



Hastings Primary School

Student Wellbeing Program



Our aim is to ensure we have a safe and caring school.

HASTINGS PRIMARY SCHOOL - building the future

Hastings Primary School will support our students to be the best they can be as active, creative and responsible global citizens.

Our endeavour, as a community, is for students to leave with the personal capabilities and aspirations to confidently and successfully strive for and achieve their personal best.

We are kind to others



Harassment and Bullying including teasing, 'ganging-up', bad language, name calling, exclusion, extortion, gesture, telephone, computer/internet, physical and verbal abuse are not acceptable.

We keep each other safe.



- ✓ We will speak and act politely, using a reasonable tone of voice, to all other students and adults within and around the school.
- ☒ Unwelcome or inappropriate physical contact is unacceptable at any time.

We play by the rules.



- ✓ We expect good sporting behaviour at all times.
- ✓ We make sure that we always tell the truth.
- ✓ We do not interfere with other people's belongings or games.
- ✓ We make sure that the games that we play are safe, inclusive and fair to all.
- ✓ We honour our commitments.

We respect and take pride in ourselves.



- ✓ We will follow the Dress Code and School Uniform policy.
- ✓ We will respect our own and others personal safety.
- ✓ We will speak to others using appropriate language. That means we don't tease, swear or call others names.
- ✓ We will use praise and encouragement.
- ✓ We will practise personal cleanliness and healthy habits.

We co-operate and treat each other with courtesy.



- ✓ We will follow staff directions, including those of Casual Relief Teachers and visitors without hesitation and at all times.
- ✓ We will all be courteous towards each other and to visitors at all times.

We respect and take pride in our school.



- ✓ We will wear our school uniform with pride.
- ✓ We will arrive at school and be ready to commence lessons at 8.50am.
- ✓ We will report to the office to collect a late pass after 9am.
- ✓ We take care of our school buildings, gardens and equipment.

- ✓ We will stay away from the out of bounds areas in the school.
- ✓ We will resist playing in or around the toilets.
- ✓ We will keep the school grounds neat and tidy to indicate pride in our school.
- ✓ We will compost our food scraps.
- ✓ Food will only be eaten in the classrooms.

HASTINGS PRIMARY SCHOOL RULES

It is unacceptable to:

- ✗ Use physical or verbal abuse
- ✗ Leave the school ground without permission under any circumstances
- ✗ Throw missiles such as sticks and stones.
- ✗ Being in 'out-of-bounds' areas
- ✗ Run in corridors, around corners of buildings, through breezeways and through gardens
- ✗ Ride bikes, skateboards, roller blades or scooters in the school grounds
- ✗ Climb in trees or structures other than designated playground equipment
- ✗ Being in the school buildings at recess and lunchtime without permission
- ✗ Not using the school crossing when the flags are displayed.
- ✗ Bring mobile phones and electronic games (eg game boys) or other valuable items to school without permission.
- ✗ Bring glass containers of any kind to school
- ✗ Bring chewing/bubble gum or liquid paper to school
- ✗ Bring toy guns and other toys which are dangerous to school

Student Code of Conduct.

The Student Well Being program has an integrated Student Code of Conduct and associated policies. This involves a system of levels which allow your child to:

- Develop as a citizen, recognising their own rights and responsibilities
- Have their wellbeing protected.
- Be recognised and rewarded for personal success and positive achievements in the school.
- Participate in a management program that provides a structured framework of actions and consequences that encourages self development and protects the rights of students to learn and teachers to teach.

With every right, there comes a responsibility.



RIGHTS

- I have the right to be treated with respect, understanding and tolerance.
- I have the right to be treated with respect and politeness.
- I have the right to personal safety in a safe environment.
- I have the right not to have my physical or mental health interfered with by others.
- I have the right to expect my property to be safe.
- I have the right to achieve my personal best in all school activities.
- I have the right to have my achievements and effort recognised by the community.
- I have the right to an organised and clean school.
- I have the right to have my rights respected.
- I have the right to be supported to learn self-discipline.

