Melville Senior High School
Student Engagement Policy

An Independent Public School
Awarded Top Public School

Confident + Innovative + Successful
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Melville SHS’s vision statement emphasises:
As the school of choice for the local and wider community, we will provide a distinctive, comprehensive education with strong academic and vocational pathways assisted by effective pastoral care programs, where all students are given the opportunity to become confident, innovative and successful learners and are supported in the process of defining themselves as they prepare to meet the challenges of the future.

Melville SHS embraces a supportive and caring pastoral care system, recognising that close attention to the needs, welfare and progress of student forms the foundation of a safe learning environment. The establishment of positive relationships between staff and students is of paramount importance if a sense of pride and commitment to learning is to be developed and maintained at Melville SHS. Successful relationships foster positive self-concepts and attitudes that lead to successful outcomes for students.

The school’s Student Engagement Policy embodies the school’s vision statement and represents a whole school approach towards providing the opportunity for students to become confident, innovative and successful learners while enjoying a world class educational experience. The aim of the Policy is to create a safe, supportive, friendly and engaging learning environment in which all students are able to learn without disruption while being responsible for their own behaviour.

Our School Values
In addition to giving all students the opportunity to become confident, innovative and successful learners, at Melville SHS we value:

Learning
We have a positive approach to learning and as life-long learners, encourage it in others; we advance student learning based on our belief that all students have the capacity to learn. We believe that learning is most effective when parents/carers, students and teachers work in partnership.

Excellence
We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge each of us to achieve our potential.

Equity
We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We have a workplace and learning environment that is free of discrimination, abuse or exploitation.

Care and Respect
We treat individuals with care and respect. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents, carers, the wider community and each other in providing a safe, friendly and attractive learning environment for our staff and students.

Inclusivity
We value cultural diversity and our multicultural school population by encouraging appreciation, understanding and respect for other cultures as part of our comprehensive educational program.

CODE OF CONDUCT
Our code of conduct underpins a shared commitment to the core values of Melville SHS. Just as in society, at Melville SHS we each have specific rights. However, as with society, linked to these rights are clear responsibilities. It is through each of us meeting our responsibilities as a member of the Melville SHS Community that we will indeed deliver a world class education in a safe, supportive and friendly environment.

Our Responsibilities
We all have the responsibility to:

- Treat other people with courtesy and respect
- Cooperate and work to the best of our ability and not disrupt the learning of others
- Keep the school and its grounds clean and respect other people’s work and possessions
- Behave in a manner that will bring credit to the school

Our Rights
We all have the right to:

- Be treated courteously and respectfully
- Learn without being disrupted by others
- Work in a clean and safe environment
- Feel pride in ourselves and our school
Members of the school community have a responsibility to:

• Be punctual, prepared and well presented to class;
• Display respect and courtesy;
• Work responsibly and diligently on all activities
• Respect personal possessions and school property; and
• Maintain a neat and orderly school environment.
• Show pride in ourselves and the school in our conduct and our appearance.

There are a number of supporting policies contained in our Student Engagement Policy. These include:

• Bullying Discrimination and Harassment Policy and Procedures (Appendix 1)
• Bring Your Own Connectable Electronic Device Policy (Appendix 2) Subsection (i) Cyber Bullying (ii) Social Media
• Smoking Policy(Appendix 3)
• Uniform Policy (Appendix 4)
• Case Management Strategies (including supervision) (Appendix 5)
• Guidelines For Discussion of Behavioural Issues (Appendix 6)

SCHOOL RULES

These rules are derived from the School Code of Conduct. They are intended to identify major behavioural expectations. They reflect the endorsed position of the school’s community and have been endorsed by the School Board.

Student Compliance:

• Students must follow all lawful instructions by the school staff.

School Uniform:

• Students are required to wear Melville SHS uniform at all times. Only items purchased from the Uniform Shop and with embroidered school logo are permitted.

Designated student access areas:

• Students are only permitted in classrooms during class time or with a teacher present.
• Students are not permitted on the first floor or the stairwells during recess and lunch.
• Students are required to stay within their designated year level areas during recess and lunch unless engaged in physical activity on the basketball/handball courts or oval (refer school diary).
• Food and drinks are not to be taken into any classroom.

Lateness to Class:

• Students will attend all classes on time and not leave class early.

Students out of class during lessons:

• Students are not generally permitted to be out of class without direct teacher supervision. However, if they are released for the toilet (for example) they are required to carry a note from their teacher in their diary.

Students leaving school grounds:

• Students may only leave school grounds during the school day via the Student Services office with both school and parent/care giver/guardian permission.

Prohibited substances:

• Prohibited substances are not permitted on school grounds. This includes, alcohol, tobacco, illegal drugs, aerosol cans, indelible marker pens and chewing gum and other substances that may be used for illicit purposes.

Oval access:

• Students are permitted on the school oval, basketball and handball courts during recess and lunch for sporting activities only. Students may sit on the edge of the oval closest to the school buildings to eat however no food is to be consumed on the school oval. Students are not permitted to sit on the eastern or southern side of the oval during these breaks.
PARENTS ROLES AND RESPONSIBILITIES

Parents/caregivers have a right to feel welcome and be involved with their children’s education and to know that their child is in a safe and nurturing learning environment.

Parents/caregivers should:
• Be treated with respect and courtesy at all times
• Be able to access appropriate education for their children
• Be able to access information about their child’s academic, social and emotional education and progress
• Be involved in the school decision making process
• Be heard in an appropriate forum with respect to decisions affecting their child
• Parents/caregivers have a responsibility to communicate with and support the school in a manner that is respectful and courteous.

Parents/caregivers should:
• Treat staff, other parents and students with respect and courtesy
• Assist their child in maintaining regular attendance of 90% or above
• Be supportive of their child’s schooling
• Provide all necessary materials to enable learning
• Be available to discuss issues with respect to their child’s learning, wellbeing and behaviour.

STAFF ROLES AND RESPONSIBILITIES IN STUDENT ENGAGEMENT POLICY

Melville SHS has adopted a whole school approach to manage student behaviour based on the principles developed by Barrie Bennett and Peter Smilanich (B&P Smilanich 1994). To maximise the effectiveness of this approach, the following roles and responsibilities are accepted by staff.

