



YANCHEP RISE

Primary School

Student Engagement
Guidelines

Overview:

Good Standing Policy and Procedures

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Good Standing Policy Years 1 to 6



RATIONAL:

The Good Standing Policy provides a framework and guideline to assist staff in helping students to achieve pride, respect and consideration for school, self and others.

This policy recognises and maintains high standards in the area of:

- Behaviour and attitude as outlined in our PBS Matrix stating our RISER values

WHAT IS GOOD STANDING?

All students commence the term with Good Standing status.

Maintaining Good Standing requires:

- Behaviour - In accordance with the RISER values, students will adhere to the acceptable standards of behaviour, attitude and effort as outlined in the PBS matrix

MAINTENANCE OF GOOD STANDING:

Students who maintain Good Standing will be eligible to participate in all school activities (e.g. faction acknowledgements, fundraisers) and Good Standing rewards at the end of each term. If Good Standing is lost, students will **not** be able to participate in any of these acknowledgements.

POTENTIAL LOSS OF GOOD STANDING:

The loss of Good Standing procedure commences when a student:

- Is referred to the office for a major behaviour which is recorded on an Orange Slip
- Is referred to the office for repeated minor behaviours which has been recorded on an Orange Slip
- Or has any combination of the above mentioned at the discretion of administration

Please note breaches of acceptable standards of behaviour (see 'Behaviour Education Policy') that results in a **suspension** leads to an **automatic loss of Good Standing**.

REINSTATING GOOD STANDING:

Good Standing **may** be reinstated after a minimum of two weeks if:

- The student is participating or performing consistently to the best of their ability
- Issues relating to suspension/ behavioural breaches are resolved in accordance with the schools 'Behaviour Education Policy'

If a student loses their Good Standing within a term, they are not permitted to attend the end of term acknowledgement.

Procedures



STAGES OF LOSS OF GOOD STANDING

There are 3 stages involved in Loss of Good Standing.

STAGE 1 – NOTIFICATION – ‘Early Notification’

A ‘Stage 1 notification letter’ is sent home by the Associate Principal when:

- 3 or more office referrals for a major behaviour or repeated minor behaviours are recorded on an Orange Slip within a term. These will have been entered on a tracking spreadsheet by the administration team.

‘Stage 1’ letter to be signed by the student and parent/guardians and returned within 24 hours, a copy of which is kept by the administration team.

STAGE 2 NOTIFICATION – ‘Conditional Standing’

A ‘Stage 2 notification letter’ is sent home by the Associate Principal when:

- Further referral for major or repeated minor behaviours.

The administration team will call home to advise the parent/guardian that Conditional Standing has been reached and arrange a meeting time if required. Student will set personal goals with a member from the administration team to avoid loss of Good Standing. A ‘Stage 2’ letter is to be signed by the student and parent/guardians to be returned within 24 hours, a copy of which is kept by the administration team.

STAGE 3 NOTIFICATION – ‘Loss of Good Standing’

Failure to comply with set goals and expected behaviours will result in loss of Good Standing.

- Parents will be contacted by the administration team to attend a meeting with Associate Principal / Principal to explain loss of Good Standing, restrictions due to loss of Good Standing and the process for reinstatement.
- All teachers will be emailed the name of a student who has lost their Good Standing.
- After a minimum of two weeks the parents/guardians, student, Associate Principal/Principal and class teacher will meet to discuss conditions of reinstatement (a re-entry meeting).
- All staff will be emailed to inform them that the student has their Good Standing reinstated.

Please note if a child is suspended, this results in an immediate loss of Good Standing. In this instance, parents will be informed of the loss of Good Standing at the same time as the suspension.

RESPONSIBILITIES:

Student	Parents	Staff
<ul style="list-style-type: none"> • Maintain Good Standing. • Comply with all school policies and procedures. • Behave in accordance with the school PBS / Behaviour Policy. • Sign “goal setting” document. 	<ul style="list-style-type: none"> • Encourage students to maintain their Good Standing. • Attend interviews as required. • Encourage and support their children to perform and participate to the best of their ability in school based pursuits. 	<ul style="list-style-type: none"> • Maintain behaviour records. • Monitor all stages of procedure. • Maintain an overall perspective of behaviour. This includes implementing and developing appropriate behaviour modification programs (if necessary).