RESPONSIBILITIES

- I have the responsibility to treat others with respect, understanding and tolerance.
- I have the responsibility to respect the authority of supervising adults.
- I have the responsibility to protect the safety of others and their environment.
- I have the responsibility to respect the property of others.
- I have the responsibility to work to the best of my ability and respect the rights of others to do the same.
- I have the responsibility to act in ways that allow the community to recognise and respect school achievements and effort.
- I have the responsibility to help maintain an organised and clean school.
- I have the responsibility to respect the rights of others.
- I have the responsibility to learn self-discipline.

Code of Conduct LEVELS

There are 5 levels.

Levels	Outcomes	Types of behaviours	Consequences
1	Reward or personal success	<ul style="list-style-type: none"> • Excellent role model • Citizenship • Initiative • Enthusiasm • Commitment 	<ul style="list-style-type: none"> • School rewards and privileges • Positions of responsibility and trust
2	Start	Good all rounder	Class rewards and privileges
3	Seek advice	<ul style="list-style-type: none"> • Room for improvement • Not always remembering to "follow the rules" • Ignoring good advice 	<ul style="list-style-type: none"> • Parent contact • Behaviour support plan • Referral to Welfare Officer/Chaplain/ Student Wellbeing Team • If safety for self or others is a consideration for an activity, excursion or camp, an alternative

			learning activity provided for the day
4	Must improve	<ul style="list-style-type: none"> Frequently making poor choices in behaviour and attitude Making no effort towards improvement 	<ul style="list-style-type: none"> Referral to Assistant Principal and Student Wellbeing team Student Support group meeting If safety for self or others is a consideration for an activity, excursion or camp, an alternative learning activity provided for the day
5	Significant Support required	<ul style="list-style-type: none"> Consistently displaying inappropriate and unacceptable behaviours 	<ul style="list-style-type: none"> As for level 4 and including; Referral to outside agencies School Student Support Officer at regional level

How does the Code of Conduct work?

LEVEL 2 – STARTING

All students will be placed on **Level 2** of the Code of Conduct at the beginning of each school year.

All new students to Hastings Primary School will be placed on Level 2.

Level 2 is a good place to be. Students are encouraged to aim for Level 1 but it is not an expectation.

LEVEL 1 - MOVING UP.

Students are moved to **Level 1** (the highest level) in recognition of their citizenship, commitment, enthusiasm and outstanding contributions to school life over a sustained period.

Each student will be presented with a certificate and acknowledged in the school newsletter.

LEVELS 3, 4, 5. - MAKING POOR CHOICES

Placement on **Level 3, 4 and 5** is an indication that behaviour must improve.

A set of progressively more serious consequences will result.

Levels 3, 4 and 5 are for students experiencing problems.

- Students are moved to **Levels 3, 4 and 5** in response to referrals from school staff.
- They will be given support and advice.
- Students will be expected to take responsibility for actions that affect the rights of others.

- Students who reject support and advice, and continue to ignore the rights of others in the school, will be placed on **Level 5**.

Communication to home.

- Parents will be informed by letter of any decision to move their child from one behaviour level to another. They will be asked to assist in solving any problems resulting from their child's behaviour.
- A parental response to a Code of Conduct letter is expected at all times.
- Students will move back towards **level 2** from **Levels 3, 4 and 5** when they are able to show they are becoming responsible and positive school members.

Suspension.

Serious misdemeanours may be dealt with by suspension, irrespective of a student's current behaviour level.

- Parents **MUST** attend a post suspension meeting organised by the school before the student returns to school.

Definition of violence: Violence, including bullying, is any action that jeopardises the safe and positive environment of the Hastings Primary School community by causing physical or emotional stress to others.

A copy of the Hastings Primary School Bullying Policy is included in this document.

Pupils may return to a higher level through:

- Commendations by staff.
- Successfully meeting a set of requirements including consistent, co-operative behaviour using the tools and strategies outlined in their individual behaviour management plan.

