



# **Student Engagement and Inclusion Policy**

**This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community**

**Updated February 2016 and ratified by School Council**

**To be read in conjunction with the Child Safety Policy**

**Principal: Alex Artavilla**

**School Council President: Kylie Barker**

# 1. School profile statement

Sunshine Heights Primary School was established in 1956 and is located in the inspiring Western Suburbs of Melbourne. We have a fantastic school community that comprises over 45 different cultures and includes a number of families that receive financial support from the government. The success of our school has been based on working together in an environment that openly engages all families as equal partners in the education of children and young people.

Our mission is to graduate students who are environmentally responsible and internationally minded citizens connected to the local and global community. Our students will be creative and inquisitive learners with 21st century skills and high levels of achievement. Our graduates will have the emotional intelligence to successfully participate in a multicultural and diverse society.

## Guiding Principles

The school's policies and programs provide an opportunity for all students to achieve their full academic and personal potential and to develop skills and knowledge to prepare them for a changing society.

Sunshine Heights aims to:

- foster an appreciation of the strong multicultural heritage within the school community
- provide an understanding, caring and supportive environment for children, staff and parents
- encourage a co-operative and independent approach to learning, recognising individual differences and needs
- develop tolerance and respect for others
- encourage a comprehensive and meaningful partnership between school and the community

# Values Education at Sunshine Heights Primary School

Effective values education occurs in partnership with students, staff, families and the school community as part of a whole school approach to educating students.

Below are the values we believe will develop and support students in leading a productive and rewarding life in an educated, just and open society.

## 'Learning for Life'

### Care and Compassion

- Care for self and others
- Consider the feelings and needs of others in all situations
- Act in a kind, helpful and generous manner towards others
- Respect our environment and creatures in it.

### Doing Your Best

- Always try your hardest
- When you play and work aim to do your best
- It's okay to make mistakes so that we learn from them!

### Honesty and Trustworthiness

- Be honest, sincere and seek the truth

### Respect

- Treat others with consideration and regard, respect another person's point of view Have respect for yourself and pride in who you are.

### Responsibility

- Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways contribute to society and to civic life, take care of the environment
- Be organised with your time and belongings
- Demonstrate self control in your thoughts, feelings and actions

### Understanding and Inclusion

- Accept others and their cultures
- Work and play co-operatively with others
- Help to make our environment safe and happy
- Help others to join in activities and games

### Resilience

- Keep trying especially when things get hard
- Be positive in everything you do
- When things happen that you don't like express your feelings in an appropriate way
- Learn to let things go and move on

# Sunshine Heights

PRIMARY SCHOOL



## *Our Mission Statement*

Our mission is to graduate students who are environmentally responsible and Internationally minded citizens connected to the local and global community.

They will be creative and inquisitive learners with 21st century skills and high levels of achievement.

Our graduates will have the emotional intelligence to successfully participate in a multicultural and diverse society.



## 2. Whole-school prevention statement

### Whole-school prevention statement

The foundation of a positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component to a school's approach to prevention is ongoing personal and social learning throughout the whole school.

It is the responsibility of the leadership team to regularly consult with students, parents/carers, support organisations and the broader community to ensure schools are responsive to students' social, emotional, cognitive and cultural needs.

A positive school culture is also predicated on student engagement being the basis for learning. To support this, the leadership team needs to be actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students needs to be promoted through professional learning teams that encourage innovative pedagogy.

### Prevention Practices

#### *Attendance*

- The school understands that full attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively. The importance of regular attendance will be continually reinforced. AIP notes.

#### *School-wide Positive Behaviour Support*

- Sunshine Heights Primary School implements practices to encourage engagement and build the values of the school in each individual student. This underpins personal and social learning across the school and all our personal interactions.

#### *Quality teaching and learning*

- AIP notes

#### *Inclusion, Wellbeing & Transitions*

- AIP notes

### How we support positive relationships

Our goal is to look at ways to nurture the active involvement of parents/carers in supporting each student in their academic and social learning. In encouraging and building a cooperative approach, it is acknowledged that events will occur that compromise this ideal. When this occurs we will use an approach to repair damaged relationships with individuals and groups within the school.