LOSS OF GOOD STANDING STAGE ONE EARLY NOTIFICATION

Student:

Room:

Teacher:

Date:

Dear Parent/Guardian

This is to inform you that _____ has received this **Stage One Notification** letter which places their Good Standing at risk. This has been triggered because of their behaviour.

Comments:

_____ has been spoken to about the above issues and the consequences of their actions.

We place a great deal of value on our students maintaining their Good Standing and hope that this early notification will ensure that no further action is required.

It is hoped that we can work together to resolve any issues so that your child gets the most out of their schooling.

Please feel free to discuss this with me should you have any further queries.

Yours sincerely,

Associate Principal

Student (signature)	
Read by: Parent (signature)	

Please sign and return this letter to administration within 24 hours.



**LOSS OF GOOD STANDING
STAGE TWO
Notification Status Change - CONDITIONAL STANDING**

Student:

Room:

Teacher:

Date:

Dear Parent/Guardian

This is to inform you that _____ has received this **Stage Two Notification** letter which places their Good Standing at risk. Your child has now had their status altered to 'Conditional Standing'. This has been triggered because of their behaviour

Comments:

_____ has been spoken to about the above issues and the consequences of their actions when they received their Stage One Notification.

As discussed on the phone we will be meeting on _____ at _____ to discuss strategies to maximise the likelihood of their Good Standing being retained.

We place a great deal of value on our students maintaining their 'Good Standing' and hope that this second notification will ensure that we can work together to develop an effective plan moving forward.

I look forward to meeting with you shortly.

Yours sincerely,

Associate Principal

Student (signature)	
Read by: Parent (signature)	

Please sign and return this letter to administration within 24 hours.



GOAL SETTING

RESPECT-INTegrity-SAFETY-EXCELLENCE-RESILIENCE

Name: _____

Date: __/__/__

My goal is to:

I can achieve this by:

I can use these tools to help me get into the **Green Zone**:

I understand that if I continue to show behaviours that do not align with our RISER values, I will lose my Good Standing.

Signed:

Student	Classroom Teacher	Specialist Teacher/s	Admin Representative	Parent/Guardian
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

LOSS OF GOOD STANDING



Student:

Room:

Teacher:

Date:

Dear Parent/Guardian,

This is to inform you that _____ has lost their Good Standing. This has been triggered because of their behaviour.

Comments:

_____ has been spoken to about the above issues and the consequences of their actions. School staff have worked closely with your child as well as family members through Stage One and Stage Two to rectify these issues.

The loss of Good Standing will last for a minimum period of two weeks of school (attendance of all days is required) and is effective from _____ to _____.

During this period, your child will **not be** permitted to attend any activities, acknowledgements or events. If they perform acceptably over this period, they may regain their Good Standing after the completion of the Reinstatement of Good Standing application. If these issues continue, they will need to continue to address identified areas of concern and have these reviewed.

Hopefully, together we can resolve these issues and move forward in a positive manner.

Yours sincerely,

Helen Demiris
PRINCIPAL

Student (signature)	
Read by: Parent (signature)	

Please sign and return this letter to administration within 24 hours.

SLIPS ASSOCIATED WITH GOOD STANDING



Green Slip



Student Name: _____
 Date: _____ Year Level: _____
 Room: _____ Teacher: _____

Dear Parent/Guardians
 We are pleased to share with you that your child has displayed the following positive behaviours within the classroom:

Respect	Integrity	Safety	Excellence	Resilience
Is polite and courteous to others	Takes pride in their work	Continuously follows all instructions	Consistently displays a positive attitude	Shows good sportsmanship
Cooperates with others and works well in a group	Does the right thing even when no one is looking	Is respectful and uses our resources correctly	Always strives to achieve their learning goals	Asks for help when faced with a challenge
			Actively participates in all activities	
			Produces work to a neat standard	

Comment:

Teacher Signature

Orange Slip



Full Name: _____
 Date: ___/___/___ Year Level: _____
 Referred by: _____ Location: _____

Office
 Time: _____

Behaviour Displayed:

Continuous minor behaviours

Straight to office

- Physical abuse
- Verbal abuse
- Damage of school property
- E-Breaches

Comment:

Recorded on Integris

Teacher Signature

Administration Signature

Behaviour Management Policy

Year Kindy to Year 6



RATIONAL:

The Behaviour Management Policy provides clear, consistent expectations and guidelines to assist staff and parents to support students to engage in their education and demonstrate the school values at all times.