Support Mechanisms for Good Behaviour:

Merit certificates

- Stickers
- Excursions
- Visits to classroom by principal
- School reports
- Visits to principal or other staff members
- Verbal/written encouragement
- School assemblies
- School newsletter
- Parent/teacher interviews
- Verbal recognition in class/assembly & special privileges and activities

Level 1

Reasons for being placed on this Level

You have been recognised as being a person who makes a very positive contribution to our school.
You have consistently been an excellent role model.

You display:

- Continued excellent behaviour
- A sense of personal pride
- Self-reliance and initiative
- A caring attitude towards others
- An ability to form satisfying and stable relationships
- A commitment to live by a set of universally accepted values
- A sense of personal and social responsibility for your own actions and decisions
- You have received several commendations from a number of staff
- Care for the environment
- **A commitment to your community**

What Happens on this Level?

- ❖ You will be acknowledged in the school newsletter.
- ❖ You will be presented with a certificate at assembly.
- ❖ Hastings Primary School will be proud of yourself and know that you are making the most of every opportunity.
- ❖ You may have a choice of some extra activities at school:
- ❖ You may be offered opportunities to represent our school at special functions.
- ❖ You may be given privileges in the classroom or around the school.

Level 2

Reasons for being placed on this level

Everyone is placed on this level at the beginning of the school year.

- You are co-operative, courteous, polite and respectful.
- You follow all school rules by adhering to the Code of Conduct.
- You do your best and strive to achieve in work and play.
- You understand and practice “You Can Do It” Habits of the Mind.
- You play by the rules.
- You are fully organised and prepared for each day.
- You make good choices about your homework commitments.

- You are inclusive and understanding of others;
- You display acceptance towards others
- You display a positive attitude to learning.
- You attend school every day (unless ill or have an important commitment).

What happens on this level?

- ❖ You choose to co-operate with others.
- ❖ You are helpful and try to work with teachers and other students.
- ❖ You respect the rights of others.
- ❖ You will be appreciated by other students and be proud of yourself.
- ❖ You complete your work tasks.
- ❖ You make good choices about your behaviour and attitude.
- ❖ You set and reach personal goals.
- ❖ You may be awarded with Student of the Week.
- ❖ You display pride in your work.
- ❖ You consistently display a positive attitude

Level 3

Reasons for being placed on this level.

You are demonstrating poor choices in your attitude and behaviour.

You are not co-operating.

You have not responded to good advice.

Staff have concerns regarding your wellbeing and attitude for learning.

You may be...

- Uncooperative in class, not displaying consideration for the learning of others
- Disrespectful or unco-operative to staff, parent /volunteer or Casual Relief teacher in class or in the playground.
- Behaving unsafely.
- Not completing expected tasks.
- Hurting other students.

What happens on this level?

Your parents will be notified by:

- Phone call or personal chat.
- A Code of Conduct level letter in the mail.
- ☒ You will be placed on an Individual Behaviour Support Plan/ contract, which is monitored daily
- ☒ You may request, through your teacher, the opportunity to return to Level 2 after two weeks of co-operation and showing effort to improve your behaviour.
- ☒ After school consultation, you may only be permitted to participate in special activities with supervision.

If you are a student leader and it is your first time on this level you will be suspended from your leadership position until you return to Level 2. If it is your second time on this level, your position will be relinquished.

Level 4

Reasons for being placed on this level

You have continued to ignore the rights of others in the school. You have not taken advantage of the support offered.

You have not followed the advice of your parents and teachers.

You may be placed directly on to this level if you:

- Steal
- Wilfully destroy school or property belonging to others
- Behave in a manner that interferes with the wellbeing of other students
- Behave in a manner that interferes with the safety of other students
- Leave the school ground during school hours without permission.
- Refuse to comply with any reasonable instruction from a staff member.
- Behave in a manner that interferes with the learning opportunities of other students
- Engage in unacceptable discriminatory behaviour.

What happens on this level?

Your parents will be asked to attend a meeting with the Principal, and/or Assistant Principal, class teacher and yourself to develop an Individual Behaviour Management Plan which is signed daily by parent and teacher.

