STUDENT ENGAGEMENT AND INCLUSION POLICY

November 2016

Achieving excellence together!

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1. School Profile

Our school was established in 1970 and is located approximately 17 kilometres north-east of the CBD. In 2016, our school enrolments have been around 340 students and we are rapidly increasing, with a projected enrolment of over 400 in 2017. We have an enrolment cap of 560 students and a zone catering for families in the immediate vicinity.

We have 36 school staff including the leadership roles / managers, 19 teachers and 11 education support staff. Four teaching staff over-see the three specialist subjects and a library technician oversees the organisation of the library.

Our school is culturally diverse with 30 different nationalities represented. We have a growing number of EAL (English as an Alternative Language) students, with the largest group speaking Mandarin.

The school supports 16 students funded under the Program for Students with a Disability (PSD) of which a substantial number have Autism Spectrum Disorder (ASD) and language disorders.

Birralee PS also has a significant number of students whose results are well above average and through our Highly Able and Talented Students (HATS) program these students' needs are addressed through a curriculum that is differentiated for their learning.

Approximately 14% of the school community receive the CSEF (Camps, Sport & Excursions Fund).

2. School Values, Philosophy & Vision

We support and respect <u>all</u> children, as well as our staff and volunteers.

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential 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.

We are committed to the cultural safety of Aboriginal children, of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with diverse abilities.

Our school is committed to preventing and addressing bullying (including cyber-bullying).

Our philosophy:
Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Appendix 1: School Philosophy

Our vision:
All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.

Our values: *Diversity, achievement, responsibility and endeavour.*

Our values, philosophy and vision are condensed and used every Monday morning at assembly in the School Declaration:

> *At Birralee we learn to live and work together*
> *To be responsible and think of others*
> *To respect our community*
> *To care for the environment*
> *And strive to achieve our goals*

Achieving excellence together!

3. Guiding Principles

The school will continue to:

- collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach
- include pro-social values and behaviour within the curriculum to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement
- promote active student participation and provide students with a sense of ownership of their environment
- support families to engage in their child's learning and build their capacity as active learners
- promote active student participation as an avenue for improving student outcomes and facilitating school change
- establish social/emotional and educational support for vulnerable students and monitor and evaluate progress
- have processes in place to identify and respond to individual students who require additional assistance and support
- 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 whole-school, group-specific and individual engagement strategies used in our school are outlined in our:

- differentiated learning program (to encourage academic engagement and challenge)
- explicit teaching model for core numeracy & literacy subjects (for students to have clarity in expected learning standards)
- expectation that students take responsibility for their learning and promotion of self-motivation in learning
- High Achievers and Talented Student program (HATS)
- specific learning goals for students who need extra support (as well as aides for students with PSD funding)
- adherence to celebrating achievement across all learning areas (not just academic learning)
- Buddies Program for the 5/6 students to support the students in Foundation
- monitoring student behaviour and liaison with parents should a concern arise
- referral to the school psychologist if necessary
- Code of Behaviour
- Anti-Bullying Policy

- Internet Usage Policy
- Supervision and Duty of Care Policy
- **Appendix 2:** Student Engagement Strategies

5. Identifying Students in Need of Extra Support

Our school will utilise the following to identify students in need of extra support:
- personal information gathered upon enrolment
- attendance rates
- academic performance
- behaviour observed by staff
- engagement with student families (including all Parent/Teacher interviews)
- information (if available) from a student's previous school
- information from other agencies e.g. DHHS

6. Behavioural Expectations

The expected standard of behavior from students, staff, parents & visitors is high and is embodied in our Student Code of Behaviour, the School Declaration and addressed in various school policies.

Shared behaviour expectations for students are embodied in the Student Code of Behaviour:

Students and Staff have the right to:
> *to feel and be safe*
> *to learn*
> *to be respected and treated fairly*
> *to express themselves and to be listened to courteously*

Students are expected to display:
> *Consideration*
> *Courtesy*
> *Co-operation*

Students have a responsibility to understand that rights also imply obligations
Teachers have the right to teach

Behavioural expectations are addressed in various school policies and statements:
- Code of Behaviour
- Anti-bullying Policy
- Internet Usage Policy
- Supervision and Duty of Care Policy
- **Appendix 3:** Statement of Rights and Responsibilities:
- **Appendix 4:** Shared Behaviour Expectations

7. School Actions

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response as described below.

