



Behaviour Policy & Procedures (Thornlie, Dianella & Kewdale Primary Campuses)

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Introduction:

At Australian Islamic College, we aim to foster an atmosphere and environment where children feel secure, happy and motivated to learn and where there is a sense of belonging and mutual respect. Within this environment, effective learning can take place.

We aim:

- To enable all children to behave in a way which shows respect and care for themselves, others and their environment
- For all children to develop a sense of right and wrong, to develop an understanding of the consequences of their actions and to take responsibility for their actions
- To help and support children in accepting and following school rules and behaving appropriately in school

Objectives:

- To value the diversity of our school community and to meet the needs of our children
- To promote consideration and respect for others and property within school
- To set high standards and have high expectations of all children
- To ensure children move safely around school
- To ensure the emotional and physical safety of everyone in our school
- To promote pride in our school environment
- To promote positive behaviour and to deal with unacceptable behaviour immediately
- To recognise and act upon any incidences of bullying or racism immediately
- To be consistent and fair and to give the children positive recognition and reinforcement whenever possible.

We Believe:

We believe it is the right of all children to have access to quality learning experiences in a safe, secure and supportive environment. We feel it is important for all staff to have a whole school approach for promoting positive behaviour with clear and consistent expectations.

In certain cases a child may present challenging behaviour. For a variety of reasons they may find it difficult to follow our school code of conduct. In these cases, the child will have an Individual Behaviour Plan with specific behaviour targets and strategies. There will be clear and appropriate rewards and sanctions. These will have been agreed upon with the class teacher, behaviour coordinator and parents or carers.

We consider the following types of behaviour to be unacceptable:

Racism
Physical aggression
Severe disruptive behaviour

Name-calling
Refusal to work
Disruptive behaviour in prayers

Bullying
Refusal to obey school rules

Implementation:

Teachers have a right to teach and children have a right to learn. All children are capable of behaving appropriately. We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework. At AIC, individual effort is valued and individuals are encouraged to develop self-discipline and a sense of their own worth. To support this development, the children are taught to understand the nature of behavioural expectations and how achievement can be valued. This teaching is centered on the 'Golden Rules' which emphasise what we expect children to do rather than what we do not expect them to do.

We believe that the golden rules can help children to be successful learners by developing self-respect, self-control and respect for others individuality, cultures and beliefs.

Our Golden Rules are in effect at all times and should be followed by everyone in the School community. All staff has a responsibility to ensure the children follow the school rules at all times. If they meet a child behaving inappropriately, they should address the incident. The school rules should be discussed regularly with the children to ensure that all children have a clear understanding as to their meaning. It is important that staff use the wording of the school rules with all children, to ensure consistency throughout the school.

Our Golden Rules are:

- *We are gentle*
- *We are kind and helpful*
- *We are honest*
- *We work hard*
- *We look after property*
- *We listen*
- *We care for others*

Children should be given strategies to cope in conflict situations without resorting to aggression. If someone upsets or hurts them, they should:

- NOT do the same things back
- say "STOP IT, I DON'T LIKE IT"
- tell an adult if you are hurt, if something is making you sad or if you are unhappy

"If a child doesn't know how to read, *we teach.*"

"If a child doesn't know how to swim, *we teach.*"

"If a child doesn't know how to multiply, *we teach.*"

"If a child doesn't know how to drive, *we teach.*"

"If a child doesn't know how to behave, we..... *.....teach?punish?"*

"Why can't we finish the last sentence as automatically as we do the others?" Tom Herner (NASDE President), 1998

Rewards and Sanctions:

Rewards:

Our behaviour policy is based on the reinforcement of good behaviour. All staff should praise children and give them encouragement when possible. Praise and encouragement are used as much as possible to reward children's personal best in effort and attitude. It is our intention that we actively look for success in every child at their own level and that the reward system is inclusive. It is important that good behaviour is rewarded as equally as good work.