- ☐ You may be required to participate in learning activities beyond the classroom; buddy class or Office
- ☐ You may have alternative play times
- ☐ You may have alternative arrangements for sporting/ excursion/ incursion/ camp learning experiences
- ☐ You may be referred to the school Guidance Officer or other support staff for advice and/or assistance.
- ☐ You may request a return to a higher level after two weeks of co-operation and improved behaviour and consultation with your teacher.

If you are a student leader on level 4 there will be an immediate review of your position by the school

Level 5

Reasons for being placed on this level

Your behaviour, attitude and effort have been very poor. You are constantly affecting the safety and learning of others.

- You have ignored ALL attempts to help you. You have not tried to help yourself.
- You take no responsibility for your actions.
- You have not learnt to control your behaviour.
- You do not recognise the rights of others.
- You have committed a violent act.

Definition of Violence: Violence is any action that jeopardises the safe and secure learning environment of the Hastings Primary School community by causing physical or emotional distress to others.

What happens on this level?

After talking to you, your parents and school staff, the Principal may decide that:

- ☐ You may be required to have alternative arrangement from class and required to complete school work in a negotiated area for a negotiated period of time.
- ☐ You may be required to have different recess times from the other students for a negotiated period of time.
- ☐ You may have alternative arrangements from extra-curricular school functions.
- ☐ You may be suspended from school for a period of time.

To move from this level, you and your parents will be required to support your Individual Behaviour Support Pla

BULLYING PREVENTION POLICY- Extract

PURPOSE

Hastings Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying
- make clear that all forms of bullying at Hastings Primary School will not be tolerated
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including victims, bystanders and perpetrators)
- seek parental and peer group support in addressing and preventing bullying behaviour at Hastings Primary School.

When responding to bullying behaviour, Hastings Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive and positive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Hastings Primary School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

SCOPE

This policy addresses how Hastings Primary School aims to prevent and respond to student bullying behaviour. Hastings Primary School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our *Student Code of Conduct* and *Student Wellbeing and Engagement Policy* and *Equal Opportunity policy*.

This policy applies to all school activities, including camps and excursions.

POLICY

Definitions

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Bullying can be:

1. *direct physical bullying* – e.g. hitting, tripping, and pushing or damaging property.
2. *direct verbal bullying* – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect bullying* – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating to a person.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

Other distressing behaviours

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to school staff and our school will follow the Student Wellbeing and Engagement Policy and Program, Student Engagement Policy and the Student Code of Conduct. *Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

BULLYING PREVENTION

Hastings Primary School has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Hastings Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.

- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The Peer Support Program and the Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action Against Bullying and Violence.

For further information about our engagement and wellbeing initiatives, please see our *Student Wellbeing and Engagement* policy/Student Engagement Policy and the Hastings Primary School student Wellbeing Program.

INCIDENT RESPONSE

Reporting concerns to Hastings Primary School

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

In most circumstances, we encourage students to speak to their teacher. However, students are welcome to discuss their concerns with any trusted member of staff including the school Chaplain, Student Councillor, Assistant Principal or the Principal.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Hastings Primary School should contact the Assistant Principal, Ms Joanne Munn or Principal, Mrs Simone McDonald by phone on (03) 59791517 or email hastingsps@edumail.vic.gov.au

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Hastings Primary School are timely and appropriate in the circumstances.

Investigations

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations in Sental or the Yard duty book and
2. inform the Assistant Principal, or Principal.

The Assistant Principal is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Assistant Principal may:

- speak to the students involved in the allegations, including the victim/s, the alleged perpetrator/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the Assistant Principal in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

Responses to bullying behaviours

When the Assistant Principal has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the Student Wellbeing Team, teachers, SSS, Principal, Department of Education and Training specialist staff.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Hastings Primary School will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the victim student
- whether the perpetrator student or students have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

The Student Wellbeing Team, led by the Assistant Principal may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to the Student Wellbeing Team, and /or SSS, external provider.
- Offer counselling support to the perpetrator student or students, including referral to the Student Wellbeing Team, and /or SSS, external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the Student Wellbeing Team, and /or SSS, external provider.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the victim student(s), the perpetrator students and a group of students who are likely to be supportive of the victim(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Individual Support Plan restricting contact between victim and perpetrator students.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including i.e. connect affected students with an older Student Mentor, resilience programs, Drum beat, Bounce Back.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours, for example Bully stoppers or Bullying No Way!

