



Falls Creek Primary School

Student Wellbeing and Engagement Policy

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) school policies and procedures for responding to inappropriate student behaviour.

Falls Creek Primary School 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.

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POLICY

1. School profile

Falls Creek Primary School is a remote, rural school in an alpine environment in the Upper Kiewa Valley, 30 kilometres from Mt Beauty in north east Victoria.

The school was established in 1972 and largely owes its existence to the dedication of the Falls Creek community. This sense of community remains strong today as evidenced by the high level of assistance and involvement of the parent body in the school's activities.

Student numbers vary seasonally from an initial enrolment of approximately 20 at the beginning of the year, to 40 in the winter term. The vast majority of winter students have parents who have seasonal employment in Falls Creek.

All families in the community have at least one working parent, and the school has a high socio-economic profile, as demonstrated by the SFOE (Student Family Occupation and Education) index. The school has minimal students from diverse racial, ethnic or religious backgrounds, and has no Aboriginal or Torres Strait Islander students or migrant or refugee families.

School data indicates a high level of student satisfaction as measured by Attitudes to School Survey.

Overall parent satisfaction, as evidenced by the Parent Opinion Survey, has remained high for the last 3 years.

2. School values, philosophy and vision

Falls Creek Primary School's vision is to provide high quality education incorporating a range of challenging, integrated and motivating learning experiences for our students in all areas of the Victorian Curriculum, which will develop high standards, foster self-esteem, maximise each child's potential and prepare them for further education in a very dynamic 21st century. This will be done in a positive, caring environment with teachers, parents and students working together in partnership.

This vision is the basis for all our teaching. The teachers at this school are extremely dedicated and truly care for all the students. They have high expectations ensuring that every student attains their maximum learning potential.

Our values:

- Mutual respect
- Honesty and Integrity
- Responsibility

Our School Philosophy is available online at [Statement of Values and School Philosophy](#)

Our Statement of Values can be found at **Appendix 1**.

3. Engagement strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour, gender equality and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

4. Identifying students in need of support

Falls Creek Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our school will utilise information from the following sources to identify students in need of extra emotional, social or educational support:

- Personal, health and learning information gathered upon enrolment and while the student is enrolled.
- Attendance records
- Academic performance, particularly in literacy and numeracy assessments
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Engagement with student families

5. 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 and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community and can be found as **Appendix 1**.

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 or carers and approach a trusted teacher or the Principal.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying will be responded to consistent with Falls Creek Primary School's Bullying Policy.

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

When a student acts in breach of the behaviour standards of our school community, Falls Creek Primary School will institute a staged response (see **Appendix 4**), consistent with the

Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- Warning a student that their behaviour is inappropriate
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Behaviour reviews
- Suspension (in-school and out of school)
- Expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Falls Creek Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Falls Creek Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff.
- providing parents/carers volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities

- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups

Parents' responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 3**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values (see **Appendix 1**).

8. Evaluation

Falls Creek Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Falls Creek Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

Falls Creek Primary School Policies:

- *Statement of Values and School Philosophy*
- *Bullying Prevention*
- *Child Safe Standards*
- *Child Safety Code of Conduct*

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2022
Consultation	Consultation with school council 15 March, 2022
Approved by	Principal
Next scheduled review date	March 2024

APPENDICES

Appendix 1: Statement of Values

Appendix 2: Student Engagement Strategies

Appendix 3: Shared Behaviour Expectations

Appendix 4: Staged response checklist for student behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

Falls Creek Primary School

STATEMENT OF VALUES

PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

Falls Creek 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 TRAINING 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: Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • High and consistent expectations of all staff, students and parents and carers. • Our school will prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing. • Creation of a culture that is inclusive, engaging and supportive. • Delivery of a broad curriculum. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching. • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families. • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations. 	<ul style="list-style-type: none"> • All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment • Wellbeing and health staff will undertake health promotion and social skills 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 experience trauma, such as students from refugee backgrounds or who are in out of home-care. • Carefully planned transition programs will support students moving into different stages of their schooling. 	<p>Strategies to support and promote individual engagement:</p> <ul style="list-style-type: none"> • Build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances. • Meet with student and their parent/carer to talk about how best to help the student engage with school. • Establish a Student Support Group. • Seek extra resources under the Program for Students with Disabilities for eligible students. • Develop a Behaviour Support Plan and/or Individual Learning Plan. • Consider if any environmental changes need to be made, for example changing the classroom set up. • Refer to external support services. <p>The school will support the student’s family by:</p> <ul style="list-style-type: none"> • Being responsive and sensitive to changes in the student’s circumstances, health and wellbeing. • Collaborating with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student. • Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and family.