The Principal agrees to:
1. Support the principles of the Student Engagement Policy
2. Promote a positive, safe and supportive school environment
3. Oversee the implementation of the Student Engagement Policy

The Deputy Principals agree to:
1. Support the principles of the Student Engagement Policy
2. Promote a positive, safe and supportive school environment
3. Support the Student Services Manager in the implementation of the Student Engagement Policy

The Student Services Manager agrees to:
1. Promote a positive, safe and supportive school environment
2. Co-ordinate and implement Melville SHS’s Student Engagement Policy
3. Case manage the whole school approach – coordinating nurse, chaplain, psychologist, Learning Support Coordinator, Aboriginal and Islander Education Officer (AIEO) and Year Coordinators
4. Case manage referred students within the Student Engagement processes as required
5. In conjunction with the relevant Deputy Principal and Principal implement end-of-line behaviour management strategies
6. Liaise with outside agencies as required
7. Suspend a student from school as required for any serious or on-going breach of school rules or the code of conduct and manage the subsequent re-entry process
8. Monitor student behaviour in the school grounds and in the wider community (as necessary)
9. Provide on-going staff development and support in classroom management strategies
10. Provide support to staff, students and parents/caregivers/guardians
11. Communicate actions / feedback to relevant referring staff members and parents/caregivers/guardians
12. Keep records in Academy (SIS for suspensions)
13. Work closely with HOLA/Managers to ensure compliance with the stages of managing student behaviour
Year Co-ordinators agree to:
1. Monitor the overall academic success of relevant year groups
2. Assist parents in gaining feedback on academic performance and overall engagement
3. Liaise with parents to provide support and assistance as required
4. Monitor students attendance and implement required strategies as per attendance policy
5. Provide support to classroom teachers and HOLAs in a consultative role
6. Collate information from all classroom teachers regarding student’s behaviour as required
7. Counsel students from a pastoral care point of view, establishing reasons for inappropriate behaviours and promotion of positive behaviours
8. Engage in behaviour management discussions with students who are displaying inappropriate behaviours in the classroom – as required and liaise with teachers/HOLAs regarding inappropriate behaviour of students
9. Develop Attendance Sheets, Behaviour Monitoring sheets and Individual Behaviour Plans as required
10. Provide on going promotion of positive behaviours via whole school recognition and rewards excursions
11. Maintain contact with parents of students causing concern and provide on-going support where appropriate
12. Maintain contact with classroom teachers where issues of inappropriate behaviours are concerning and provide support and guidance where appropriate
13. Assist in the monitoring adherence to Dress Policy

Heads of Learning Area / Program Managers agree to:
1. Ensure that any Learning Area Behaviour processes are consistent with the whole school Student Engagement Policy
2. Engage in behaviour management processes and strategies with students who are displaying inappropriate repeated behaviours in the classroom – as required and referred to by classroom teacher
3. Provide timely contact to parents/caregivers to outline classroom concerns of continuing inappropriate behaviours when required by classroom teachers and document in Academy
4. Provide mediation between parent, student and teacher as required
5. Develop and monitor classroom behaviour contracts as required
6. Provide support for classroom teachers in implementing the Student Engagement Policy and developing effective classroom management
7. Refer students to Student Services Manager if inappropriate behaviours continue
8. Works closely with the Manager of Student Services and Year Coordinators to ensure compliance with the stages of managing student behaviour

Classroom teachers agree to:
1. Create a positive classroom environment. Reinforce appropriate behaviour by encouragement, reward and praise
2. Be conversant with and implement classroom management practices and procedures that reflect good practice
3. Be aware of the school and classroom rules and display them in the classroom, including effective classroom entry and exit procedures.
4. Be consistent in approach and fair in application of behavioural consequences
5. Focus on the student’s behaviour rather than the student
6. Communicate classroom rules and behaviour expectations while keeping within the school values and principles
7. Place emphasis on the resolution of difficulties and conflict
8. Keep parents/caregivers informed promptly of any difficulties or conflict that may arise and ensure that parents are involved in the resolution process where relevant
9. Ensure a record of behavioural incidents is kept on Academy. These records provide a history of behaviour: a) in any parent interview; and b) for post-withdrawal discussion
10. Involve the Head of Learning Area when inappropriate behaviour is on-going and/or classroom teacher requires HOLA to assist with developing/dicussing strategies to improve students behaviour
11. Works closely with the Year Coordinators and HOLAs/Manager to ensure compliance with the stages of managing student behaviour as required
ALL STAFF – PROCEDURES FOR PARENT/CAREGIVER CONTACT

Staff are encouraged to maximise their contact with parents/caregivers. All contact should be timely and not immediately prior to reporting periods. It is important that the efforts of students are recognised and acknowledged and parents/caregivers are informed of their child's progress. In accordance with school policy this must include “Connect” but may also be via Letters of Commendation and Concern, phone, email, diary entries, and scheduling parent/caregiver interviews are just some means of improving staff/parent/caregivers relationships.

Staff must contact parents/caregivers when a child's disruptive behaviour is adversely affecting the learning of that child or others in the classroom. Staff are reminded that they can call on other school personnel (Student Services Manager, Year Coordinators, School Psychologist, Heads of Learning) to assist with interviews and parent/caregiver contact. Student Services personnel have considerable formal and informal contact with parents/caregivers and are available to advise and assist teacher. It is important to keep records of contact both formal and informal in Academy.