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) and repairing relationships
- 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.

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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion have been met by the Victorian Department of Education.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out by the Victorian Department of Education.

Information on grounds and processes for suspension and expulsion that our school will follow are available here *(school staff only)*:
http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx
This follows a model of:
- prevention
- intervention
- sanctions
- restoration

Appendix 5: Disciplinary Measures
Appendix 6: Process for Responding to Breaches of Behaviour Expectations
Appendix 7: Responses and Guidelines for Student Behaviour Issues

8. Engaging with families

The School values parent/carer input into its operations and curriculum 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 & Friends Association (PFA) in an effort 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 (external and internal) for families, students and the school
- involving families in Student Support Groups held for specific students (e.g. those in the receipt of funds or having particular needs), once per term or as deemed necessary, more frequently.

Parents are responsible for supporting their child's attendance and engagement at school.
Parents are expected to act in a respectful and constructive manner when dealing with the school.

9. Evaluation

Data collection and analysis

Some of sources of data used to measure the success of engagement strategies are:

- the Attitudes to School Survey data
- the School Level Report data
- Parent Survey data
- data from case management work with students
- data extracted from software such as Sentral, CASES21 and SOCS

10. Appendices

Appendix 1: School Philosophy

Appendix 2: Student Engagement Strategies

Appendix 3: Statement of Rights and Responsibilities

Appendix 4: Shared Behaviour Expectations

Appendix 5: Disciplinary Measures

Appendix 6: Process for Responding to Breaches of Behaviour Expectations

Appendix 7: Response and Guidelines for Student Behaviour Issues

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

References

Code of Behaviour Policy

Gifted and Talented Policy

Supervision and Duty of Care Policy

Student Welfare Policy

Child Safe Policy

Evaluation

This policy will be reviewed in the school's three year cycle or if there are changes in regulations or circumstances.

SCHOOL PHILOSOPHY

Birralee Primary School's vision, mission, values and objectives

Birralee Primary School's vision is to provide high quality education and prepare young people to become active, engaged and responsible citizens of the local and global community. The school aims to prepare students to live and work in the 21st century in which creativity, co-operative work, connectedness to the world and adaptability are key features.

The school values achievement, excellence, curiosity, innovation, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, compassion, honesty and equity. The school also believes in having high expectations for all students and a commitment to hard work.

In accordance with the principles outlined in the *Education and Training Reform Act, 2006* (Vic), as a Victorian government school, the programs of, and teaching at Birralee Primary School will support and promote the principles and practices of Australian democracy including a commitment to:

- an elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

Also, in accordance with the *Education and Training Reform Act, 2006* (Vic), the school will provide a secular education and will not promote any particular religious practice, denomination or sect, and is open to adherents of different philosophies, religions or faiths.

At Birralee, we support and respect all children, as well as our staff and volunteers. We are committed to the safety and wellbeing of all children and to providing a safe and inclusive environment. We have policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

Implementation of school philosophy

This school philosophy will be central to all:
- school initiatives, policies and practices;
- teaching and learning programs;
- internal and external interactions;
- organisational structures and practices; and
- dealings with parents, the School Council and the community.

Evaluation processes are in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

Evaluation

This policy will be reviewed as part of the School's three year review cycle.

Appendix 2

Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
- 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 - Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Senior and Junior Forums and other more informal mechanisms - All students will have the opportunity to participate in a social and emotional learning program (Play is the Way)	- 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 school nurse and / or welfare 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.	- Strategies to support attendance and engagement of individual students include: - Meeting with students and their parents/carers 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 - Developing specific learning goals for students on the HATS program - Developing a Behaviour Support Plan and/or Individual Learning Plan - Considering if any environmental changes need to be made, for example changing the classroom set up - Referring to internal support services e.g. Student Welfare Coordinator or Student Support Services - Referring to external support services including Child Protection, Child First, Local Government Youth Services and Community Agencies

Appendix 3

Statement of Rights and Responsibilities

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Ref: the Anti-bullying Policy and the Equal Opportunity Policy). In accordance with our Child Safe Policy, there is zero tolerance of child abuse at Birralee PS.

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

Students have a responsibility to contribute (according to their ability) positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviour 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, to model and reinforce positive behaviour and to 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 to engage in regular and constructive communication with school staff regarding their child's learning.