It encompasses our school values as outlined in our WA Positive Behaviour Support policy, our Good Standing Policy and 1-2-3 Magic and Emotion Coaching, in which all staff are trained. It is part of the induction process to ensure all new staff receive training in 1-2-3 Magic and Emotion Coaching and PBS at Yanchep Rise. It is also representative of the Minister's statement on School Violence 'Let's take a stand together'.

Our behaviour management process aims to provide:

- A consistent approach
- The development of positive behaviour skills
- Consistent, suitable consequences for inappropriate behaviour
- Modelling of positive behaviours by staff
- Acknowledgement of positive behaviour with a ratio of 4:1 (4 positives to 1 corrective)

1-2-3 MAGIC AND EMOTION COACHING:

This program provides our teaching staff with a consistent approach to set limits and manage behaviour that can be disruptive to learning. The focus is on providing a positive learning environment, supported by good relationships.

The philosophy of the program:

- Promotes emotional self-regulation in children
- Encourages expected behaviours
- Discourages the behaviour the teacher does not want to see
- Optimises the amount of time spent on teaching, instead of behaviour management

As part of our whole school approach to using this program our staff will:

- Acknowledge START behaviours through the giving of riser tokens, faction acknowledgements and Green Slips
- Provide support to help children reflect on and identify their emotions
- Calmly determine whether behaviour is MBA (minor but annoying), a start behavior or a stop behaviour
- Calmly determine an appropriate response to minor behaviour using the three choice model (Ignore, Count, Emotion Coach)
- Consistently respond to continuous minor behaviours by following the steps in the Behaviour Management Flow Chart
- Clearly display and refer to the Behaviour Management Flowchart poster in their classroom
- Return to the start of the flow chart process for all students at the start of a new session
Session 1: 8:30 – 10:45 (LUNCHTIME)
Session 2: 11:25 – 1:25 (RECESS)
Session 3: 1:45 – 2:40 (HOME TIME)
(Any transition to specialist class counts as a new session)
- Consistently respond to major stop behaviours by referring students to the office with an Orange Slip.
Major behaviours are:
 - Damage of school property
 - E-Breaches
 - Physical and Verbal abuse to staff or students
- Work with other staff and parents to develop Individual Behaviour Plans when required

BEHAVIOUR MANAGEMENT FLOWCHART FOR MINOR STOP BEHAVIOURS:

STEP 1 - COUNTING

- STOP behaviour is displayed - teacher counts 1

STEP 2 - COUNTING

- STOP behaviour is displayed again in the same session - teacher counts 2

STEP 3 – RESET IN CLASS

- STOP behaviour is displayed again in the same session - student goes to designated Take 5 spot (Take 3 in Early Childhood)

STEP 4 – RESET IN BUDDY CLASS

- STOP behaviour is displayed again in the same session - student goes to Buddy-Class for Take 5 (Take 3 in Early Childhood).

STEP 5 – RESET IN ADMINISTRATION

- STOP behaviour is displayed again in the same session - student goes to Administration with Orange Slip and participates in further emotion coaching
- Admin records on Integris
- Student returns to class after resetting

BEHAVIOUR MANAGEMENT FLOWCHART FOR MAJOR STOP BEHAVIOURS:

STEP 1

- Student is referred to Administration and takes completed Orange Slip (with comment)
- If student is unwilling to go to Administration, another student should be sent with the slip and administration team will come to assist

STEP 2

- Student is provided with calm down time if needed
- When student is in the Yellow Zone, the details of the incident will be discussed calmly and witnesses will be spoken to if needed

STEP 3

- Student will participate in emotion coaching

STEP 4

- A suitable consequence will be determined
- Parents will be contacted
- Admin will enter the details on Integris
- Possible loss of Good Standing (refer to flow chart – a Suspension leads to automatic loss)

Incident Protocols



RESET – CLASS, BUDDY OR OFFICE:

When a student is asked to 'take five' in the class, in a neighbouring class (buddy class) or in Administration, this provides them with the opportunity to cool off, self-regulate or "reset". In some situations students may have "tools" in take five to assist with resetting. If a student is in the office they may participate in emotion coaching, which aligns with 1-2-3 Magic.

