When everyone’s behaviour demonstrates respect, participation and achievement, we will all work and learn in a secure, rewarding, and enjoyable learning environment.

Within these broad expectations we have a few rules which we need to follow to ensure physical safety for students.

Students stay at school within school hours unless they have written permission from care-givers to leave, signed by home class teacher and presented at the Student Service Office when signing out.

Students remain within the safe areas at breaks.

The following areas are out-of-bounds:

- students may only be in any classroom (except the Year 12 room) if accompanied by a teacher
- no student is allowed in the areas behind the cricket nets, from the timber rail to the fence or behind the changerooms
- no student is allowed in the staff car park by Technical Studies
- no student is allowed in the Lutheran churchyard
- students may only be in the Ag areas with the specific permission of a teacher
- ball games are only to be played on the grassed areas or courts
- no student is allowed in the gym except when rostered
- Only R – 2 students may use the grassed area east of Resource Centre during breaks
- Only Year 7 – 9 students may use Middle School area during breaks

Unsafe behaviours, for example, climbing trees and running on hard surfaces, except the court, are not allowed.

Students wear sun-safe hats when outside, at breaks or in outdoor lessons during Terms 1 and 4. In Terms 2 and 3 wearing of hats is encouraged, but optional. Hats are not required when moving between classes.

On days when it is wet the Deputy or Principal may implement the Inclement Weather Policy. This will be notified with two siren blasts. The breezeway, library, gym, verandahs, some classrooms and withdrawal room are used during inclement weather. Supervision is redeployed to the verandahs, classroom areas, withdrawal room and middle school classrooms.

Students wear the uniform, and staff and visitors wear identifying, authorised badges.

Students wear appropriate protective clothing, tie back hair, and remove dangerous jewellery as required in practical lessons.

Students use alternatives to aerosol cans and do not have aerosol cans at school.

Students follow teacher directions.

Ignoring these rules, or behaving in any way which compromises your safety or that of other students, will be regarded seriously.

We cannot allow unsafe behaviours.

At the beginning of each year, as part of our student transition process, Care Group teachers will work with students in their care group to develop a set of expectations that reflect the core values of our school: Respect, Participate, Achieve.

Our school values underpin all decisions made, be that individually or collectively. The process of renewing our commitment to our school values provides a time for students to set their goals for the year and develop a set of expectations for the class to ensure everyone has the opportunity to learn in a safe and successful learning environment.

Respect
To demonstrate respect for themselves, others, property and the name of Mount Compass Area School.

Responsible behaviours which support this and are expected of all students include:

- being self-disciplined
- resolving conflict
- actively listening
- taking an interest in a range of people
- being approachable
- helping others
- being friendly
- using appropriate language
- welcoming visitors
- showing pride in personal appearance and the uniform
- being committed
- communicating effectively
- caring for resources
- being honest with oneself and others
- taking pride in the environment
- being non-racist and non-sexist
- using correct grievance procedures
- being flexible
- being open to change and new ideas

Participate
To participate and actively engage in the learning process.

Responsible behaviours which support this and are expected of all students include:

- being organised
- attending
- being punctual
- persisting
- using imagination
- seeking information
- developing study skills
- encouraging others
- working together
- questioning and seeking answers
- bringing appropriate materials
- initiating
- actively listening
- enjoying learning
- seeking help
- negotiation
- exploring alternatives
- concentrating
- participating in the community
- doing homework
- solving problems
- meeting deadlines
- fulfilling roles in group tasks
- learning/using decision-making skills
- being involved with FORUM
RESPONSIBLE BEHAVIOURS

Achieve
To strive for personal excellence and to value the achievement of others

Responsible behaviours which support this and are expected of all students include:
- doing one's best
- setting and achieving goals
- celebrating success
- acknowledging achievement
- taking control
- taking risks

HARASSMENT GRIEVANCE PROCESSES

Someone who feels harassed can choose initially whether to make an informal or formal complaint

Informal Complaint

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Harassed person/reporter discusses issue with preferred teacher or Referral Person and is supported in seeking own solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>harassment continues</td>
</tr>
<tr>
<td></td>
<td>harassment stops</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Step 2</td>
<td>Harassed person/reporter seeks further support from preferred teacher or Referral Person</td>
</tr>
<tr>
<td></td>
<td>harassment continues</td>
</tr>
<tr>
<td></td>
<td>harassment stops</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>Step 3</td>
<td>Formal Complaint to Referral Person</td>
</tr>
</tbody>
</table>

Formal Complaint

| Step 1 | Harassed person/reporter makes complaint to Referral Person                                                          |
|        | harassment continues                                                                                               |
|        | harassment stops                                                                                                    |
|        | ↓                                                                                                                 |
| Step 2 | Investigation. Parties involved are consulted, action is taken to resolve issues, and a formal warning issued. Parents are informed in writing. |
|        | harassment continues                                                                                               |
|        | harassment stops                                                                                                    |
|        | ↓                                                                                                                 |
| Step 3 | Formal consequences apply e.g. suspension. Parents informed in writing                                               |
|        | harassment continues                                                                                               |
|        | harassment stops                                                                                                    |
|        | ↓                                                                                                                 |
| Step 4 | Repeated harassment at this level is dealt with in accordance with DECS Policy on School Discipline.               |