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

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

Appendix 4
Shared Behaviour Expectations

	Students	Parents/Carers	Principal/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • *preparedness* to engage in and take full advantage of the school program • *effort* to do their very best • *self-discipline* to ensure a co-operative learning environment and model the school values • *team work*	• 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	• the school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • the school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	• attend and be punctual for all time-tabled classes every day that the school is open to students • be prepared to participate fully in lessons	• 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 • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	In accordance with legislation released March 1, 2014 the school will: In accordance with DET procedures the school will: • Proactively promote regular attendance • mark rolls accurately at the start of school and after lunch • follow up on any unexplained absences after 2 days • 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

	Students	Parents/Carers	Principal/Teachers & Staff
Behaviour	• always treat others with respect • model the school's core values of diversity, achievement, responsibility and endeavour • never physically or verbally abuse others • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff • respect the right 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 • ensure that notices, reports and correspondence is given to their parent/carer or given to a teacher as required	• always treat others with respect • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • ensure their child wears the appropriate school uniform • notify the school of their child's medical/wellbeing needs • communicate with the school regarding their child's circumstances • co-operate with the school by assisting in the development and enforcement of strategies to address individual needs • inform staff of incidents that they observe, rather than initiating contact with another child or their parents	• always treat others with respect • deliver an inclusive and comprehensive curriculum which promotes positive behaviour and emphasises the wellbeing of every child • 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 • consistently apply its Student Engagement and Inclusion Policy through a shared collegiate understanding and only exclude students in extreme circumstances • recognise that for some students, additional support may be needed in the form of staged responses and is committed to working with families to re-integrate students after exclusion

Appendix 5

Disciplinary Measures

Student Participation: Disciplinary Measures

This section covers disciplinary measures that schools can apply when students breach the behaviour expectations established by the school community and communicated through the Student Engagement Policy.

Schools can discipline students for behaviour incidents occurring at school; at a school activity away from the school grounds; or while travelling to or from school or a school activity. Disciplinary measures should form part of a teacher's classroom management plan and be consistent with a whole school approach to behaviour management.

Disciplinary measures should always be proportionate to the nature of the behaviour, and are best employed in combination with support measures to identify and address causes of the behaviour.

The *Education Training and Reform Act (2006)* prohibits the use of corporal punishment in any Victorian Government school and school discipline policies must include a statement that reflects this requirement.

In-school discipline

Graded in-school disciplinary measures can be used to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on school premises they may occur outside school hours.

As with all forms of discipline, graded in-school disciplinary measures should be clearly set out in and aligned with the school's student engagement policy and expectations around behaviour and should be used in a way that is proportionate to the behaviour being addressed.

Withdrawal of privileges

Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges that are withdrawn will vary between schools and even students at the same school, however they may include things such as representing the school at inter-school sports or attendance at a school event.

When withdrawing privileges as a disciplinary measure, schools should ensure that:

▪ 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

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.

Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class: where appropriate, parents and carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Detention
Detention is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

During detention teachers may instruct a student to finish school work which has not been completed in regular classroom time as a result of the behaviour, new work or other duties. No more than half the time allocated for any recess may be used for this. Where students are required to undertake detention after school hours, the time should not exceed forty-five minutes.

Where the decision is made that an after-school detention is appropriate, the principal should ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, schools may choose to negotiate alternative disciplinary measures with the parent or carer. Examples include where students regularly supervise younger siblings in the absence of parents or carers. Schools are permitted to detain students but are encouraged to take into account family circumstances and negotiate with parents and carers as appropriate.

Exclusion from school
In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

Suspension
Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Expulsion
Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled.

Process for Responding to Breaches of Behaviour Expectations

Student Rules	Classroom Teacher Responsibility	Area Co-ordinators, Assistant Principal or Principal
Expected behaviour by students: • 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 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	**Guide to maintain classroom control:** 1. Remain calm 2. Warn with rights-based warning, e.g. "Your behaviour is disturbing others, please stop". 3. Reassert; "I understand and we can discuss this later. Right now please…" 4. Give a choice e.g. "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool" etc. 5. Follow through with appropriate consequences: a. Move student to another seat / isolated area of the classroom b. Seat student in a supervised area for a limited time and organise for a conference after class(restorative chat) c. Remove to another classroom for time-out d. Organise conference/restorative chat to include Area Co-ordinator / AP Continued misbehaviour warrants: a. Incident Report recorded on Sentral b. Inform the Area Co-ordinator, Assistant Principal or Principal c. Contact with parent after consultation with Area Co-ordinator, Assistant Principal or Principal	**Implementing a staged response:** • Speak with the student about behaviour (clearly identify issues) • Record misbehavior (conduct, time & frequency. Also, strategies used to curb misbehavior and results) • Restorative chat with affected parties • Behaviour Modification Plan or Independent Learning Plan • Student Contract • Parent contact • Student support conference • In-house Suspension • Recommendation for external suspension and referral to Principal

