

**Tawonga Primary School**  
**STUDENT ENGAGEMENT AND INCLUSION**  
**POLICY**

**This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community**

**May 2017**

## Table of Contents

<b>1. School Profile</b>	<b>3</b>
<b>2. School values, philosophy and vision</b>	<b>3</b>
<b>3. Guiding principles</b>	<b>3</b>
<b>4. Engagement Strategies</b>	<b>4</b>
<b>5. Identifying students in needs of extra support</b>	<b>4</b>
<b>6. Behaviour expectations</b>	<b>4</b>
<b>7. School Actions</b>	<b>4</b>
<b>8. Engaging with families</b>	<b>5</b>
<b>9. Evaluation</b>	<b>6</b>
<b>10. Appendices and Related Policies</b>	<b>6</b>
Appendix 1: Statement of Rights and Responsibilities	7
Appendix 2: Student Engagement Strategies	8
Appendix 3: Behaviour expectations	9
Appendix 4: Staged response to behaviour issues	12
Appendix 5: Process for responding to breaches of Behaviour Expectations	13

## 1. School profile:

Tawonga Primary School is a small rural school of three classrooms serving the farming and tourist town of Tawonga in Victoria's North East. It is located in the Upper Kiewa Valley approximately 77 kms south of Wodonga, 8 kms north of Mt Beauty and some 4 hours from Melbourne. Students are drawn from a number of rural communities as well as from Mt Beauty and Tawonga South.

### Demographics

The demographics have remained stable with many professional families, a number who run their own business, a number of parents who commute and work out of town for a number of days as well as those who work in the service and tourism industry. The school has seen new families move to the area from Melbourne and Interstate mainly Queensland. The school's socio economic profile shows the Student Family Occupation Index to be in the high range. There are no students with a language background other than English and there are currently 6% Aboriginal and Torres Strait Islander students.

### Enrolments

The following have been the enrolments at census for the past 6 years - 2012 - 46, 2013 - 40, 2014 - 41, 2015 - 37, 2016 - 46, 2017 - 51. 2017 with 51 students has been the highest enrolments for 11 years. This trend is similar across the Upper Kiewa Valley schools as more families' move into the area. We continue to see families leave our school and transfer to Mt Beauty PS however the numbers are relatively equal for those transferring into our school.

## 2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention and Harassment Policy for more information.



"Bringing Life to Learning"

Our vision: A meeting place where student's lifelong learning begins and grows into a sustainable future.

The following values are based on the commitment that students will be the primary consideration in all decision making.

Value	This Means	Behaviour to demonstrate values (students, staff and families)
Support	Recognising that we all have different learning needs and that we all need to assist and help each other.	<ul style="list-style-type: none"> <li>- We encourage each other and take turns.</li> <li>- We accept and respect peoples different needs.</li> <li>- We acknowledge each other opinions and point of view.</li> </ul>
Opportunity	Providing every child a broad range of possibilities to achieve success.	<ul style="list-style-type: none"> <li>- We prepare students for the future.</li> <li>- We provide innovative and diverse learning opportunities.</li> <li>- Learning occurs within and beyond the classroom and school.</li> </ul>
Unity	Working as a team with common beliefs and understandings.	<ul style="list-style-type: none"> <li>- We ensure open communication.</li> <li>- We have clear procedures and processes around decision making and consultation.</li> <li>- We are accepting and supportive of group decisions.</li> </ul>
Responsibility	Being accountable and trustworthy.	<ul style="list-style-type: none"> <li>- We are aware of our own learning and emotional needs.</li> <li>- We are all accountable to ourselves and each other.</li> <li>- We are proactive.</li> </ul>
Community	We have a common interest in our students.	<ul style="list-style-type: none"> <li>- We are working together to achieve common goals.</li> <li>- We are a part of a variety of networks.</li> <li>- We all follow a set of common rules and values.</li> </ul>
Excellence	Striving to be the best we can be.	<ul style="list-style-type: none"> <li>- We set high standards with regards to behaviour and performance.</li> <li>- We personalise learning to meet individual needs.</li> <li>- We do our best and challenge each other.</li> </ul>

**Commented [AJS1]:** To help members of the school community understand the needs of the school, the school profile statement should detail the diversity of the student population and school community. Including school data and referencing community aspirations for the school can help to identify strengths and areas for improvement.

**Commented [AJS2]:** Schools should also include in this section any engagement and wellbeing goals and targets related to school improvement strategies and actions identified through the school's strategic and annual implementation planning process

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

### 3. Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

### 4. Engagement Strategies

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

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

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

### 5. Identifying students in need of extra support

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families

**Commented [AJS3]:** Schools may wish to outline the strategies in text rather than an appendix.

**Commented [AJS4]:** This sample is for a secondary school. Primary schools and P-12s may wish to include the School Entry Health Questionnaire here

**Commented [AJS5]:** Suggest including appendix outlining step by step process in identifying students, assessing need, providing support etc.

## 6. Behavioural expectations

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

## 7. School actions

### Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix 4**).

### Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

### Creating a child safe organisation

The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school's strategies for a child safe school can be found on the school website.

The school's child safety policy/statement of commitment can be found on the school website.

The school's policies and procedures to manage child abuse can be found on the school website.

**Commented [AJS6]:** Schools should also include process for how discipline will be applied for various breaches of behaviour expectations. See example at Appendix 5.

## 8. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

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

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups.

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

## 9. Evaluation

### Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS.