Review Procedure

1. A Student Engagement Policy review is to be carried out at the beginning of Term One each year. This is to be led by the relevant Deputy Principal representing the school executive and Student Services Manager.
2. Time during professional development days will be allocated to provide staff with timely and relevant professional learning as required.
3. New staff in the school will be provided with the Student Engagement Policy at the beginning of the school year or as necessary.
4. All new Student Services staff, Heads of Learning Areas and Teachers in Charge will be up-skilled on Student Engagement Policy discussions as required.
5. Student Engagement processes should be discussed at Learning Area meetings, throughout the year.
6. Student Engagement Policy is to feature as part of the school’s Satisfaction Survey every two years.
Student Engagement Flow Chart

Stage 1 Positive Classroom Management and School Environment (Teachers)
- Building a positive relationship
- Creating a cohesive classroom
- Letter, phone call, email re concern(s)
- Establish together a clear set of rules that outline expected behaviour (reinforce often)
- Establish mutual respect
- Appropriate, engaging and relevant curriculum
- Recognise positive behaviour eg. Letters of Commendation and phone calls
- Resolve conflict with a low key response

Stage 2 Minor Conflicts (Teachers)
- Verbal warning
- Shift seats
- Informal contract
- Isolation out of class
- Buddy withdrawal class
- Confiscation
- Letter of Concern
- Discussion of issue
- Think / reflection sheet
- Individual learning area or whole school detention
- Liaise with Year Coordinator
- Detention

Stage 3 Frequent Conflicts
(Refer to Head of Learning Area)
- Parent Contact / meeting
- Buddy class
- Written agreement
- Letter of Concern
- Detention
- Behaviour Monitoring Sheet
- Liaise with Student Services Staff
- Referral to Student Services Manager
- Mediation

Stage 4 Repeated or Unresolved Conflicts
(Refer to Manager Student Services)
- Case Management (refer to case management processes)
- Suspension
- Formal contact
- Modified timetable
- Parent contact / case meeting
- Individual Behaviour, Education or Risk Management Plan
- Interagency support
- Liaise with Student Services staff

Stage 5 Repeated or Unresolved Conflicts
(Refer to Deputy Principal for Shared Case Management)

Serious incidents:
- Substance abuse
- Physical violence
- Abusive behaviour
- Theft
- Vandalism
- Yellow Card
- Incident
1. Click Welfare tab on left hand side of screen

2. Click Manage Behaviour Tab

3. Click Create/Edit Behaviour Tab

4. Click Welfare tab on left hand side of screen

5. Select Individual Student

6. Click ‘Create’ Tab
Use Drop Boxes to enter:
1. Negative/Positive/General behaviour
2. Teacher Name
3. Faculty
4. Location
5. Event Type
6. Action Type
7. Referred to ONLY if requiring action from other staff
8. Status – ONLY incomplete if requiring action from other staff
9. Add Private Notes or upload Supporting Documents if you wish
10. Describe in Event Description box what your concerns are. Ensure these are ‘observable’ events and that they are public notes
11. Describe in Action Taken what actions you have taken in regards to Classroom Management, etc
12. Click Save Tab

CLASSROOM CRITICAL INCIDENT

Use of the Yellow Emergency Card

Each teacher will be presented with a ‘yellow card’. The card is to be used in the following situations – to call for help from Student Services/Administration.

- If a student is, or the student’s classmates are, at risk of harm
- If you feel that your classroom control has become untenable
- If a student’s behaviour becomes personally threatening
- If you have tried a range of strategies and the situation continues to escalate toward the above

Do not try and prevent the student from leaving the classroom
Do not back a student into a corner
Do not yell at a student who is getting angry

If you require assistance, please give your yellow card to a student you can trust and ask them to move quickly to Student Services and present the yellow card to the Receptionist or available staff member. If there are no available staff members, the student is to go directly to Administration and present to the Receptionist for assistance.
APPENDIX 1
BULLYING DISCRIMINATION AND HARASSMENT POLICY AND PROCEDURES

Melville SHS believes that every person is intrinsically worthwhile and has the right to be treated in a way which preserves his/her dignity. It is this school community’s belief that all students should feel safe and valued while in the care of Melville SHS. We also need to acknowledge and be aware that bullying and harassing behaviour can take place in all facets of our society, including the school environment. It is therefore essential that as we shape the lives of young people in our community, we deliver a clear message that bullying and harassing behaviour is not acceptable in this school or anywhere else.

The definition of bullying for the purpose of this policy is as follows:

Bullying is the deliberate and continual desire to hurt, injure, threaten, dominate or embarrass or cause discomfort to someone and is characterized by:
- A power imbalance where an individual or group is victimized/targeted by an individual or group who consider themselves more powerful
- Repetition, sometimes over long or intermittent periods

This school regards as unacceptable and will not tolerate:
- Discrimination based on race, physical or mental ability, colour, religion, gender, sexuality or age
- Harassment of any kind
- Physical aggression
- The use of put-down comments or insults
- Name calling
- Damage to another person’s property
- Deliberate exclusion from activities
- The setting up of humiliating experiences
- Spreading of rumours about another person
- Encouraging bullying by others
- Providing a bully with an audience by passively watching bullying occur

Students and teachers who experience any of the above are to report it, as are teachers and students who are aware that others are experiencing it.

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**ACTION**

Targeted student reports behaviour/incident

→

Trusted Adult (Whoever the student(observer initially chooses to involve)

→

Action by trusted adult, (Involve Year Co-ordinator, Student Services Manager, Deputy as necessary)

→

Subsequent Follow-up

---

**BULLYING/HARASSMENT ACTION CHART**

Observer: parent/teacher/student may notice/witness notice and report

→

Inform Year Co-ordinator

→

Record in Academy

→

Parent Contact
FOUR STAGES OF ACTION

First incident:
- Involve the person targeted and explain possible actions – get agreement to act
- Conduct separate discussions with targeted person and perpetrator. Attach no blame but highlight concerns of both parties. Ask questions such as: Who was involved, How do they feel, What would they like to see happen. Discuss the incident, explain the problem. Discuss feelings for all parties concerned. Ask for solutions/actions; Ask if support is required by either party. Share the responsibility
- Outline an action plan – meet with all parties to outline plan
- Monitor the situation by discussion with all involved – 2-3 days later, then one week later, etc.
- Parent/carer/guardian contacted if necessary and made aware of the discussion (in a positive light)

Second incident:
- More formal discussion of the incident – name the behaviour
- Parents/carer/guardian of both parties contacted
- Year Co-ordinator and/or Student Services Manager notified
- Monitor closely; follow-up in two days, one week with both parties