To support positive relationships as a school we will encourage everyone to use the following approach. To support actions that would be taken, a consistent and respectful approach has been developed by staff to ensure that all students are able to learn and play in a safe and supportive environment. These processes relate to managing challenging behaviours during recess and lunch, and during class time.

### A restorative question approach:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought about since?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What do you think you need to do to make things right?</li></ul>	<ul style="list-style-type: none"><li>• What did you think when you realised what had happened?</li><li>• What impact has this incident had on you and others?</li><li>• What has been the hardest thing for you?</li><li>• What do you think needs to happen to make things right?</li></ul>

### A Staged response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves class teachers and/or the Primary Welfare Officer; all persons affected in the incident and the details of the incident will be documented.
- There will be situations where a formal conference involving the before-mentioned people, parents, support persons will be required. Any imposed consequence will be embedded in the restorative process that requires

a response 'that makes things right' in relation to those who have been affected. To assist with this process, the school has adopted an Issues Resolution policy.

- Where a student continues to have ongoing problems with relationships and social situations, the school will constitute a Student Support Group to develop an individual plan and devise strategies and approaches to assist the student with their social learning. This may include intervention from specialist services and external agencies in the local community.

These practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrongdoing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. It is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity are maintained.

## 3. Rights and Responsibilities

### 3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

### 3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equal opportunity of men and women and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

### 3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- freedom
- respect
- equality
- dignity.

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. These include:

- the right not to be discriminated against
- the right to privacy and reputation
- the right to freedom of thought, conscience, religion and belief
- cultural Rights.

It is important to understand that with human rights comes a responsibility to respect others human rights.

All DET employees must comply with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- encourage compliance with the Charter

- support others to act compatibly with the Charter, and
- respect and promote human rights.

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the DET School Compliance web site.

### **3.4 Students with disabilities**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The Disability Discrimination Act and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

### **Responding to challenging behaviour**

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance.

#### **Discipline**

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

# Bullying and Harassment Policy

## Definitions:

**HARASSMENT** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

### Subtle:

Include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or sexual comments or jokes.
- Persistent comments about a person's private issue.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name-calling.

### Explicit:

Include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Offensive gestures, jokes, comments, messages, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.

Extreme forms of sexual harassment will lead to criminal prosecution.

**BULLYING** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

### Bullying can involve such things as:

- grabbing, aggressive staring, hitting, pinching, kicking, pushing.
- publicly excluding a person from a group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person

**Cyber-bullying** is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS, MMS. It may involve text or images (photos, drawings).

Examples of cyber-bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages/photos
- Defamation

Cyber-bullying can happen to anyone and the bully can act anonymously if they want. Students can also be bullied online by groups of people such as class groups or collective members of an online community.

### Behaving safe online means:

- We keep our details private, e.g. full name, age, photos, passwords and lock our device with a passcode.
- We use appropriate websites that are 'just right' for children
- We know who we are communicating with
- We talk to an adult when unsure about content/websites
- We have an adult in the room when online.

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person.

### Strategies that will be promoted to support students that are being bullied or harassed:

#### **NAME IT:**

##### **Break the Silence**

1. *Tell the person to stop it, what they are doing and how you feel!*

##### **Get Support – Stay Calm**

2. *If the person does it again, tell them to stop and tell them that you are going to **NAME IT** to a staff member or another adult.*

##### **Don't Give Up – Stay Calm**

3. *'Name It' to the staff member or adult.  
Let them know that it is important and tell them what you have already tried.*

### **THREE PARTS OF SORRY:**

1. *Think about what you have done and know that you have done something wrong.*
2. *Say "I am sorry" and mean it, sincerely. (Think about how you would feel)*
3. *Change your behaviour.*

### **RECEIVING A SORRY**

1. *Say with a strong voice, "Thank you for saying sorry, I really don't like it when you... 'OK, I will accept your apology. I really hate it when you punch me, please don't do it again and if you keep hurting me, I'll NAME IT to an adult'"*
2. *Don't say 'that's ok' because what has happened is not OK. You have the right to be safe.*

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

Victorian Equal Opportunity Act. The effects of harassment or bullying may include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

## **PROCESS TO ENSURE SUNSHINE HEIGHTS PRIMARY IS A BULLYING AND HARASSMENT FREE SCHOOL**

### **STEP ONE: Supporting the whole school community with better understanding the terms 'bullying and harassment' (via newsletters, note home etc.):**

