrant immediate suspension. This decision must be made by the Principal.</p> <p>Student removed from classroom and parent/guardian contacted to collect students, following procedure in Student Engagement and Inclusion Policy re. suspension.</p>
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all school property. • Students must bin all rubbish. • Students must not have the following at school: Liquid paper & chewing gum. • Students must return borrowed school material on time. • Students must keep lockers tidy at all times. School will not be responsible for loss of property. • Students must leave school bags in designated areas. • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated. 	<p>Challenge behaviours around rights and responsibilities and school values and impose consequence e.g. clean up duties in classroom or school grounds.</p> <p>For repeated offences, refer to Principal.</p> <p>Confiscate electronic devices or mobile phone and take to school office.</p> <p>Organise for students to remain behind and tidy the room or area.</p> <p>Retain any evidence of graffiti and report to Principal.</p>	<p>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in classroom or school grounds.</p> <p>For repeat offenders, after school detention.</p> <p>Parent/guardian notified. Student required to rectify/repair damage. Parent/guardian may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent/guardian meeting to review behaviour and discuss supports and next steps.</p>