Third incident:
- Contract filled in by bully(ies)
- Contract to be monitored by Year Co or Student Services Manager
- Counselling of bully(ies). Support/counselling for targeted student
- Parent/carer/guardian of both parties contacted

Fourth incident:
- Case conference with Deputy, Student Services Manager and/or Year Co, School Psychologist, student and parent/carer/guardian

REACTIOnS TO BUllYInG

Teachers:
- Must continually express disapproval of bullying wherever and whenever it occurs
- Must, in the initial instances, try not to label students as bullies or victims and therefore ensure the focus is firmly placed on the behaviour, not the individual
- Must avoid taking sides in student disputes
- Need to listen sympathetically to students who are targeted and attempt whenever possible to obtain the child’s involvement/permission to enact any action
- Should refer students to appropriate support staff – don’t feel any problem is trivial if they think bullying is taking place
- Need to raise issues relating to bullying/harassment in the classroom via class discussion and find ways of addressing associated issues through their curriculum
- Need to be critical of their own pedagogy relating to their reaction to isolated or dominant/powerful students within the class, as well as be critical of their own dominating or authoritarian behaviours
- Need to engage in collaborative learning techniques where possible
- Need to be aware that some students may be continually targeted and need psychologist intervention
- Need to assess the level of risk and take appropriate action to ensure students’ safety
- Need to document incidents in the SIS behaviour system

Students:
- Need to share feelings/concerns with others. Seek/allow input from friends, teachers and parents
- Need to be supportive of each other. No-one deserves to be bullied
- Need to name the behaviour of the perpetrator; ‘You are bullying!’
- Need not feel guilty. If a person is being bullied it is not their fault. The responsibility for the behaviour lies with the bully
- Need to initially try to ignore the behaviour. If the bully has no response and is not encouraged then s/he may stop. Remember though, if this does not work then they:
- Need to seek help. Find an adult they trust and ask for their help/support in stopping the bullying. They will be able to get help for the student or give strategies to help them respond and cope
- Should not retaliate in kind as this is rarely, if ever, effective and simply gives reason for a possible escalation
- Can seek help or support from their classroom teacher, Student Services (Year Coordinators, Psychologist, Nurse, Chaplain, Manager) or the school administration
Parent/care giver/guardian:

- Need to recognise the signs that may suggest their child is bullying or being bullied
- Need to reassure the child being bullied that the fault does not lie with them
- Need to support the child by listening, not interrogating
- Need to initially attempt to gain the permission/acceptance of the child to contact the school if they feel the issue is serious or cannot be dealt with at home. A confidential or low key approach to the school usually allows the child to feel most comfortable
- Can contact the school psychologist to gain a more detailed understanding of bullying and ways to confront the issue
- Need to be careful not to ignore or give the impression that the issue is unimportant
- Need to discourage retaliation
- Can help to build a student’s self concept: confident children are less likely to be vulnerable to long-term bullying

**APPENDIX 2**

**BRING YOUR OWN CONNECTABLE ELECTRONIC DEVICE POLICY**

1. **Introduction**

The integration of digital devices and supporting information technology equipment into the classroom represents an exciting era at Melville SHS. The project provides a wealth of rich educational resources and tools, that when used effectively, can deliver very positive teaching and learning outcomes. However, if the implementation of this new technology is not properly controlled there are certain pitfalls that students may encounter.

The Department of Education supports students in the appropriate and safe use of their connectable device. By alerting parents and students to potential dangers, developing guidelines and providing advice and support, the exposure of students to potential problems can be minimised.

This document is aimed at parents and students who are involved in the Melville SHS Connectable Device Program and details the policy, guidelines and support strategies to ensure that students are able to make effective use of their connectable device.

2. **Description and purpose of the policy**

The objective of the policy is to cover the range of innovations that explore and exploit the latest in educational technology.

State and Federal government initiatives have enabled the introduction of a nationwide project which has provided a significant numbers of computers in the school. Not all students are able to participate in a school funded take-home program so the school is offering the opportunity for students to bring their own connectable electronic digital device.

This device may be an iPad, notebook computer, tablet, smart phone, or connectable electronic digital device which is approved as a suitable device for use at the school.

A wireless network system was established at Melville SHS during Term 4 2010. The connectable devices link to a campus wide wireless network providing access to the internet, some curriculum materials services as well as enabling communication between students.

Students will receive a Connectable Device User Agreement to sign and return to the front office and must sign the relevant agreement in their diary.

3. **Responsibilities**

3.1 **The Role of Students**

Students must use their connectable device and the school computer network responsibly. Communications on the information networks are often public and general school rules for student behaviour, conduct and standards will apply. When using their connectable device and accessing school information resources students must follow the policy and guidelines detailed in this document.

Students must attend school regularly with their connectable device. Failure to do so may result in the forfeiture of the connectable device privilege.
Students who fail to honour the “Connectable Device Acceptable Use Policy and Agreement” at Melville SHS may forfeit use of their connectable device and access to the Internet and/or school network.

Students who fail to maintain a good, acceptable behaviour record may forfeit the connectable device privilege. Students who do not follow the rules and instructions of their classroom teacher may forfeit the connectable device privilege. (See point 10)

3.2 The Role of Parents or Guardians
Parents or guardians are required to take responsibility for conveying the importance of the policy guidelines in this document and other school policies to their children. They are also required to monitor their child's use of the connectable device, especially at home, including access to media and information sources. It is a condition of accepting entry into the connectable device program that parents/guardians accept end of line responsibility for their child’s proper use of the connectable device.

Parents are expected to attend the school to collect their child’s device when requested to do by the school.

3.3 The Role of Teaching Staff
School teaching staff will monitor appropriate care of the connectable device and use of the connectable device in accessing curriculum information. They will also provide guidance and instruction to students in the appropriate use of such resources.

This includes staff facilitating student access to information on their connectable device in support of and to enrich the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of students.

The classroom teacher is responsible for the student use of the connectable device in the classroom.

3.4 The role of the School
Melville SHS is committed to providing staff and students with the resources to ensure the success of this initiative. Our aim is for all staff and students to have access to digital resources and the relevant curriculum materials necessary to improve the educational development of every student.