Examples of positive reinforcement include:

Praise: focusing on children who are showing appropriate behaviour eg. 'Thank you. You are walking sensibly in the corridor'; comments on work; praise in class; sending child to another class / Year Coordinator or Principal to show good work; praise in assembly

Verbal report: Telling Parents & Carers about behaviour / good work; reports to Principal about good work / behaviour. The Principal may be invited to visit the class to give recognition for children's achievement, particularly in the Early Years.

The Behaviour Book

Teachers are expected to keep behaviour log of the students. A behaviour gold book is kept in the Principal's office. Children may be sent with good work or following good effort, attitude or behaviour to enter their name in the Gold Book. Teachers may also nominate children in their class who have made an outstanding effort or achievement over the week. A certificate will be awarded in assembly at the end of the week 3, 6 and 9. Class teachers are responsible for monitoring the Students of The Week certificates. It is important that good behaviour is rewarded as equally as good work. These certificates will be awarded in assembly at the end of the week 3, 6 and 9 by the Principal.

Sanctions:

Students should all have a clear understanding of the consequences of inappropriate behaviour and sanctions should be applied consistently by all staff. The students should all have understanding of

Behaviour & Possible Consequences Rubric:

The whole school behaviour policy consists of three main sections: -

1. Expectations of behaviour
2. Positive behaviour management
3. Anti-bullying policy

Australian Islamic College, Dianella, Thornlie & Kewdale Primary has the following expectations for all students:

- Sustained application to learning
- Respect for other individuals and their property
- Courtesy to other students, to teachers and to community members
- Due respect for teachers
- No violence, discrimination, harassment, bullying or intimidation
- No weapons
- No illegal drugs, alcohol or tobacco
- Peaceful resolution to conflict
- Adherence to the standards of dress determined by the school community
- Compliance with all school rules and the Behaviour Management Policy
- E-safety – Students will follow the school rules for using the internet

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching

Duty of Care:

“Duty of Care” is a legal term that states that a school, its teachers and the school authority have a duty to provide reasonable care to all students at all times that the pupil is in its care. “Duty of Care” extends to ensuring that the school provides a safe, non-violent environment for all students by addressing bullying. The College prohibits and condemns favorable or biased treatment of any individual in the college community or any individual applying to become a member of the college. No member of the college community is allowed to undertake any action or activities which involve an exclusion, restriction, intimidation or physical harm.

RIGHTS AND RESPONSIBILITIES

Students have a right to	Students have a responsibility to
<ul style="list-style-type: none"> • interact with others in an environment free from harassment and bullying. • engage in a purposeful and supportive environment. • work and play in a safe, secure, friendly and clean environment. • expect respect, courtesy and honesty. • receive equal treatment regardless of status, race, gender or physical ability. 	<ul style="list-style-type: none"> • accept consequences for their actions. • ensure that their behaviour does not intimidate others. • ensure that their behaviour is not disruptive to the learning and wellbeing of others. • ensure that the learning environment is kept neat, tidy and safe. • ensure that they are punctual, respectful and organised.
Staff have a right to	Staff have a responsibility to
<ul style="list-style-type: none"> • expect respect, courtesy and honesty. • teach in a safe, secure and clean environment. • teach in a purposeful and non-disruptive environment. • expect cooperation and support from parents in matters relating to their children's education. 	<ul style="list-style-type: none"> • be vigilant and proactive about bullying. • make students and parents aware of the school's Behaviour Management Policy. • model respectful, courteous and honest behaviour. • ensure that the school environment is kept neat, tidy and safe. • establish positive relationships and maintain regular communication with students, staff and parents. • ensure good organisation and planning. • report students' progress to parents.
Parents have a right to	Parents have a responsibility to
<ul style="list-style-type: none"> • expect that bullying will be investigated and addressed. • expect that positive behaviours will be promoted and reinforced. • be informed of the curriculum, behaviour management procedures and decisions affecting their child's health and welfare. • be informed of their child's progress. • expect cooperation and support from teachers in matters relating to their child's education. 	<ul style="list-style-type: none"> • inform the school if the physical and emotional condition of their child has been affected by an event outside of the school which may impact negatively on their child's learning • parents have a responsibility to inform school of any incident of bullying occurring at school • ensure that their child attends school regularly and punctually. • ensure that the physical and emotional condition of their child is appropriate for effective learning. • ensure that their child is provided with the correct materials to make effective use of the learning environment. • support the school in providing an equitable

education for their children.