- At the beginning of each term, teachers will discuss bullying and harassment behaviours with all students. The discussion with students regarding 'bullying and harassment' will occur in reference to 'what makes a positive learning environment'. This will include:
  - What behaviours contribute to making you feel safe and happy in the classroom and the school yard?
  - What behaviours make people feel unhappy or hurt their feelings? Relate this to bullying and harassment behaviours?
  - What can you do to support people that are being bullied or harassed?
- Teachers to inform all students that if they feel that they are being harassed or bullied that they should:
  - Utilise the strategies above
  - Discuss the matter with a staff member

It is important that the students are aware that their concerns will be taken seriously.

### **STEP TWO:**

Sharon Noel to be informed immediately via email when an allegation of bullying and/or harassment has been made by a teacher, parent or student. Principal to be cc'd in email.

### **STEP THREE:**

Sharon to investigate the allegations of bullying by another student.

This will involve:

1. Meeting with teacher, parent and student that have reported the allegations of bullying. Discussion to identify:
  - a. What has happened?
  - b. Where has this happened?
  - c. What is the student's relationship with the student demonstrating bullying behaviours?
  - d. Communicate next steps of action with the student
2. Meeting with the child demonstrating bullying behaviours. Discussion to identify:
  - a. What has happened between them and the student that has made the allegations?
  - b. Where has this happened?
  - c. What is their relationship with the student?
  - d. Communicate where to from here to ensure all students are able to work and play safely.
3. Meeting with the teacher of the alleged victim of bullying behaviours and the student demonstrating alleged bullying behaviours. Discussion to identify:
  - a. Has the student informed them of any bullying?
  - b. Has the student demonstrating bullying behaviours been accused of bullying other students?
  - c. Who do the students play with in the yard/during class time?
  - d. Where do the students usually play/work?

**STEP FOUR:** (Monitoring process to commence):

1. a. Sharon to **conduct a yard/classroom observation** of the student allegedly being bullied during the first three days of the report being made. Observations to be documented (format on page 14):
  - a. Who were students playing/working with?
  - b. Where were they playing/working?
  - c. Did any behaviour consistent with bullying occur?
  - d. Document and file observations
1. b. Sharon to provide classroom teacher of student allegedly being bullied with a **monitoring proforma**. The teacher will be required to monitor the student for the next ten days. This will involve asking the student the following questions at the end of recess and lunch:
  - Who were you playing with?
  - Where were you playing?
  - Did anything happen?

**Classroom teacher to inform Sharon immediately of any incident that occurs involving the student demonstrating bullying behaviours – Step Five.**

2. After the 10 day monitoring period, if there is no report of an incident involving the student demonstrating bullying behaviours and the student, then Sharon will contact the parents of the student to inform them of the outcome of the ten-day monitoring period. They will also inform the parents that they will continue to monitor the student formally weekly.
3. Monitoring documentation to be filed in Sharon's office.

**STEP FIVE:** (this stage is based on an incident occurring within the 10-day monitoring period)

If an incident occurs involving the student demonstrating bullying behaviours and the student during the ten-day monitoring period, then the following process will be followed:

1. Sharon to investigate the incident using the process outlined in dealing with discipline in the yard/classroom.
2. Sharon to inform the student demonstrating bullying behaviours' teacher, alleged student's teacher and Principal of the incident and investigation details. Meeting to determine follow up plan of action.
3. Sharon to contact the parents of the alleged victim of bullying and to inform them of the incident and investigation follow up.
4. If it is determined that the student is being bullied by another student/s then the following process will be followed – Step Six.

**STEP SIX:**

1. Sharon to contact parents of alleged student demonstrating bullying behaviours to organise a meeting with Principal, Assistant Principal, Student and Classroom Teacher. Sharon to provide an overview of the allegations. Parents of the student will be informed of the process that the school will follow to ensure that their child feels safe and happy at Sunshine Heights Primary School.
2. Sharon to contact parents of student that has demonstrated bullying behaviours to organise a meeting with Principal and Assistant Principals to provide an overview of the allegations and process that have determined that their child has been demonstrating bullying behaviour towards another student/s. Parents of the student demonstrating bullying behaviours will be informed of the process that the school will follow to ensure that the child that is being bullied feels safe and happy at all times. Parents of the student demonstrating bullying and harassment behaviours and the student being bullied or harassed are informed that the student may be:
  - a. Excluded from class.
  - b. Excluded from yard.
  - c. Suspended from school.
  - d. Withdrawal of privileges.