4. Rules for home use
Students must abide by the “Connectable Device Acceptable Use Policy” and follow parental instruction.

5. Security and Storage

5.1 At School
At school students will need to keep their connectable device with them at all times. Secure storage facilities will be made available to them for Physical Education and sport. Students and parents should recognise that electronic devices are highly prized targets for theft and, accordingly, these items should always be stored in a safe and secure place.

5.2 Loss or Damage
It must be understood that the Connectable Device is the responsibility of the student at all times and that they are brought to school and are used entirely at their owner’s risk.

Melville SHS and the Department of Education cannot be held responsible for the loss of, theft of or damage to the connectable device.

6. Data Management

Saving or back-up of data is the student's responsibility. To backup their work it is recommended that students purchase a USB external hard drive, flash drive or have some additional cloud space appropriate for their device. The school accepts no responsibility for the loss of any data.

Staff will not accept data loss as an excuse for not handing in work on time.
7. **Printing**

Technical staff will provide access to network printers where possible. Usual printing charges will continue to apply. Students should minimise printing at all times by print-previewing, editing on screen rather than on printouts and spell-checking before printing. Students are not expected to print out work from the connectable device at home, but may do so if they wish.

Where possible work should emailed to teachers or handed in electronically.

8. **Virus Protection**

Students must have a suitable and effective virus protection program on their connectable device.

9. **How Students Can Use their BYO Connectable Device**

Our “Connectable Device Acceptable Use Agreement” is a written agreement that formally sets out the rules of use of software, networks, printers and the Internet. All staff and students are accessing the Department of Education System and are bound by Department of Education rules of use.

At Melville SHS we have responsibility to make sure that the connectable devices are not used for any illegal purpose, and that they are used primarily as an educational tool.

This means that when students install any of their own software or games, they must abide by the censorship rating and the games or software must be appropriately licensed; including paying a fee if this is what is required. Any files stored on the connectable device must not breach copyright and the content must be appropriate. They are not to be used for torrent (peer to peer) sharing or anything that might be considered cyber-bullying or accessing web sites unsuitable for classroom environment.

At Melville SHS, we have planned an approach for the use of the connectable device that will work for our school. If we find problems such as students being distracted from their work during class, or copyright laws potentially not being upheld, then we will review our policies and make whatever changes are needed.

Students must understand that the school will monitor activities on the connectable device, including Internet access and email, and that Staff have the right to inspect the connectable device and the connectable device privilege can be taken away from students at any time. (See clause 10)
9.1 Mobile and Smart Phone Appropriate use
The school recognises that there are times when it is genuinely appropriate and useful for students to use their connectable device as a mobile phone – for example, to contact parents in emergencies, to confirm or change a collection time after drama/music, etc. However, it is not necessary or acceptable for mobile phones to be switched on or used during lesson or study times unless they are being used for educational purposes under the direct instruction of the teacher in the classroom and courtesy, consideration and respect for others must be paramount at all times.

All phone and smart phone devices must be switched off at all times throughout the school day. They should not be used in any manner or place that is disruptive to the normal routines of the school or to other people. Mobile phone usage includes the sending and receiving of texts messages, data or photo/video images.

Students are not permitted to use electronic devices during field trips, excursions or other off-campus supervised activities unless agreed upon with the supervising teacher prior to the activity. Arrangements will be in place for communication with staff members in the case of an emergency.

All phone and smart phone devices are not permitted to connect to the school network without signed permission from the Manager of ICT or Principal.

9.2 Internet Safety and Appropriate use
When using the school network, the same measures currently taken to protect students will apply to the connectable device. This includes filtering of sites and monitoring of student activity using Apple Remote Desktop and other monitoring software. Students must also abide by the “Connectable Device Acceptable Use Policy and Agreement” and understand that we will exercise our right to take away the connectable device privilege for a period of time if the Agreement is breached. Computer operating systems and other software have been set up to maximise the usefulness of the connectable device.

Students must understand that regardless of how they use their connectable device at home, at school it is an educational tool and they must not breach the “Connectable Device Acceptable Use Policy and Agreement”.

Students must not deliberately enter or remain in any site that has any of the following content:
• Nudity, obscene language or discussion intended to provoke a sexual response
• Violence
• Information about committing any illegal activities
• Information about making or using weapons, booby traps, dangerous practical jokes or “revenge” activities
Students must:
• Only connect to the internet through the school’s network.
• Bringing or downloading unauthorised programs, including games, to the school or run them on school computers. Online internet games are banned.

Students must not:
• Use material from other web sites unless they have permission from the person who created the material. If unsure, they should check with their teacher
• Access any other material that their parents or guardians have forbidden them to see. If students encounter any such site, they must immediately turn off the connectable device and notify a teacher. They should not show the site to their friends first.
• Use other forms of connecting to the internet at school while they are part of this program. (eg internal 3G, 4G, wireless hubs and dongles, etc.).
• Photograph, video or in any way record another person without that person’s consent.
• Engage in any act which can be deemed as Cyber Bullying. (see Sub-Appendix (i))
• Delete, add or alter any configuration files.
• Break software copyright. Copyright is to be observed at all times. It is illegal to copy or distribute school software. Illegal software from other sources is not to be copied to or installed on the school equipment.
• Deliberately introduce any virus or program that reduces system security or effectiveness.
• Bypass the school proxy server.
• Attempt to log into the network with any user name or password that is not their own, or change any other person’s password.
• Reveal their network password to anyone except the system administrator. Students are responsible for everything done using their accounts and everything on their connectable device. Since passwords must be kept secret, no user may claim that another person entered their home directory and did anything to cause school rules to be broken.
• User or possess any program designed to reduce network security.
• Enter any other person’s file directory or do anything whatsoever to any other person’s files.
• Attempt to alter any person’s access rights; or
• Store the following types of files in their home directory:
  Program files
  Compressed files
  Picture files, unless they are required by a subject
  Obscene material – pictures or text
  Obscene filenames
  Insulting material
  Password-protected files
  Copyright material.