The Student Wellbeing team, led by the Assistant Principal is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

Hastings Primary School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

Hastings Primary School Student Dress Code- extract

PURPOSE

The purpose of the Student Dress Code is to outline Hastings Primary School's requirements for student dress and appearance and to provide information about uniform purchase and support, dress code implementation and exemption processes.

This dress code has been developed by Hastings Primary School's School Council in close consultation with our school community to ensure that it respects the rights of individual students whilst reflecting the values and interests of our community.

The Student Dress Code aims to:

- foster a sense of community and belonging and encourages students to develop pride in their appearance
- support Hastings Primary School's commitment to ensuring that our students feel equal and are dressed safely and appropriately for school activities.
- reduce student competition on the basis of clothing
- enhance the profile and identity of the school and its students within the wider community.

The School Council has developed a dress code that we believe provides a range of choices for students and is cost effective for families.

SCOPE

Students are expected to comply with this Student Dress Code while traveling to and from school, during school hours and when attending school activities.

UNIFORM AND APPEARANCE

Hastings Primary School's compulsory school uniform items are as follows:

General appearance

While at school, travelling to or from school or participating in school activities, Hastings Primary School students must comply with the following:

- Uniforms must be clean and in good repair
- Uniforms must be clearly marked with the owner's name
- Shirts should be tucked in at all times
- Additional layers of clothing may be worn underneath the uniform for added warmth, provided these undergarments are completely hidden.

The full list of Hastings Primary School's compulsory school uniform items are available at Appendix A to this policy.

Jewellery and cosmetics

Students are not permitted to wear decorative jewellery to school. Stud earrings and sleepers worn in the ears, and watches, are the only acceptable jewellery.

Cosmetics may not be worn at school. Only clear nail polish is permitted.

Hair and Sun safety

Shoulder length or longer hair is to be tied back to help restrict the spread of nits and lice and for student safety.

School uniform hats must be worn outside from mid-August (exact date to be set by the school annually) to 30 April and on any other day prescribed by the school. School uniform hats may also be worn outside of this time period, by parent or student choice.

Hats are not to be worn inside.

Students are permitted to wear sunglasses during outdoor activities. Sunglasses should be close-fitting, wrap-around that meet the Australian Standards 1067 and cover as much of the eye area as possible.

PURCHASE OF UNIFORMS

New uniforms can be purchased from the school supplier PSW (see Office for contact details).

Second-hand uniform items can be purchased from the Office at school.

Support for families experiencing difficulty

Please contact the Principal to discuss support that we may be able to provide to families experiencing difficulty meeting uniform costs, including information about eligibility for uniform support through State Schools' Relief. Further information about State Schools' Relief is also available on their website: <https://www.ssr.net.au/>

Hastings Primary School also has uniforms available to families to borrow on request.

IMPLEMENTATION

Hastings Primary School will ensure that this Student Dress Code is communicated to all families and students through our website.]. We will assist students who may be experiencing difficulties complying with this policy where possible.

Students wearing non-compliant uniform items may be asked to change into a compliant item of clothing provided by the school.

If a student is out of school uniform or otherwise breaches the Student Dress Code on a recurring basis, a note will be provided to the student and parents by the classroom teacher. If non-compliance with the dress code becomes a continued occurrence, the Principal will be informed and a phone call home may be required. In this event, the school will continue to work with the student and family to support compliance.

Measures taken by Hastings Primary School to address concerns about student non-compliance with the Student Dress Code will also be addressed in accordance with our Student Wellbeing and Engagement Policy.