**Review of this policy** - This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

## 10. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

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

**Commented [AJS7]:** Schools can download this document from <https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/parentbehaviour/default.aspx> (school access only)

**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, abuse, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

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

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

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

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

## Student Engagement Strategies

## Appendix 2

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• Our school will deliver a broad curriculum based on the Victorian Curriculum.</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> <li>• All students will have the opportunity to participate in a social and emotional learning curriculum program (Bounce Back).</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• School nurse and SSSO will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</li> <li>• Relevant teaching staff will apply a trauma-informed approach (using <a href="#">Calmer Classrooms: A Guide to Working with Traumatised Children</a>, 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:               <ul style="list-style-type: none"> <li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school</li> <li>○ Establish a Student Support Group.</li> <li>○ Seek extra resources under the Program for Students with Disabilities for eligible students</li> <li>○ Develop a Behaviour Support Plan and/or Individual Learning Plan.</li> <li>○ Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>○ Refer to internal support services eg Student Support Services Officer.</li> <li>○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies</li> </ul> </li> </ul>

## Shared Behaviour Expectations

## Appendix 3

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

Behaviour	<ul style="list-style-type: none"> <li>• model the schools core values of support, opportunity, unity, responsibility, community and excellence.</li> <li>• always treat others with respect.</li> <li>• never physically or verbally abuse others.</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• obey all reasonable requests of staff.</li> <li>• respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• respect the property of others.</li> <li>• bring correct equipment to all classes</li> <li>• comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the school's behavioural expectations</li> <li>• communicate with the school regarding their child's circumstances</li> <li>• cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<p>The school will 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 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

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

<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>	
<b>Suggested strategies</b>	<b>School actions</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Learning 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)	

## Process for responding to breaches of Behaviour Expectations

## Appendix 5

<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>Principal</b>
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• Students must obey all reasonable requests of staff.</li> <li>• Students must always treat others with respect.</li> <li>• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Students must respect the property of others.</li> <li>• Students must bring correct equipment to all classes</li> <li>• Students must work to the best of their ability.</li> </ul>	<p>Follow the "5 Steps to Classroom Control":</p> <ol style="list-style-type: none"> <li>1. <i>Remain calm</i></li> <li>2. <i>Warn with rights based warning "Your behaviour is disturbing others, please stop".</i></li> <li>3. <i>Reassert "I understand and we can discuss this later. Right now please..."</i></li> <li>4. <i>Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc</i></li> <li>5. <i>Follow through with graded consequences:</i> <ol style="list-style-type: none"> <li>a. <i>Move student to another seat / isolated area of the classroom</i></li> <li>b. <i>Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)</i></li> <li>c. <i>Remove to another classroom for time out</i></li> <li>d. <i>Organise conference/restorative chat to include Principal.</i></li> </ol> </li> </ol> <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> <li>a. <i>Incident Report to Principal.</i></li> <li>b. <i>Contact with parent after consultation with Principal.</i></li> </ol>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> <li>• <i>Speak with the student prior to actioning</i></li> <li>• <i>Principal to ring and inform parent of misbehavior.</i></li> <li>• <i>Behaviour sheet</i></li> <li>• <i>Attendance sheet</i></li> <li>• <i>Placement into another class</i></li> <li>• <i>Restorative chat with affected parties</i></li> <li>• <i>Behaviour Plans</i></li> <li>• <i>Student Contract</i></li> <li>• <i>Parent contact</i></li> <li>• <i>Student support conference</i></li> <li>• <i>In house suspension</i></li> <li>• <i>Recommendation to externally suspend</i></li> </ul>
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• Students must be on time to all classes</li> <li>• Students who leave school early must have a note from home.</li> </ul>	<p><i>Teacher to ring home on second day if parents haven't notified the school.</i></p> <p><i>Report to Business Manager/Principal if persistent problem.</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>

<ul style="list-style-type: none"> <li>Students absent from school must ensure reasons for the absence have been communicated with the school.</li> <li>Notification from home (ie: signed note) must accompany all absences.</li> <li>Students must not leave the school grounds without permission.</li> </ul>		<p><i>Follow through with student and / or parent/guardian/carer</i></p> <p><i>After three days absence: Organise for attendance conference. Inform the Principal</i></p> <p><i>Repeated offences: repeat as above</i></p>
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>Students must adhere to the school uniform requirements.</li> <li>It is compulsory for all students to wear appropriate footwear at all times.</li> </ul>	<p><i>Refer to Uniform Policy</i></p>	<p><i>Refer to Uniform Policy</i></p>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> </ul>	<p><i>Report to Principal</i></p> <p><i>See related policies</i></p>	<p><i>Contact parents and involve SSSO</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>See school's Bullying Prevention Policy.</i></p> <p><i>Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, 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><b>Property and security</b></p> <ul style="list-style-type: none"> <li>• Students are to respect all school property.</li> <li>• Students must not enter staff room, offices or lifts unless supervised.</li> <li>• Students must bin all rubbish</li> <li>• Students must not have the following at school: Liquid paper, chewing gum, medium felt pens.</li> <li>• Students must return borrowed school material on time.</li> <li>• Students must keep lockers secure at all times. School will not be responsible for loss of valuables.</li> <li>• Students must leave school bags in lockers.</li> <li>• Electronic devices must not be used without permission.</li> <li>• Classrooms must be left neat and tidy.</li> <li>• Graffiti of any kind will not be tolerated.</li> </ul>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</i></p> <p><i>For repeated offences, refer to Principal</i></p> <p><i>Confiscate the bag.</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 Class</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</i></p> <p><i>For repeat offenders, place in the Friday after school detention class.</i></p> <p><i>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</i></p>
--	---	---