FORMAL WITHDRAWAL:

The Principal or Deputy Principals may withdraw a student from classes, breaks or other school activities for the purpose of providing an opportunity to:

- Calm down in circumstances where the student has become unable to self-regulate.
- Reflect on and learn from the behaviour, including, where appropriate, engaging in restorative processes.

When a student is withdrawn, the school will:

- Inform parents.
- Ensure that location and supervision arrangements account for duty of care at all times.
- Ensure that the student is provided the opportunity to complete school work.
- Document the details of the withdrawal on SIS for record keeping.

SUSPENSION:

The placing of students on suspension will be authorised by the Principal, or Assistant Principals where the Principal is unable to exercise the suspension. The Principal is authorised by the Department of Education and Training to suspend a student. Suspension is a legal process of preventing students from attending school for a limited period of time if their behaviour and conduct is not conducive to the good order and proper management of the school. Suspension results in automatic loss of Good Standing.

In cases of either repeated or serious breaches of the Code of Conduct, which have been recorded on an Orange Slip, the Principal may authorise the suspension of students for a limited period.

- Parents will be contacted and notified when a suspension occurs. The reason for suspension will be discussed with the parent.
- The suspension will be entered into SIS and the Online Incident Notification System.
- The Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school in order for their Good Standing to be reinstated.

PHYSICAL RESTRAINT:

The Principal will ensure that physical restraint of a student is only used:

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful.
- Where the emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property.
- For the minimum amount of time needed for the student to recover to an emotional or behavioural state whereby less restrictive strategies may be successful.

The Principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when it has been developed in consultation with and agreed by the parents / guardians and written in the documented plan.

Bullying Policy Kindy – Year 6



DEFINITION:

The national definition of bullying for Australian schools: Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

BEHAVIOURS THAT DO NOT CONSTITUTE BULLYING INCLUDE:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

Please note that although these conflicts are not classed as bullying, they will still be addressed in line with the Yanchep Rise Behaviour Management Policy.

BULLYING HAS THREE MAIN FEATURES:

- It involves a misuse of power in a relationship
- It is ongoing and repeated
- It involves behaviours that can cause harm

TYPES OF BULLYING:

There are three types of bullying behaviour:

- Verbal bullying which includes name calling, threats or insulting someone.
- Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.
- Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly. Serious online bullying and offensive material can be reported to the Office of the eSafety Commissioner.

PREVENTION STRATEGIES:

Explicit teaching (as developmentally appropriate) regarding:

- Safe and supportive environments
- Friendships and relationships
- Problem solving
- Conflict resolution skills
- What constitutes bullying
- Role of bystanders
- How to respond to bullying

SUPPORT STAFF:

- Chaplain provides explicit support
- Admin staff
- Classroom teacher
- Older students working with younger students, eg. buddies, peer mentors

RESPONDING:

The aims for schools in responding to bullying are:

- To find a positive solution for everyone
- To stop it happening again
- To restore the relationships between the students involved

Student	Parents	Staff
<ul style="list-style-type: none"> • Inform their classroom teacher when any incident occurs straight away - on the day that the bullying has taken place. • The 'bystander' reports the incident to their classroom teacher straight away – on the day that the bullying has taken place. 	<ul style="list-style-type: none"> • Encourage your child to speak to their classroom teacher on the day of an incident occurring. • Use the provided definition to distinguish whether your child has been involved in a bullying case or if this is an isolated issue that will be dealt with in accordance with the BMP. • Speak to the classroom teacher before addressing any concerns with administration. • Allow at least 48 hours for thorough investigation of the incident before a staff member will be in contact. 	<ul style="list-style-type: none"> • Explicit teaching of concepts related to bullying and bystander behavior. • Remind students to speak to their classroom teacher when an issue occurs – on the day it has taken place. • Monitor and investigate any situation, in depth, where bullying has been suspected. • Carry out the protocols in accordance to the BMP or Bullying Policy on a case by case basis. • Classroom teachers to report any issues of suspected bullying to administration.