9.3 Access Security
It is a condition of entry to the connectable device program that students agree to the monitoring of all activities including their files and Internet accesses.

Monitoring and Logging
A log of all access to the internet including e-mail may be maintained and periodically scanned to ensure that undesirable internet sites have not been accessed and that the content of e-mail remains within the guidelines described in this document.

9.4 Internet Security
It is the responsibility of individual students to ensure their behaviour does not contravene school rules or rules imposed by parents/guardians.

The school is aware that definitions of “offensive” and “inappropriate” will vary considerably between cultures and individuals. The school administration will always have the last say in determining what is appropriate.

9.5 Social Networks and Chat Lines (Facebook, My Space, twitter, Skype, IRC, MIRC, MSN, ICQ etc)
Real-time chat programs and social networks (Facebook, MIRC, ICQ) may be used at home with the permission of parents however they are not to be used by students in class unless instructed to do so by a teacher. [See Social Media Sub-Appendix (ii)]
10. Breach of Policy

Non-observance of this policy and rules may result in the device being confiscated for a period of time. On the first occasion a device is confiscated, it will need to be collected from the Student Services Manager or the Deputy Principals at the end of the school day. On the second occasion a device is confiscated a letter will be sent home informing parents, that after the third occasion a device is confiscated, the device will need to be collected by a parent.

Breaches of this policy may also result in sanctions for students which may include, but may not be limited to:
• the loss of computer and network privileges;
• the loss of BYO connectable device privileges
• detention; and/or
• suspension

(Subsection i)

CYBER BULLYING

Cyber bullying can be defined as ‘the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, to deliberately and continually upset, hurt, injure, threaten, dominate or embarrass or cause discomfort to someone. Cyber bullying includes harassment using, but is not limited to, the following forms of communication. Mobile phones, Instant Messenger, Chatrooms and message boards, email, blogs, webcam, social network sites, video hosting sites, virtual learning environments and gaming sites, consoles and virtual worlds.

Cyber bullying is becoming more prevalent in our society as technologies evolve and develop to allow easier and often more immediate forms of communication. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of the home and personal space; the ability to bully 24 hours a day; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Cyber bullying takes different forms that include threats and intimidation, harassment or ‘cyber stalking’ (e.g. repeatedly sending unwanted texts or instant messages); vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images. It may also include instances of defamation or the manipulation of another person’s image on social network pages.

Melville SHS deems the use of harassment via cyber bullying as extremely serious and likely to lead to suspension/and or loss of ICT rights if found to have occurred during school hours. The school understands that most cyber bullying will most likely occur in after school hours. However, the ramifications of such bullying are likely to occur during school hours. The school will treat each case on its merits as a bullying issue.

School staff may request a student reveal a message or show them other content on their phone for the purpose of establishing if bullying has occurred. Where the text or image is visible on the phone, staff may request to search the phone.

Melville SHS also acknowledges the increasing prevalence of the issue of ‘sexting’ whereby images of a pornographic nature are disseminated amongst third parties primarily through the use of mobile phones. These images may include pictures of students or images available through other mediums, such as the internet. When the school becomes aware of these images, the police will be called and the images passed on to the Internet Safety Department of the Central Office of the Education Department.
(Subsection ii)

SOCIAL MEDIA

1. Introduction
Melville SHS accepts that social media can be an effective business and social tool that is widely being used to express views, comments, ideas and beliefs. This said, as a school, we also strongly support the common belief and indeed the Department of Education policy, that social media must be used in a responsible manner, i.e. in a way that will not cause harm to the reputation of others, be they individuals or institutions such as the school.

2. Purpose
Melville SHS believes, when using social media, people should show courtesy and respect to others. Social media should not be used to abuse others; expose them to offensive or inappropriate content; to denigrate; or to show disrespect for the school.

The purpose of this policy is to set the standards of behaviour for the use of social media that are consistent with the broader values and expectations of Melville SHS and its wider community.

3. Definitions
Social media may include (although is not limited to):
- Social networking sites (eg: Facebook, Myspace, LinkedIn, Bebo, Yammer)
- Video and photo sharing websites (eg: Flickr, YouTube)
- Blogs, including corporate blogs and personal blogs
- Blogs hosted by media outlets (eg: ‘comments’ or ‘your say’ feature on theage.com.au)
- Micro-blogging (eg: Twitter)
- Wikis and online collaborations (eg: Wikipedia)
- Forums, discussion boards and groups (eg: Google groups, Whirlpool)
- Vod and podcasting
- Instant messaging (including SMS)
- Geo-spatial tagging (Foursquare)

4. Scope
This policy applies to our school and the community of staff, students and parent/caregivers.

5. Rights and Responsibilities
It is an individual’s right to be treated with respect. It is also an individual’s responsibility to treat others with this same level of respect. This includes but is not limited to the belief that members of the school community will at all times respect the reputation and good name of the school.

When using social media, our school community will ensure that they:
- Respect the rights and confidentiality of others
- Do not impersonate or falsely represent another person
- Do not bully, intimidate, abuse, harass or threaten others
- Do not make defamatory comments
- Do not use obscene or offensive language
- Do not post content that is hateful, threatening, pornographic or incites violence
- Do not harm the reputation and good standing of the school or those within its community
- Do not use excessive criticism to portray others as socially, mentally, physically or intellectually inferior.

6. Breach of this policy
Any breach of this policy may also involve a breach of other school, Department of Education and State and Commonwealth government policies such as:
- Bullying and Cyber Bullying Policy (Melville SHS Student Diary)
- Rights and Responsibilities (Melville SHS Student Diary)
- Electronic Staff Conduct and Discipline Policy (w: det.wa.edu.au/policies)
- Child Protection Policy (w: det.wa.edu.au/policies)
- Network, Electronic Digital Devices Policy Agreement (Melville SHS Student Diary)
A breach of this policy will be considered by the Principal or their delegate and will be dealt with on a case by case basis.