- keep their children home if they have a contagious illness.
- maintain regular communication with their child's teacher.

CREATING A POSITIVE WHOLE SCHOOL ENVIRONMENT

The following are examples of activities and procedures used by the school to create a positive whole school environment and an individual feeling of school pride. Promoting the positive aspect of student behaviour at every opportunity is paramount.

- Welcoming students at the Primary School Gates by the duty Teacher
- Welcoming classrooms rich with engaging curriculum.
- First 15 minutes: Theme of the WEEK and Schools' Expectation
- Student of the Week - Merit Certificates at Friday Assembly in week 3, 6 & 9
- Values Program – You Can Do It – Part of the curriculum
- Recognition of students' work by display of work in classrooms, office, library and in the school newsletter.
- Prefect selection of Year 5 & 6 Student & Student Council.
- Selection of Head Boy & Head Girl from Year 6 & Selections of House Captains.
- Students encouraged to participate in community projects, 6 hours mandatory community work for year 6 students.
- Representation of school in the wider community e.g. Debates, Swimming Team and Sports Events.
- Students sent to Principal with good examples of class work.
- Participation in extra-curricular activities.
- Recognition of out-of-school achievements e.g. Trophies, selections for teams, awards of achievement.
- PowerPoint presentation of school activities and student achievements during end of term award ceremonies.

CODE OF CONDUCT – CLASS AND SCHOOL

The following general items should be included in the code of conduct developed by the class teachers with their students. It is expected that teachers develop a class behaviour management plan that supports the school behaviour management plan.

The school advises that students **must**:

1. Treat people and property with respect.
2. Avoid involvement in any act of bullying or intimidation.
3. Ensure that only appropriate items are brought to school; no toys, jewellery, valuables, large sums of money, dangerous items or substances, ipods or electronic games.
4. Internet usage is only for educational purposes and under the direction of staff. Students and parents are required to sign the Student Online agreement.
5. If a student needs to bring a mobile phone to school, *the phone will be confiscated and only returned after a meeting with the parents has taken place.*
6. **Wear School Uniform:** At Australian Islamic College we want our students to be proud Muslims. Our school uniform is an expression of Islamic dress codes. The entire uniform is available for purchase at the college uniform shop on Fridays. It is compulsory for students to be in full school uniform.
 - Summer uniforms are to be worn in terms 1 and 4, and winter uniforms in terms 2 and 3.
 - For weekly PE Days students wear the College Sports Uniform with joggers.
 - Shoes and socks may be purchased from any store. Black shoes or joggers with white socks are recommended as the most appropriate footwear. Coloured joggers are not allowed
 - Girls must wear white hijabs, which may be purchased from the College.
 - Throughout the year we have a 'No hat, No play' policy. Parents must purchase hats or sun visors from any store.
 - Makeup and hair gel are not to be worn at school. Students need to have neat tidy haircuts. No fad hair styles such as mohawks, mullets, undercuts, rats tail etc. Students are not to have coloured hair.

CODE OF CONDUCT – Oval, Grass Area & Playground

The school expects that students **must**

1. Treat people and property with respect.
2. Avoid involvement in any act of bullying.
3. Return play equipment (soccer balls, basketballs etc.) to storage areas.
4. Play safely at all times.
5. Play in appropriate areas and not leave the school grounds.
6. Walk on the paved areas.
7. Eat and drink in correct areas – assembly area, canteen.
8. Put rubbish in the bins.
9. Move to classrooms promptly and quietly as soon as the siren sounds.
10. Do not go to canteen, high school or library without permission slip
11. Play in designated areas for boys & girls.
12. Obtain permission to leave the school grounds.
13. Wear the school uniform and appropriate footwear.
14. Wear approved school hat when participating in outdoor activities.