Good classroom management, explicit teaching, promoting positive bystander behaviour and developing peer support can reduce the number of bullying incidents. The method of responding will depend on the students involved, the situation and severity. If an act of bullying **has** occurred, after a thorough and in depth investigation a loss of Good Standing will occur.

The rules and consequences response involves the development and communication of clear rules about acceptable and unacceptable behaviour, and reasonable consequences for breaking the rules. These consequences generally involve sanctions for the student who is considered responsible for the bullying behaviour.

Strengthening the 'target' involves systematically helping the person being bullied to deal more effectively with the person or persons who seek to bully him or her. The strategy of strengthening the target seeks to improve the capacity of the intended target to cope more effectively with bullying.

Mediation is a process in which students in conflict and bullying are invited to take part in a session with a staff member to help resolve their differences. It requires students to be voluntarily involved in the dispute resolution process.

Restorative practice is a strategy that seeks to repair relationships that have been damaged. Once identified, the students who have been bullying meet with the staff member and other students who have been selected because they are expected to be supportive of the person who has been bullied (who is not present). Each member shares how he or she will help that person.

The Method of Shared Concern is a non-punitive multi-stage strategy used with groups of students who are suspected of bullying someone. Students suspected of bullying others are first interviewed individually. The practitioner shares a concern for the bullied student and invites each of them to say what they will do to help. When it is clear that helpful actions have taken place, the students meet as a group with the staff member, plan what they propose to do next, and subsequently meet with the person they have bullied to finally resolve the problem.

Positive Behaviour Support (PBS) Policy Kindy to Year 6



PBS AT YANCHEP RISE:

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

PBS views inappropriate behaviour in the same manner that problems in reading or mathematics are viewed as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. By doing so, a unified and positive school climate forms. The purpose of PBS is to establish a climate in which appropriate behaviour is the norm.

At Yanchep Rise Primary School, PBS will provide a consistent, whole-school approach with a common language, in regard to positive behaviour expectations. The PBS framework will be developed through a consultative, collaborative community owned process and will be consistently implemented by staff at the school and classroom level.

Development of the framework requires a shared understanding of:

- Unacceptable ('stop') behaviours
- Expected ('start') behaviours
- A set of school values that reflect the expected behaviours
- A matrix which has been developed from the school values of expected behaviours that defines what these looks like in the classroom and in the school grounds
- A consistent process of response to unacceptable behaviours

WHAT ARE SOME OF THE OUTCOMES OF PBS?

Students know what is expected of them and choose to do so because they:

- Know what to do
- Have the skills required to do it
- See the natural benefits for acting responsibly

Adults and students have more time to:

- Focus on relationships
- Focus on classroom instruction

There is an instructional approach to discipline:

- Instances of problem behaviour are opportunities to learn and practice pro-social behaviour

AT YANCHEP RISE PS WE WILL ENSURE THE SEVEN COMPONENTS OF WA PBS ARE IN PLACE:



1. Leadership

The PBS leadership team will include the Deputy Principal and a team that is representative of the school staff.

2. Defining Expected Behaviours

The PBS matrix will provide clear behavioural expectations.

3. Teaching Expected Behaviours

Systematic teaching of the expected behaviours will be a routine part of the education program. Teaching these behaviours will use the same methods as teaching academic skills, through modelling, practice and feedback.

4. Encouraging Expected Behaviours

Staff will provide regular feedback to students about their behavioural progress. We will create a school culture where expected behaviours are the norm.

5. Essential Classroom Practice

Classroom practices will maximise learning for all students while minimising disruptive problems.

6. Responding to Misbehaviour

Inappropriate behaviour will be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm instructional approach used when students make academic errors will be used to correct behavioural errors. The development of a continuum of responses to misbehaviour will provide staff with the tools to effectively respond to and change student misbehaviour. 1-2-3 Magic and Emotion Coaching will be a part of this consistent response.

7. Ongoing Monitoring

We will use ongoing data to identify areas in need of improvement as well as those operating well. The leadership team will provide feedback that promotes consistent implementation across the school. Data will be used to monitor student behaviour and the PBS implementation process.