All reports of cyber bullying and other technology misuses will be investigated fully. Sanctions for students may include, but may not be limited to:

- the loss of connectable device privileges
- the loss of access to the Internet and/or school network
- detention; and/or
- suspension

Students, parents and staff should be aware that in certain circumstances a breach of this policy may also mean that a crime has been committed and that breaches of this policy could lead to a criminal investigation by police and/or the Department of Education Standards and Integrity Directorate.

7. Sensible use of Social Media

There is mounting evidence to suggest that excessive use of social media can lead to a drop in performance at school. Accordingly, the school suggests parents/caregivers negotiate restricted access to social media when students are studying i.e. weeknights, exam periods etc.

8. Implementation

This policy has been developed in consultation and approval of the Melville SHS Board, to be implemented from term four 2012. The school will discuss the policy with staff, parents and students. A copy and any future revisions will made available on the school website and intranet.

APPENDIX 3
SMOKING POLICY

First Offence
1. Refer to Year Coordinator or Student Services Manager
2. Notify parent/care giver/guardian to school nurse – discuss health issues

Second Offence
1. Refer to Year Coordinator or Student Services Manager
2. Notify parent/care giver/guardian - telephone
3. Lunch time detention/after school attention – complete health related written activities

Third Offence
1. Refer to Year Coordinator or Student Services Manager
2. Notify parent/care giver/guardian
3. In school suspension – complete health related activities

Fourth and Subsequent Offence
1. Refer to Student Services Manager
2. Notify parent/care giver/guardian
3. Out of school suspension
APPENDIX 4
UNIFORM POLICY

The School Board has established a uniform for all students attending the school. The School Board believes a uniform helps to:

- Identify Melville SHS students
- Promote Equality
- Promote Self Esteem
- Enhance Self and School Image

Modification of Uniform items
Students who for religious or health reasons may need to modify the school uniform are required to make an appointment with eg Principal. Staff will be informed if any student granted a modification to the uniform.

Uniform Requirements

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>Melville SHS Plain white, buttoned, collared shirt with school logo</td>
</tr>
<tr>
<td></td>
<td>Students may wear a white undershirt</td>
</tr>
<tr>
<td>Skirt/Dress</td>
<td>Melville SHS Black skirt with Melville SHS logo or Melville SHS Dress</td>
</tr>
<tr>
<td></td>
<td>(Not longer than mid-calf or shorted than mid-thigh)</td>
</tr>
<tr>
<td>Shorts/Pants</td>
<td>Melville SHS Black pants, track pants or shorts with Melville SHS logo</td>
</tr>
<tr>
<td></td>
<td>(no generic alternatives)</td>
</tr>
<tr>
<td>School Top</td>
<td>Melville SHS Jacket – zipped, green, white and black with school logo or</td>
</tr>
<tr>
<td></td>
<td>Melville SHS Bottle green woollen jumper or Melville SHS Leavers jacket,</td>
</tr>
<tr>
<td></td>
<td>black and white with school logo (optional for Years 11 &amp; 12)</td>
</tr>
<tr>
<td>Scarf (optional)</td>
<td>Melville SHS Black or green with school logo</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Melville SHS Bottle green polo shirt with gold and white stripes (not to</td>
</tr>
<tr>
<td></td>
<td>worn at other times)</td>
</tr>
<tr>
<td></td>
<td>Melville SHS Black micro fibre shorts or tracksuit pants with Melville SHS</td>
</tr>
<tr>
<td></td>
<td>logo</td>
</tr>
</tbody>
</table>

All above items are only available form the Uniform Concepts Store in Willetton.

- Footwear will be closed in shores only with no thongs, slides or ugg boots
- All clothing is to be clean and neat and worn appropriately
- Excessive make-up or jewellery is not allowed
- Official Melville SHS white shirts with white undershirts only are allowed
- Official Melville SHS black pants, short or skirts only are allowed
- Leggings are only to be worn under a skirt or shorts
- Students must change before and after physical activities. Hats and sunscreen should be worn when participating in outdoor activities. Students should shower after vigorous activity.
- All students may be requested to return home to change if out of correct uniform or parents may be contacted to bring appropriate uniform to school.

PROCEDURE FOR ADHERING TO SCHOOL UNIFORM CODE

1. At the beginning of Period One, all teachers are to check that students are wearing correct uniform.
2. Those students in incorrect shirt/shorts/trousers are to be identified using Academy.
3. If students are wearing a non-uniform jumper/jacket, they are to request the student removed the item and it is to be taken to Student Services for the day. If students are wearing a non-white undershirt they are requested to attend Student Services to remove the shirt.
4. If students are wearing incorrect shorts/skirt teachers are to inform Student Services.
5. If students are wearing incorrect shoes they are to report to Student Services for alternative arrangements to be made.
6. Students who are in Year 11 or 12 may be sent home to change if they do not wear uniform.
7. Students in Year 7-10 may be required to get their parent to bring their correct uniform to school if they do not wear uniform.
8. Students who refuse to wear uniform on an on-going basis may be suspended.
9. Students/parents who do not live within the Melville catchment area and who will not wear uniform will be directed to another school.
APPENDIX 5
CLASSROOM MANAGEMENT STRATEGIES

The Melville SHS Business Plan 2015-2017 contains a very important section called “Our Beliefs About Teaching & Learning”. The following classroom management strategies must be read in the context of these beliefs. The school also expects all staff to understand and implement the principles included under the heading Classroom Instructional Strategies or Classroom Management Strategies and will provide appropriate professional learning to any staff who have not yet completed it.

Classroom teaching should involve:
- defined outcomes
- interesting and stimulating lessons
- establishing positive relationships with students
- clearly defined positive classroom rules (which are different to the school rules shown earlier) which are displayed in the classroom and reinforced regularly
- good organization and planning

Achieving effective classroom management with individual students includes:
- showing an interest in the students whenever there is an opportunity. For example, ask their opinions, sports they play, what they do outside of school, about their family, etc.
- providing positive feedback, reinforcement and encouragement. Students often require reassurance.
- Letting students know what you expect from them so they know where they stand with you
- Taking time to listen to students
- Showing respect and courtesy
- Talking openly and positively to students after confrontational incidents.
- Always approach students in a friendly, fair but firm manner.

