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 May 11th 2015 and ratified by School Council

Principal: Alex Artavilla
School Council President: Kylie Barker
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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

The foundation of our 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 of the school’s approach to prevention is the ongoing personal and social learning throughout the whole school.

The leadership team regularly consults with students, parents/carers, support organisations and the broader community to ensure we are responsive to students’ social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in student leadership programs, formulation of classroom protocols and various student forums. Students have multiple opportunities to have input into the creation of their educational experience, including their physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school explores opportunities for our students to take on meaningful responsibilities within the school.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the leadership team is 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 is promoted through professional learning teams that encourage innovative pedagogy.

2.1 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 is continually reinforced.

School-wide behaviour support that focuses on building good relationships and allowing students to take responsibility for their actions

Sunshine Heights Primary School implements practices that aim to build good relationships that are underpinned by our shared values. This includes care and compassion, doing your best, honesty and trustworthiness, respect, responsibility, understanding and inclusion, and resilience. This underpins personal and social learning across the school and all our personal interactions.

Quality teaching and learning

Sunshine Heights Primary School has developed a whole school approach to staff professional development in literacy and numeracy improvement as part of the school improvement agenda. In this way we ensure that the strategies and approaches to teaching and learning that are implemented are consistent across the school and are based in authoritative pedagogies. The professional learning team leaders will lead the learning of members in their teams. An onsite coaching program operates in Literacy and Numeracy.

Inclusion, Wellbeing & Transitions

The transition programs offered at Sunshine Heights Primary School focuses on building strong relationships between parents, students and key personnel in a child’s learning environment. The transition programs are reviewed each year to ensure they meet the needs of the community.

We also focus on developing effective partnerships with kindergartens, secondary colleges, support agencies, special settings and other groups outside the school.

To ensure students and families continually feel connected to the school we constantly explore ways of involving parents in their child’s program.

2.2 How we support positive relationships

The school nurtures the active involvement of parents/carers in supporting each student in their academic and social learning. It seeks to foster this cooperative approach with parents/carers through interviews, reports, phone calls, meetings and the use of diaries.

In encouraging and building this cooperative approach, it is acknowledged that events will occur that compromise this ideal. When this occurs the school will use an approach to repair damaged relationships with individuals and groups within the school. Where appropriate, the school will inform and involve parents in these processes. The following approach will be used.

A restorative question approach:

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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 DEECD (Department of Education and Early Childhood Development) 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 DEECD 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:


3.5 Bullying and Harassment

Definitions:

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

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

**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. 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
- defamation

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

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.

The effects of harassment or bullying include:
• poor health – anxiety, depression
• lower self esteem
• reduced study performance
• missed classes, social withdrawal
• reduced career prospects.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

**Subtle: (the most common)**

They include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another’s sexual activity
- persistent comments about a person’s private life or family
- physical contact e.g. purposely brushing up against another’s body
- offensive name calling.

**Explicit: (obvious)**

They include:

- grabbing, aggressive hitting, pinching and shoving
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mail
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as**

- grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
- publicly excluding a person from your 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 because of their looks.

**Cyber-bullying**

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language they use and the things they say
- how they treat others
- respecting people’s property (e.g. copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it ‘stranger danger’)
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something ‘not quite right’. At home this would be a parent or carer, at school a teacher.

Students who are being harassed or bullied will be encouraged to:

- tell the person that they don’t like what the person is doing and that they want them to stop
- discuss the matter with a student leader or a teacher/coordinator that they feel comfortable with.

Concerns will be taken seriously. All complaints will be treated confidentially and in line with our Anti-Bullying Policy.

**Process to ensure Sunshine Heights is a Bullying and Harassment free school**

**Step One:**

Educate the students and parents:

At the beginning of each term teacher to inform all students about bullying and harassment (as above). Parents to be informed via newsletter.

Teachers to inform all students that if they are being harassed or bullied that they should:

- Tell the person that they don’t like what they are doing and that they want them to stop
- Discuss the matter with a student leader or a teacher that they feel comfortable with.
It is important that the students are aware that their concerns will be taken seriously.

**Step Two:**
Primary Welfare Officer to be informed via email (Leading Teacher and Principal to be cc’d) when an allegation of bullying has been made by a teacher, parent and/or a student.