Uniform Policy



RATIONALE:

Yanchep Rise Primary School community are very proud of their uniform. We actively encourages the wearing of school uniforms, and strongly recommends that all items are clearly labelled and identifiable. Enrolment at our school is on the understanding the school's uniform policy is adhered to. A uniform dress code reinforces students a sense of pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety and expense are also factors that contribute to the establishment of our uniform policy. The uniform policy ensures that the focus in our school remains of teaching and learning without distraction.

GUIDELINES:

Correct school uniform must be worn at all times by students, unless especially advised. The class teacher must be notified if there is an acceptable reason your child is out of uniform.

AIMS:

- To promote equality amongst all students
- To further develop a sense of pride in, and identification with our school
- To provide durable clothing that is cost effective and practical for the school environment
- To maintain and enhance the positive image of the school in the community

IMPLEMENTATION:

After consultation with the staff, school community (foundation steering committee and further ratified by the School Board) the school has developed a uniform policy that provides choice for the students, allows for students to safely engage in the many varied school activities, and caters for the financial constraints of families.

- The uniform policy applies during school hours, when students are on excursions and/or when representing the school for functions and sport.
- Faction shirts are permitted on sports days. Sport appropriate footwear is also expected on these days.
- Long sleeve tops under the school polo is not permitted.
- Summer and winter uniforms as well as sports uniforms will be prescribed and are required to be worn.
- Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery. Smart watches that take photos or are call activated are not acceptable. These, and other items, that are a distraction from learning will be removed.
- Hats must be worn outside during recess, lunch, sport and any other outside activity. Hats must not be worn inside.
- Hair accessories must conform to school colours of charcoal and red (accessories available from school office).
- Appropriate footwear is expected to be worn at all times eg. fully enclosed shoes or sandals. (Roller shoes, ugg boots and thongs are not permitted).
- The student uniform, including details and places of purchase, will be published in the parent handbook at the start of each school year.
- The Principal will be responsible for the implementation of the uniform policy. Parents seeking exemptions please meet with the Principal for discussion.



UNIFORMS ARE SEEN AS DESIRABLE FOR A NUMBER OF REASONS:

- They promote identity with the school
- They promote pride in the school
- They encourage a sense of unification and belonging
- They eliminate competition in dress issues
- They allow for ready identification of school members on excursions and thereby promote student safety

OTHER MATTERS:

- Jewellery should allow for studs and sleepers only, bangles are not allowed because of safety reasons, watches and 'medic alert' bracelets are acceptable.
- Make up is not permitted to be worn by students this includes nail polish and temporary tattoos.
- Teachers may choose to wear the school colours and logo. Teachers will be encouraged to wear school colours for interschool sporting activities.
- The school will implement strategies to acknowledge and promote individual and whole class wearing of uniforms.
- Families suffering financial difficulty in supporting the dress code may approach an Administrator or P & C President – in confidence.
- Policy on school dress may be reviewed if the need arises.
- All hair shoulder length or longer (regardless of gender) must be worn up in a plait/s or ponytail/s to maintain hygiene and contain the transfer of hair lice.
- Colouring of hair is not acceptable.
- Hoodies are not permitted to be worn by students

School uniforms include clothing items below.

(SUMMER)
<ul style="list-style-type: none"> • Uniform short or skort • Uniform polo shirt • Black or White ankle socks (no brand names)* • Uniform reversible bucket hat • Uniform a-line dress in check fabric • Year 6 seniors shirt optional
(WINTER)
<ul style="list-style-type: none"> • Uniform shorts or skort • Grey leggings or tights under skirts ONLY • Uniform track pants • Uniform fleece zip jacket • Uniform Polo style shirt • Black or White ankle socks (no brand names)* • Year 6 seniors shirt optional * • Uniform reversible bucket hat
(SPORTS)
<ul style="list-style-type: none"> • Uniform short or skort • Uniform faction shirt on sports days • Suitable footwear * • Black or White ankle socks (no brand names)* <p><i>*denotes items not available at Uniform Shop</i></p>

Teachers are expected to check uniforms each morning when students enter and contact parents via SeeSaw by copying and pasting the below message:

**COMMUNICATION ASSOCIATED WITH UNIFORM BREACH
VIA SEESAW**

This notification is to inform you that your child has breached the Yanchep Rise Uniform Policy. This breach has occurred due to (add comment). (Student name) has one week to rectify this breach. Please contact Administration if you require any support in this matter.

Kind regards,

(Teacher name)