Note: Children with Special Needs.

Classroom teachers are expected to inform all staff of children who have special needs and their specific management.

Students with behaviour management issues need to be identified for all staff at the Monday morning staff meetings.

You Can Do It Education:

Our Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Australian Islamic College to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school is committed to the following school rules to teach and promote our high standards of responsible behaviour:

- *Be safe*
- *Be respectful*
- *Be an active learner.*

We believe in the importance of the 5 Key Foundations of You Can Do It! Education:

Confidence (social and academic)

Getting Along

Organisation

Persistence

Resilience

Central to the development of these Key Foundations is instilling in young people 12 habits of the mind:

Accepting Myself

Taking Risks

Being Independent

I Can Do It

Giving Effort

Working Tough

Setting Goals

Being Tolerant Of Others

Planning My Time

Thinking First

Playing By The Rules

Social Responsibility

Roles

Students: To learn and behave in an appropriate manner.

Teachers: To provide a safe and supportive learning environment.

Administrators: To guide and model professional behaviour in a supportive manner.

Ancillary Staff: To support students, staff and community in a safe school environment.

Parents/Volunteers: To support children and staff throughout the school environment.

Expected Standards

The following standards outline the expectations for students:

	Self	Class	Playground	Off Campus
Confidence	<p>Be safety conscious</p> <p>Consider self, others and property</p> <p>Be positive and self-motivated</p> <p>Believe in oneself</p>	<p>Be independent</p> <p>Be interdependent</p> <p>Mentor others</p>	<p>Remain within designated areas</p> <p>Be a mediator of disputes</p> <p>Walk away from bullies</p>	<p>Wear the school uniform with pride</p> <p>A sensible and safe approach to travel</p> <p>Be a worthy representative of the school community</p>
Getting Along	<p>Consider others and self</p> <p>Be aware of the needs of others</p> <p>Be prepared to compromise</p> <p>Be in tune with your emotions</p> <p>Being easy going Take turns</p> <p>Model respect and respectful behaviours</p>	<p>Work safely, sensibly and with tolerance</p> <p>Be co-operative</p> <p>Be courteous</p> <p>Be respectful of others and their property</p> <p>Take turns</p> <p>Share praise for others</p>	<p>Play safely, sensibly and with tolerance</p> <p>Follow directions of people on duty</p> <p>Use appropriate language</p> <p>Keep hands, feet and other objects to yourself</p> <p>Use a quiet voices when in confined spaces</p> <p>Be co-operative</p> <p>Try to include others in your games</p>	<p>Behave appropriately at school camps</p> <p>Listen to instructions</p> <p>Be aware of the needs of the whole group</p> <p>Respect the general public when participating in activities</p> <p>Comply to social norms</p> <p>Follow the directions of community helpers/guides</p>
Organisation	<p>Be ready for school</p> <p>Take responsibility for homework and</p>	<p>Be tidy</p> <p>Be attentive</p> <p>Be punctual and prepared for</p>	<p>Place rubbish and food scraps in the appropriate receptacle</p>	<p>Complete homework tasks</p> <p>Take all notes home to parents</p>