**Step Three:**
Primary Welfare Officer to investigate the allegations of bullying.

This will involve:

1. Meeting with parents and student that have reported the allegations of bullying. Discussion to identify:
   - What has happened?
   - Where has this happened?
   - What is the student’s relationship with the alleged bully?

2. Meeting with the alleged bully. Discussion to identify:
   - What has happened between them and the alleged victim?
   - Where has this happened?
   - What is their relationship with the student?

3. Meeting with the teacher of the alleged victim and bully. Discussion to identify:
   - Has the alleged victim informed them of any bullying?
   - Has the alleged bully been accused of bullying other students?
   - Who the students play with in the yard/during class time
   - Where the students usually play/work

**Step Four:**
Monitoring:

1. Primary Welfare Officer to conduct a yard observation of the alleged victim during the first three days of the alleged report being made. Observations to be documented:
   a. Who were you playing with?
   b. Where were you playing?
   c. Did anything happen?

2. Primary Welfare Officer to provide classroom teacher of alleged victim with a monitoring form. 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 Primary Welfare Officer ASAP of any incident that occurs involving the alleged bully – Step Five.

3. If there is no report of an incident involving the alleged bully and the alleged victim then the Primary Welfare Officer will contact the parents of the alleged victim 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.

4. Monitoring documentation to be filed in the Primary Welfare Officer’s office.

**Step Five:**
If an incident occurs involving the alleged bully and the victim during the ten-day monitoring period then the following process will be followed:

1. Primary Welfare Officer to investigate the incident using the process outlined in dealing with discipline in the yard/classroom.

2. Primary Welfare Officer to inform the alleged bully’s teacher, alleged victim’s teacher, Principal and Leading Teacher of the incident and investigation details. Meeting to determine follow up plan of action.

3. Primary Welfare Officer to contact the parents of the alleged victim and to inform them of the incident and investigation follow up.

4. If it is determined that a student is being bullied by another student/s then the following process will be followed – Step Six.

**Step Six:**

1. AP to contact parents of victim to organise a meeting with Principal, Primary Welfare Officer, Leading Teacher and Classroom Teacher. AP to provide an overview of the allegations. Parents of the victim will be informed of the process that the school will follow to ensure that their child feels safe and happy at SHPS.

2. AP to contact parents of bully to organise a meeting with Principal, Primary Welfare Officer, Leading Teacher and Classroom Teacher. AP to provide an overview of the allegations and process that have determined that their child has
been bullying another student/s. Parents of the bully 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 SHPS. Parents of the bully and the victim are informed that the bully may be:
- Excluded from class.
- Excluded from yard.
- Suspended from school.
- Withdrawal of privileges.

Step Seven:
Conference to be conducted to determine how the school can ensure that the victim feels safe and happy at school at all times and that the bully respects the rights and needs of others.

Conference to include:
- Victim
- Victim’s parents
- Bully
- Bully’s parents
- Classroom teacher of Victim and Bully
- Primary Welfare Officer
- Leading Teacher
- Principal – will facilitate the conference.

By the end of the conference a plan of action will be developed that has been agreed to by all parties on what needs to happen to ensure that the victim feels safe and happy at school at all times, and that the bully respects the rights and needs of others. A copy of the plan of action to be provided to all attendees. Plan of action to be reviewed weekly. Parents of victim to be contacted weekly by the AP for 10 weeks to ensure their child are happy and safe at school.

Step Seven:
Victim and bully to be referred to the school’s psychologist

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, well being 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

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<tr>
<th>Process for dealing with incidents during Recess and Lunch:</th>
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All teachers on duty to be provided with a long range phone. Phones to be used to contact office and/or Primary Welfare Officer’s school mobile phone number. This is to be handed over to the next person on duty. Phones available at office and to be returned at the end of each day.

When dealing with incidents in the Yard it is important that we use a consistent approach that focuses on building students social skills and ensures relationships are repaired.

Note that teachers on duty should contact the office immediately if a situation is out of control.

Step One:

Use the following questions to assist you with dealing with incidents in the yard:

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Complete the discussion by asking the victim if they are happy with how things have been sorted. This approach should be conducted in an informal way for minor incidents.

Step Two:

This is based on the outcome of the discussion in step one. If the situation has been sorted and the alleged victim is happy with the outcome then there is no need to proceed any further.