**STEP SEVEN:**

Plan of action developed in step six to be reviewed weekly by Sharon. Parents of student being bullied to be contacted weekly by the Assistant Principal for 10 weeks to ensure their child are happy and safe at school. Student demonstrating bullying and harassment behaviours to be referred to the school's support programs, SSSO's etc via Key contact person. This may also include child being bullied.

## 4. Shared expectations

### 4.1 Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. Sunshine Heights Primary School has developed shared expectations to ensure that the learning, safety and rights of all are

respected. The expectations are intended to be positive in that they set out what is expected and appropriate for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

## **4.2 Expectations - Staff**

### **Engagement**

The school leadership team will:

- uphold the right of every child to receive a quality education
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the Equal Opportunity and Human Rights legislation
- Work in partnership with the Sunshine Heights Primary School community to develop policies and procedures consistent with the school values and aspirations and the Department of Education & Early Childhood Development's Guidelines
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

Teachers at Sunshine Heights Primary School will:

- develop a shared responsibility for all students
- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for "student voice" to develop a positive school culture in and outside the classroom.

### **Attendance**

In compliance with DEECD procedures school staff will:

- promote regular attendance with all members of the school community
- monitor and follow up on absences.

### **Positive Relationships**

Sunshine Heights Primary School will support and promote positive relationships by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to social issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Sunshine Heights Primary School is committed to engaging all students and will only exclude students as a matter of last resort and in extreme circumstances.

The school leadership team will:

- lead and promote preventative approaches to social issues by incorporating student wellbeing at the core of school business;
- monitor the profile of social issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive relationships and relational learning.

Teachers at Sunshine Heights Primary School will:

- use the Student Engagement policy as a basis for negotiating a class-based set of shared norms with students;
- teach students social competencies through curriculum content and pedagogical approach;
- employ relationship management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours;
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own relationship management approach;
- involve appropriate specialist expertise where necessary.

## **4.3 Expectations – Students**

All students are expected to:

- respect, value and learn from the differences of others
- have high expectations that they can learn

- reflect on and learn from their own differences.

### **Attendance**

All students are expected to come to school every day that the school is open to students. If students can't come to school, they must provide an explanation from their parents/carers to their teacher.

### **Relationships**

Students are expected to:

- support each other's learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all
- contribute to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- be aware of the school's Anti-Bullying policy and Student Code of Conduct.

## **4.4 Expectations – Parents/Carers**

### **Engagement**

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school
- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student- parent-teacher meetings, student activities, school celebrations, assemblies, student support groups and responding to communications (including the student diary).

### **Attendance**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

### **Relationship**

Parents/carers should understand the school's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

## **5. School actions and consequences**

### **Ongoing Relationship issues**

The school uses a restorative philosophy to manage relationships.

Where students continue to experience difficulty in building and maintaining relationships a range of strategies and responses will be utilised. These may include:

- **Discussing** the behaviour problems and reaching an agreement for future behaviour
- **Explicit Teaching** of appropriate behaviours
- **Monitoring and providing feedback**
- **Reflection** by allowing students an opportunity and place to settle their own emotions
- **Alternative Learning Environment** a student may be provided with alternative learning arrangements within the school
- **Counselling** will be provided for individuals, staff and parents to assist with managing serious issues

- **Student Support Group Meeting** involving parents/cares and/or relevant DEECD support staff or outside agencies
- **Suspension & Expulsion**

### Process for dealing with incidents during Recess and Lunch:

When dealing with incidents in the yard, teachers will use a consistent approach that focuses on the school values, building students' social skills to ensure relationships are repaired and the matter has been dealt with and resolved.

All teachers on duty will carry a bumbag equipped with;

- first aid item
- student's medical need cards
- a red card for an emergency

When dealing with incidents in the yard it is important that we use a consistent approach that focuses on the school values, building students social skills to ensure relationships are repaired and the matter has been dealt with and resolved.