Appendix 3: Shared Behaviour Expectations

	Students	Parents/Carers	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"> • The school will 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 • The 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 timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers 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 	<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 half day • follow up on any unexplained absences promptly and consistently

		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of diversity, achievement, responsibility and endeavour • 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/Carers 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>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>

Appendix 4: Staged response checklist 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.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviors.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

Appendix 5: Process for responding to breaches of Behaviour Expectations

Rules	Classroom Teacher Responsibility	Principal
<p>Overall behaviour</p> <ul style="list-style-type: none"> • 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><i>Follow the “5 Steps to Classroom Control”:</i></p> <ol style="list-style-type: none"> 1. <i>Remain calm</i> 2. <i>Warn with rights based warning “Your behaviour is disturbing others, please stop”.</i> 3. <i>Reassert “I understand and we can discuss this later. Right now please...”</i> 4. <i>Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, after school etc</i> 5. <i>Follow through with graded consequences:</i> <ol style="list-style-type: none"> a. <i>Move student to another seat / isolated area of the classroom</i> b. <i>Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)</i> c. <i>Remove to another classroom for time out</i> d. <i>Organise conference/restorative chat to include Principal or other teaching staff</i> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> a. <i>Incident Report to Principal</i> b. <i>Contact with parent after consultation with Principal</i> 	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> • <i>Speak with the student prior to actioning</i> • <i>Student to ring and inform parent of misbehaviour in presence of Principal</i> • <i>Behaviour sheet</i> • <i>Attendance sheet</i> • <i>Restorative chat with affected parties</i> • <i>Behaviour Plans</i> • <i>Student Contract</i> • <i>Parent contact</i> • <i>Student support conference</i> • <i>In house suspension</i> • <i>Recommendation to externally suspend and referral to Principal</i>

<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who leave school early must have a note from home. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (ie: signed note or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission. 	<p><i>Speak to student about lateness</i></p> <p><i>Report late arrivals to admin for adjusted entry on CASES21 to Late</i></p>	<p><i>Speak to student about lateness issues.</i></p> <p><i>On-going lateness: organise for parent conference to resolve issue.</i></p> <p><i>Follow through with student and / or parent/guardian/carer</i></p> <p><i>After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform the Principal.</i></p> <p><i>Repeated offences: as above</i></p>
<p>Dress Code</p> <ul style="list-style-type: none"> • Students must adhere to the school dress code • It is compulsory for all students to wear appropriate footwear at all times 	<p><i>Report breaches of Dress Code to Principal</i></p>	<p><i>Speak to the student about inappropriate or non 'Sun Smart' clothing.</i></p> <p><i>Contact parents to discuss.</i></p> <p><i>Publish Dress Code in school newsletter</i></p>
<p>Bullying</p> <ul style="list-style-type: none"> • 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. 	<p><i>Report to Principal</i></p>	<p><i>Contact parents and involve Principal.</i></p> <p><i>Refer to schools Acceptable Use Agreement.</i></p> <p><i>Use resources from Bullystoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.</i></p> <p><i>Refer to our school's Bullying and Harassment Policy. Consequences may include apology, anti bullying contract, student task related to</i></p>

		<p><i>anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension. This decision must be made by the Principal.</i></p> <p><i>Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</i></p>
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all school property. • Students must not enter office or storerooms unless supervised • Students must bin all rubbish • Students must return borrowed school material on time. • School will not be responsible for loss of valuables brought to school • Students must leave school bags in cloakroom • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy • Graffiti of any kind will not be tolerated 	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school grounds.</i></p> <p><i>For repeated offences, refer to Principal.</i></p> <p><i>Confiscate iPod or mobile phone and take to General Office.</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence of graffiti and report to Principal.</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school grounds.</i></p> <p><i>For repeat offenders, send to Principal.</i></p> <p><i>Parent notified. Student required to repair damage.</i></p> <p><i>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.</i></p>