	<p>assignments</p> <p>Be responsible for home/school communication</p> <p>Organise and keep track of own belongings</p> <p>Establish your own routine</p> <p>Be on time and prepared each day</p> <p>Being responsible for own belongings</p>	<p>lessons</p> <p>Only enter classrooms with a staff member's instruction</p> <p>Ensure you do your jobs (job chart)</p>	<p>Follow the school sun-safe strategy e.g. wear a broad-brimmed or legionnaire hat</p> <p>Look after school equipment i.e. things borrowed from classroom or sports room</p>	<p>Have the right equipment ready and wear correct uniform</p> <p>Be punctual for appointments</p> <p>Be responsible for your belongings</p> <p>Organise gear necessary for school</p>
Persistence	<p>Strive to do best</p> <p>Don't give up, don't give in</p> <p>Have a go - Always give your best</p>	<p>Be industrious</p> <p>Stay on task to complete</p> <p>Be studious</p>	<p>Be cooperative</p> <p>Try to include others in your games</p> <p>Try different approaches to problem solving</p>	<p>Be involved in excursions</p> <p>Look for solutions in difficult situations</p> <p>Complete homework and assignments</p>
Resilience	<p>Be true to yourself</p> <p>Always do your best</p> <p>Be ready to adapt to change</p> <p>Stick to difficult tasks</p>	<p>Listen</p> <p>Wait your turn</p> <p>Accept and follow directions</p>	<p>When dismissed, leave area by walking</p> <p>Play with others and include others</p>	<p>Be interested in others</p> <p>Look for the positive when routines are changed (unforeseen circumstances)</p>

Mobile Phones

Students are not allowed to bring mobile phone to school. If a student is found to have a phone during school hours, the phone will be confiscated and only returned after a meeting with the parents has taken place.

The school has a right to suspend students found to be involved in recording, distributing or uploading inappropriate images of videos of students, parents or staff on school premise.

Value Vouchers are awarded to students for positive behaviour. They can either be red, green, blue or gold, depending on the students' houses. They are then placed into the Value Voucher box located at the front office. Vouchers are drawn out on Friday in week 5 & 10. Winners' names will be announced in Assembly, with winners receiving Principal's Award. These vouchers are also attached to House points. Students receiving vouchers, gain house points.

This event will be conducted by YCDE Coordinator & PE Coordinator.

AIC Dianella, Thornlie & Kewdale Primary School	
Value Voucher	
Name: _____	Year _____
Confidence	<input style="width: 100px; height: 20px;" type="text"/>
Resilience	<input style="width: 100px; height: 20px;" type="text"/>
Getting Along	<input style="width: 100px; height: 20px;" type="text"/>
Persistence	<input style="width: 100px; height: 20px;" type="text"/>
Organisation	<input style="width: 100px; height: 20px;" type="text"/>
Reason:	
Signature:	Date:

Behaviour & Possible Consequences Rubric

incident	1 st time	2 nd time	3 rd time
<i>Teasing Talking Back Foul Language Name-calling</i>	Warning	<i>call home</i> 1 recess detention	<i>call home</i> 3 recess detentions
<i>Pushing & Shoving Refusal to Teachers' Instruction</i>	<i>call home</i> 1 recess detention	<i>call home</i> 3 recess detentions	<i>call home</i> 5 recess detentions
<i>Bullying, Racism, Physical aggression, Refusal to obey school rules, Severe disruptive behaviour</i>	call home 3 recess detentions	call home 5 recess detentions	Call home Suspension (i) 2 days (ii) 5 days
<i>misuse of electronic media (office 365, email, Facebook etc) Smoking , Electronic Cigarettes & use of</i>	Straight Suspension for 5 days – Parents Interview could lead to expulsion		

<i>Haram (forbidden by Islamic law or law of the land) substances</i>	
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SCHOOL BUS RULES

Riding the school bus is a privilege – not a right. Improper behavior may result in a student being removed from riding the bus either on a temporary or permanent basis. Any offense committed by a student on a school-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student’s assigned school. The bus is an extension of the classroom and misbehavior will not be tolerated. Two (2) digital cameras are on every bus to record the activity that occurs throughout the bus and at the bus door.

- 1) The bus driver is in charge. Students must obey the driver.
- 2) Students are to ride their assigned bus.

STUDENT RESPONSIBILITIES

Waiting to Board a Bus

1. **Arrive** at the bus stop five (5) minutes ahead of your scheduled time. The bus must leave at the designated time.
2. **Wait** until the bus stops.
3. **Stand** well away from the street as the bus approaches.
4. **Littering** or damaging property on or near the bus is prohibited. Keep sidewalks clear of books, clothing and other articles.
5. **Observe** all rules of conduct governing student behavior (see the Students Rights and Responsibilities).
6. **Report** to the principal, parent/guardian any suspicious persons or activities.