If staff believe that specific students are continually involved in minor incidents then they need to refer them to the Leading Teacher (Student Engagement and Wellbeing) - these students will be considered to be socially at risk. (Process to support students at risk socially below).

Please email students name and details of your concerns to the SEW Leader.

The following incidents that occur out in the yard need to be reported to the Primary Welfare Officer:

- A fight between students
- A child has been hurt by another child
- A child has reported that they are being picked on by another student
- A child has damaged property
- A child is disrespectful to a teacher
- A child demonstrates aggressive behaviour towards another student

Process for reporting incidents to the Primary Welfare Officer (if the situation is under control):

1. Contact the office using the long range phone – provide them with a short description of what happened, who was involved, name of teacher reporting incident, time incident was reported.
2. If the situation is under control student/s can walk with teacher or sit in an allocated area until Primary Welfare Officer commences following up the incident. If student fails to comply with teachers request then contact the office and they will inform the AP who will come and collect the student from the yard. If the Primary Welfare Officer is unavailable a member of the Leadership Team will be contacted. If incident hasn’t been dealt with then the student/s need to be escorted to the office at the end of recess and lunch.
3. Office staff to contact Primary Welfare Officer and email details of incident to AP – classroom teacher of students involved, Leading Teacher and Principal to be cc'd.
4. Office staff to also contact AP in person/phone (mobile number) to inform them of the incident/email.
5. Primary Welfare Officer to follow up incident using the process/questions above. Incident to be documented.
6. Primary Welfare Officer to inform teachers involved of the outcome of the discussions (note that staff on duty will need to be involved in discussions if a child is reported for disrespecting a teacher)
7. Primary Welfare Officer to contact parents of students involved to inform them of the incident and follow up procedure.
8. Follow procedures: The follow procedure depends on the incident and the discussion related to what needs to happen to make things right. Things that will need to be considered in regards to follow up procedures:
   a. Severity of the incident – e.g. was it related to a sporting dispute
   b. AP to monitor the follow up procedures – this will involve meeting with the students at the end of recess and lunch for ten days using the monitoring form.
   c. At the end of the ten days if the students have successfully demonstrated their commitment to the follow up procedure then the monitoring will occur once a week. This will be documented. Teachers of students and parents of students to be contacted to be informed of the outcome of the monitoring period.
   d. If a student fails to demonstrate their commitment to the follow up procedures than advancement on the follow up procedure will need to occur.
9. 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 will be led by the SEW Leader. This may include intervention from specialist services and external agencies in the local community – this will be organised by the Leading Teacher who will organise a meeting with parents, teacher, AP to develop a plan to support the students that are at risk in the yard. Plan to be reviewed every four weeks.

**NOTE:**
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.

The purpose of this process is intended to move the focus away from punitive consequence that is based on the establishment of wrong doing. 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.

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**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 Primary Welfare Officer and Office immediately for assistance.

Suggested process (for situations that are under control). All students need to be aware of the processes that will be taken to ensure everyone in the class feel safe and are able to learn:

**Step One:**
Student is made aware of the behaviour that they need to demonstrate in the classroom.
This is the first warning. If a child fails to demonstrate expected behaviours then proceed to step two.

**Step Two:**
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 is able to return when they are able to mention three things they will do to change their behaviour and to contribute to an effective classroom learning environment. Note: no longer than 10 minutes.
If a child fails to comply with step two then proceed to step three.

**Step Three:**
Student is sent to another classroom (not team leader) until the end of recess, lunch and day. Student is asked to observe the behaviours that contribute to an effective classroom learning environment.

**Step Four:**
Student is sent to the classroom of their Year Levels team leader until the end of the day. Student is asked to observe the behaviours that contribute to an effective classroom learning environment.

**Step Five:**
Primary Welfare Officer is contacted to come and collect the student.

**Step Six/Open Step:**
Where a student continues to have ongoing problems with relationships and social situations, the classroom teacher will inform the Leading Teacher to constitute a Student Support Group meeting 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 - this will be organised by the Leading Teacher who will organise a meeting with parents, teacher, AP to develop a plan to support the student in the classroom. Plan to be reviewed every four weeks.

Leading Teacher will also observe child in the classroom to support them will developing a plan of action for the student. This will occur prior to the Student Support Group meeting.

**NOTE:** Step Six can be instigated at any time by the classroom teacher. This may be due to a child who is continually being asked to proceed to Step Two (however not Step Three – for example).