Achieving effective classroom management involves:
- A considerable amount of specific positive feedback
- Insisting on all people showing respect and courtesy in class at all times
- Negotiating precise classroom rules and behaviour guidelines with the class. Display these rules in class and remind students of these negotiated rules when inappropriate behaviours are being displayed. Do not forget though, there are school rules that impact on the classroom as well. These cannot be overridden by classroom rules.
- Communication and discussion of your expectations of the class.
- Being consistent in enforcing and reinforcing your rules. Students become confused and class relationships weaken if students are ignored at times and reprimanded on other occasions. Students feel ‘picked’ on and become resentful if the same misdemeanour one day gets a warning and on another a day a ‘buddy withdrawal’ or detention.
- Establishing and practicing specific routines. For example, following the entry and exit procedures pinned near each classroom door.
- Ensuring that you model punctuality and on-task behaviours. If appropriate, have a quick activity (mental maths, spelling, revision) to get students active immediately.
- Developing class unity possibly through special projects or common goals
- Dealing quickly and effectively with disruption
- Following the ‘bumps’ theory of Barrie Bennett and Peter Smilanich (B&P Smilanich 1994)
  - Bump 1. Preventing and Responding to Misbehaviour through Low key responses
  - Bump 2. Squaring Off
  - Bumps 3 & 4. Choices and Implied Choice
  - Bump 5 – Defusing the Power Struggle
  - Bump 6 – The Informal Agreement
  - Bumps 7, 8, 9 & 10. – The Formal Contract
APPENDIX 6
GUIDELINES FOR DISCUSSION OF BEHAVIOUR MANAGEMENT ISSUES

The aim of discussion is to assist students to better understand and manage a problem. The following steps are recommended.

Problem clarification
The problem should be explored with the student. In managing behaviour this involves the student understanding all the circumstances that have led to the problem.

Rapport with the student should be established by actively and reflectively listening to the student’s explanation of the events.

Working towards a shared picture of the problem.
Help to integrate the information the student presents and that obtained from other sources.

Be assertive, not aggressive, to avoid further conflict or escalation of the problem.

Challenge the student – challenging is a process which:
Provides information/summarises the problem from a school perspective
Helps the student to determine the possible outcome of inappropriate behaviours
Concentrates on the strengths/assets the student has but fails to use rather than emphasizing the weaknesses
Encourages a student to make appropriate change, and
Sets reasonable and attainable behavioural goals.

Setting goals
Help the student to define goals that are:
  - clear, specific and within a reasonable time-line
  - measurable
  - realistic
  - adequate
  - understood clearly by the student and accepted as their own.

Here are some ideas that may help you when attempting to minimise a student’s behaviour.

Use statements (if possible not publicly) that gives a student choice; “You have been asked……. and you are choosing……. If you continue to choose……then there will be a consequence/then the consequence will be…..”

When you have let the student know what the instruction is; have asked if it is understood; have told the student he/she is choosing a course of action; have let them know the consequence; then often you can walk away with student and class knowing that you will follow-up even it if isn’t straight away. Escalation has been avoided, the student may even take the time and space given, to resolve/backtrack/comply and therefore allow you to change the consequence.

Try and keep your voice and mannerisms composed. A calm, repetitive and assertive direction is better than an intimidating, loud and aggressive response (this is often the instinctive or spontaneous response).

If you need to follow-up with a student regarding Buddy Withdrawal (if a student is sent to buddy withdrawal during a lesson or if, as a consequence of behaviour the student will be sent) then inform your HOLA as they may need to offer follow-up support. Where ever possible plan this in advance.

Buddy withdrawal must not be over used or it will lose its effectiveness. Consider yard duty, detention, parental contact, referral to HOLA etc as alternatives to avoid over using this strategy.
Letter of Concern

Regarding: ___________________________ Year Group: ________

(student name)

Learning Area: ______________________________________________

Dear Parent/Caregiver,

This is to notify you that ________________________________ is not working well in the following area at school.

Rather than wait for a report or parent night, I believe that it is important you are aware of your child’s lack of achievement. Should you wish to discuss the matter with me, I may be contacted at the school.

Social and Behavioural
• Often absent from class.
• Does not come prepared to class.
• Does not listen to instructions.
• Manners and language are unacceptable in class.
• Distracts others in the classroom.
• Is easily distracted by classmates.

Academic
• Produces work of a poor standard.
• Has not completed homework.
• Content with minimum effort.
• Does not use classroom time effectively.
• Poor assignment results.
• Poor test results.

Other Comments
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Class Teacher ________________ Deputy Principal ________________

Date: ________________
Letter of Commendation

Regarding: ___________________________________________ Year Group: ________
(student name)

Learning Area: __________________________________________________

Dear Parent/Caregiver,

This is to notify you that _________________________ has been working well at school. I am very pleased with the effort displayed in the area(s) indicated below.

Rather than wait for a report or parent night, I believe that it is important you are aware of your child’s achievements and be given the opportunity to add your praise and encouragement.

Social and Behavioural
• Improved attitude
• Consistent good attitude
• Demonstrates initiative
• Cooperates with others
• A positive role model
• Is courteous and considerate

 Academic
• Improved class work
• Consistent high standards of class work
• Excellent participation in class work
• Effective use of classroom time
• Excellent results for a recent assignment
• Improved homework

Other Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

______________________________
Class Teacher

Date: _______________

Deputy Principal

Date: _______________
BEHAVIOUR CONTRACT

You can control how you behave and respond to others. Learning other ways of expressing feelings and relating to others on an equal basis are important skills. You need to be responsible and commit yourself to any agreement you might make. Respect for yourself and others is central to productive relationships.

Name: __________________________  Year: __________
Date: __________

1. What is causing the concern in the classroom?
   •
   •
   •

2. How does this affect other people?
   •
   •
   •

3. What specific changes will I make to my behaviour… and HOW?
   •
   •
   •

4. Future consequences:
   •
   •
   •

Student Signature: ___________________________________________

Comments:

Staff Member: _________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Role: __________________________  Signature: __________________________

Parents (if necessary): __________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Signature: __________________________