Riding the Bus – To & From School

- **Be seated immediately** and remain facing forward. Remain seated until the bus arrives at your stop and you receive instructions to unload.
- **Hold** books and all personal items in your lap. Do not block the aisle.
- **Extending** arms, legs or head out of the bus is prohibited.
- **Throwing** objects on the bus or out of the window is prohibited.
- **Refrain** from distracting or talking to the bus driver except in an emergency.
- **Tampering** with or **damaging** bus equipment is prohibited. Student and/or parent/guardians will be held liable.
- **Fighting, pushing, shoving or creating loud disturbances is prohibited.**
- **Smoking**, eating and drinking are not permitted.
- **Place** trash in receptacle provided near front of the bus.

- **Use of** profanity or obscene gestures is prohibited.
- **Bringing** weapons or dangerous instruments of any kind is prohibited.
- **Observe** all rules of conduct governing student behavior.

Responsibilities of Parents

1. Read, discuss and review this Handout AND the School Bus Rules.
2. Encourage your children to observe all established guidelines.
3. Get to know your bus driver.
4. Report to the School Bus Division any related traffic hazards or abuses of any school bus observed operating carelessly.
5. Report all observed misconduct on school busses and at school bus stops to the principal.
6. Place identification of your child where the bus driver can retrieve it, if necessary.
7. Report to the police any strangers observed at or near bus pick up/drop off points.
8. See that children are at the bus stop five (5) minutes before the bus is scheduled to arrive.

AIC Dianella, Thornlie & Kewdale PRIMARY SCHOOL BEHAVIOUR SLIP

The following Behaviour Slip is Blue and is to be used for Minor or Major Behaviours for the Playground.

MINOR

Fill in the form and give to the classroom teacher

Misbehaviors are recorded on the Behaviour log for Classroom Record

Three misdemeanors equates to detention.

MAJOR

Fill in the slip with as many details as possible and report to the Behaviour coordinator or the Principal. They will deal with the issue.

Behaviour Slip			
Student Name			
Year			
Minor Behaviour		Major Behaviour	
No hat		Physical contact	
Running in the corridor or path		Deliberate Vandalism	
Eating in wrong area		Verbal Abusing/Swearing	
Rough Play		Dangerous Behaviour	
Disturbing others game		Bullying	
Out of bound – Play area		Disobedience	
other		Canteen without permission	
Details			
Issued by		Date:	Time:
Minor: Action of Duty Teacher		Major: Action of Duty Teacher	
Walk with teacher		Reprimand	
Recesses detention		In school suspension	
Reprimand		Detention	
Other		Suspension	
Phone call home		Phone call home	

Principal, Australian Islamic College, Campus

Letter of Academic Concern

Date:

Name of Student:	Class:	Referring Teacher:
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Dear Parents / Guardians Assalam o Alaikum,

The school is concerned with each student's progress in their studies and their attitude to work. It is the policy of the school to make every effort to keep parents / guardians informed of the progress of their child. We wish to draw your attention to concerns we have with your child's progress in the following areas.

Work Ethic		Attitude			
Organisation		Not working to capacity	Effort		Shows lack of effort
		Not bringing appropriate equipment to class			Needs to show more personal initiative
		Constantly late to class			Responds poorly to advise
		Not using Diary			Tends to give up easily
Learning		Failed to submit assignment	School Work		Class work is not completed
		Quality of work is lower than expected			Homework is not completed
		Needs to study more at home			Poor performance in assessments
Area of Poor Performance		Reading	Punctuality		Coming late to school
		Writing			Absence without information
		Mathematics	Uniform		Does not come with proper school uniform
		Quran Studies			Uniform is not neat and clean
Overall Comments					

At this point, a parent/teacher conference is needed, and in the best interest of your child, one is advised. Please feel free to contact the school by letter, in person or telephone (9362 2100) in order to arrange a conference.