Student Rules	Classroom Teacher Responsibility	Area Co-ordinators, Assistant Principal or Principal
Attendance and punctuality • Students must be on time to all classes • Parents must ensure reasons for the absence have been communicated to the school • Notification from home (i.e. signed note or medical certificate) must accompany all absences • Students must not leave the school grounds without permission • Students who leave school early must be signed-out by their parent / guardian / carer at the office	If a student is late, record the entry on Sentral as 'Late'. Speak to student about their lateness to ascertain reasons & solutions. Report to Area Co-ordinator, Assistant Principal or Principal if the issue is on-going. After two day's absence: Contact parents to ascertain the reason. Liaise with Area Co-ordinator as to reason for the absence. If a student leaves the school grounds to retrieve an item, ensure that student is made aware of the school rule regarding staying within the boundaries. If the student leaves the school deliberately to abscond then the Principal should be informed immediately.	Speak to student about lateness issues. On-going lateness: Organise for parent conference to resolve issue. Follow through with student and / or parent /guardian /carer Inform the Principal class of reason for ongoing absence. If a student absconds, the Principal should promptly contact the Police, the Parents, the Critical Incident Advisory Service and Child Protection.
Uniform • Students must adhere to the school uniform requirements as described in the Uniform Policy (Dress Code) • It is compulsory for all students to wear appropriate footwear at all times as per the Uniform Policy	Remind student of the dress-code / policy. Remind parents of the dress-code / policy. Report extremes in appearance to Principal Class.	Student may be excluded from representing the school in out-of-school activities if the uniform is not adhered to correctly. Parents must be informed ASAP prior to the issue arising.

Student Rules	Classroom Teacher Responsibility	Area Co-ordinators, Assistant Principal or Principal
Bullying • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyber-bullying, physical or sexual behaviour which is uninvited, unwelcome or offensive to a person.	Report to Area Co-ordinator, Assistant Principal or Principal. Teachers to use resources and to re-inforce anti-bullying standards, e.g. Bullystoppers/ Anti Cyber-bullying messages. Teachers to regularly address respectful behaviour and values through the 'Play is the Way' model and strategies.	Contact parents and involve the Principal class. Use resources from 'Bullystoppers', "I've been called a bully" or "Students and Cyber-bullying" to prompt reflection. Refer to our school's Anti- Bullying Policy. Consequences may include an apology, an 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.

Student Rules	Classroom Teacher Responsibility	Area Co-ordinators, Assistant Principal or Principal
Property and security • Students are to respect all school property • Students must not enter staff room or offices unless supervised or on office-duty • Students must place all rubbish in bins • Students must not have the following at school: liquid-paper, chewing-gum or permanent-markers • Students must return borrowed school material on time and in good condition • Students must keep lockers tidy at all times. The school will not be responsible for the loss of valuables or treasured items • Students must leave school bags in lockers • Electronic devices must not be used without permission • Mobile phones must be handed to the class teacher at the start of the day and retrieved at the end of the day • Classrooms must be left neat and tidy • Graffiti of any kind will not be tolerated	Challenge behaviours around rights and responsibilities and impose consequences e.g. clean-up duties in classroom, common areas or school grounds. Organise for students to remain behind and tidy the room or area. Confiscate electronic items until home-time Retain any evidence of graffiti and report to Principal Class For repeated offences, refer to Area Co-ordinator	Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds. Repeat offenders have lunchtime / recess yard duty tasks, playtime detention, or accompany the teacher on yard-duty. In case of property damage, parents are to be notified. Student will be required to repair damage if possible. Parents may be required to meet costs if an external service is needed. If it is an extensive and persistent issue, organise a parent meeting to review behaviour and discuss responses, supports and next steps.

Responses and Guidelines for Student Behaviour Issues

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

Stage 2: Responding to individual students consistently 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 Learning Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviours.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support.	
Establish a Student Support Group (SSG).	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options.	