#### **STEP ONE: Assess the Situation**

When teachers are informed or notice behaviours/incidents that do not reflect the values of the school, the first stage is to assess the situation using the following questions as a guide:

##### When challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

##### To help those affected:

- What did you think when you realised what had happened?
- **Did you let the other person know that you were upset or hurt by what they have done?**
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Complete the discussion by asking the student if they are happy with how things have been sorted. See step two (major incidents/repeated minor incidents) below for students that are continually involved in minor incidents.

This approach should be conducted in an informal way for minor incidents and always ensuring that the children understand what has been discussed and how the issue has been resolved and that it is finished.

It is the teachers' discretion whether the students are able to continue to play or if they need time to calm down and relax (e.g. walking with teacher on duty)

#### **STEP TWO – Major Incidents/Repeated Minor Incidents**

This is based on the outcome of the discussion in step one.

If a staff member believes that specific students are continually involved in minor incidents then they need to refer them to Sharon Noel - these students may be considered to be socially at risk. (Process to support students at risk socially follows below).

*The following incidents that occur out in the yard need to be reported to Sharon Noel immediately*

- A physical fight between students or threats made to other students
- A child has been hurt by another child
- A child has reported that they are being picked on by another student (continually)
- A child has damaged property
- A child is disrespectful to an adult
- A child demonstrates aggressive behaviour towards another student, staff member or community member

## Process for dealing with serious incidents in the yard

1. Staff to assess the incident, if deemed an emergency, contact the office. Sharon Noel or a member of the Leadership team will come to assist. Alternatively, if situation is under control students walk with the yard duty teacher. Sharon to still be notified of the incident.
2. If student fails to comply with teachers request leadership will remove the student from the yard.
3. Leadership to follow up incident using the process/questions above (page 15).
4. Leadership to inform teachers involved of the outcome of the discussions (note that staff on duty may be required to be involved in discussions).
5. Leadership to contact parents of students involved to inform them of the incident and follow up procedures.
6. Information for serious incidents in the yard will be documented by Sharon and filed in her office.

### **IMPORTANT NOTE:**

*Where a student continues to have ongoing problems with relationships and social situations, the classroom teacher with Sharon Noel to set up a Student Support Group meeting to develop an individual plan and devise strategies and approaches to assist the student with their social learning. The support group will include parents, teacher and a member of leadership. Outside support agencies may also be included.*

## Process for dealing with incidents in the classroom

When dealing with incidents in the classroom that affect the safety and learning of others it is important that we use a consistent approach. It is also important that we utilise all the resources available in the school. For situations that affect the safety of others, teachers should contact the Assistant Principal/Leading Teacher or office for immediate assistance.

Suggested process (for situations that are under control).

### **STEP ONE:**

Student is made aware of the behaviours that they need to demonstrate in the classroom. This is the first friendly reminder. If a child fails to demonstrate expected behaviours, then proceed to step two.

### **STEP TWO:**

Second friendly reminder is given to the student and they are referred to the values to display the appropriate behaviour. If a child fails to comply with step two, then proceed to step three.

### **STEP THREE:**

Student is moved to an area of the room that will allow them to observe the behaviours that contribute to an effective classroom-learning environment. Student to return to the group after reflecting on the values they need to show. Note: no longer than 10 minutes. If the student continues to fail to show the values of the school (on the same day) then proceed to step four.

### **STEP FOUR:**

Student is sent to another classroom (team or buddy teacher) until the end of the session. If a student continues to fail to demonstrate the values of the school then proceed to step five.

### **STEP FIVE:**

Teacher to contact member of Leadership (first contact with Sharon Noel) to collect student from the class. Leadership discretion will decide on procedures for the rest of the day. If a child is returned to class and they continue to fail to demonstrate the values of the school, teacher to contact Leadership immediately. Parents to be contacted.

### **IMPORTANT NOTE:**

*Where a student continues to have ongoing problems with relationships and social situations, the classroom teacher with the Assistant Principal to set up a Student Support Group meeting to develop an individual plan and devise strategies and approaches to assist the student with their social learning. The support group will include parents, teacher and a member of leadership. Outside support agencies may also be included.*

**Policy Reviewed 30<sup>th</sup> June 2017**

**Will Be Reviewed June 2018**