Yours sincerely,

Class Teacher	Principal
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Please sign and return the slip to the class teacher.

I have received the letter and have discussed with

Comments:

Signature:

Mobile:

Date:

BUDDY CLASS

Student:

Year Level:

Teacher:

Buddy Room:

Year Level:

Teacher:

Date:

Period:

Work Provided:

Reasons for withdrawal:

1. Failure to respect others' feeling or rights
2. Being off-task or failure to make an effort to work
3. Distracting others from their right to learn
4. Acting in an unsafe way
5. Failure to respect others' property
6. Not showing appropriate courtesy to others
7. Others

Think Sheet:

What was I doing?

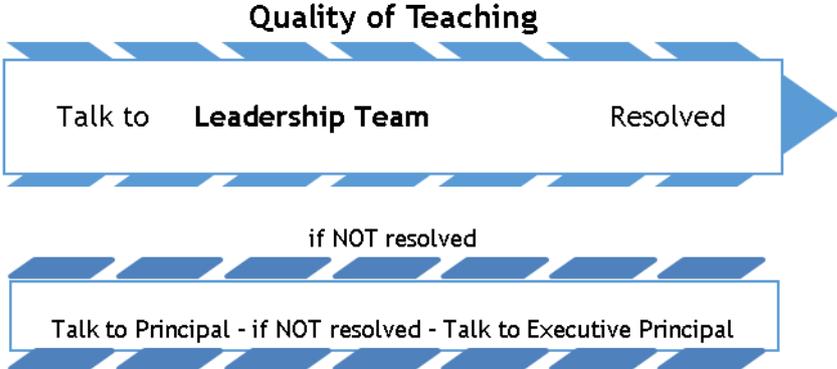
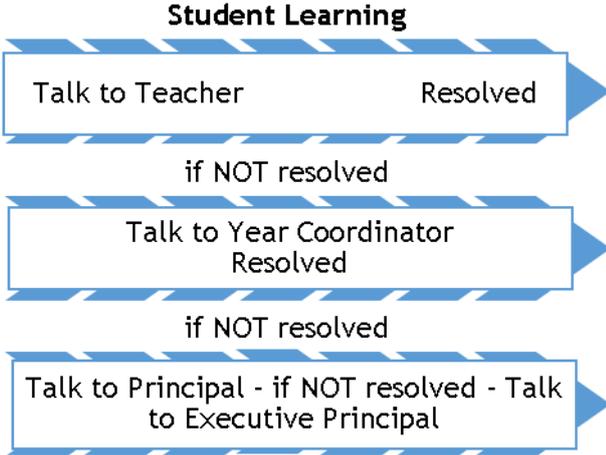
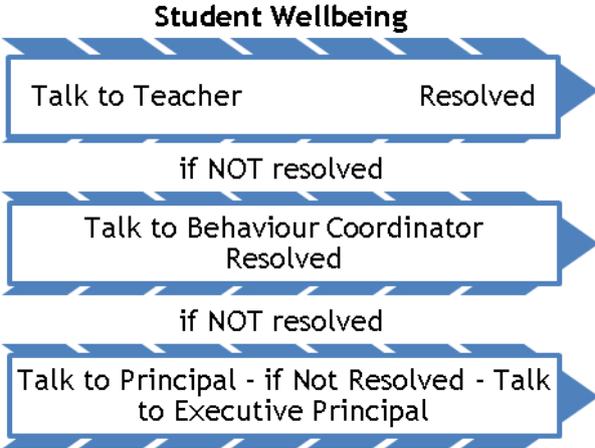
What Should I do?

When I rejoin class I will

Room Teacher's Comments

Resolving concerns – Parents / Guardian concern flow chart

Please follow the steps outlined in the following diagram to assist in resolving concerns:



Other School Issues



if NOT resolved



Implementation date: [February 2017]

Approved by: [Executive Principal]

Next review: [February 2018]