

# Student Engagement and Well-Being Policy

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## Definitions

**Parent** in this policy in relation to a child, includes a step-parent, an adoptive parent, a foster parent, guardian, or a person who has custody or daily care and control of the child.

**School community** refers to Principal administration, teachers, support staff, students and parents (family).

## 1. School profile statement

### Background

Chatham Primary School is located in Surrey Hills in Melbourne's eastern suburbs with students drawn from a relatively small catchment area. Chatham Primary School's main facility is a two-storey red brick building with a three-arched entry, as well as an additional two-storey Early Years Learning Centre. The school opened with an enrolment of 212 students on the 1<sup>st</sup> of August 1927. Many students came from over-crowded surrounding schools. Surrey Hills was once the home of an older retired population, but more recently, the area has become attractive to young professional families. Our average enrolment over the last three years has been 427.6%. The school's current enrolment is 441.

### Demographic

In 2014 the School's Family Occupation (SFO) density score was 0.16. The average over the last three years was 0.13. Our ESL enrolment is 6.8% and the average for the last three years was 5.6%.

### Facilities

Over the last fifteen years the school has completed 4 major works projects. These works have included the refurbishment of existing spaces and the extension to and inclusion of new buildings. These projects overall have provided the school with 19 permanent, high quality and flexible teaching and learning spaces. More recently, the Japanese classroom has undergone a refurbishment which includes a Japanese garden which was designed as an outdoor learning environment and an extension of the learning space. The school's Out of Hours School House also underwent a refurbishment that included the façade, front garden and entrance.

The school grounds have been landscaped, creating interesting playing spaces including playground equipment and sandpit areas, as well as an area designed for building cubbies using recycled crates. All hard surfaces have been re-asphalted with extensive playground marking with 2 basketball/netball courts. Parents' Club also took on the project of completely restoring the Bike Shed to encourage students to engage in active and sustainable travel. As well there is a chicken shed and vegetable garden, as well as native and koori gardens.

### Staffing Profile

There is currently one Assistant Principal, thirty-five teaching staff which includes both a Reading Recovery Teacher and a Literacy Coach who is released from the classroom two days a week, seven Disabilities and Impairment Program aides, a Department Speech Pathologist and Psychologist, computer technician, Business Manager and an Office Administrator.

The school has a daily Out of School Hours Care Program coordinated by staff from Camp Australia. They operate a Breakfast Club from 7.15 am to 8.45 am and an After School Program that begins at 3.30pm and operates until 6.00pm each evening.

### Student Learning

The staff at Chatham Primary School are characterised by enthusiasm, collegiate support and dedication to professional growth. Our approach to teaching and learning ensures every student experiences success through a broad curriculum and a variety of learning styles. This enables students to work independently and collaboratively whilst developing their skills, confidence and the ability to define values, express ideas, formulate opinions and enjoy a love of learning.

Currently students are grouped into twenty-one straight year level home groups and work together as part of Junior and Senior School Units. Over the last two years there has also been an all boys' class cohort that has moved from Yr 5 into Yr 6. Class programs are supported by a rich array of special programs as well as specialist teaching support. All curriculum planning is based on AusVELS - Australian Curriculum in English, Mathematics, Science and History and the Victorian Essential Learning Standards with a yearly Prep-6 cycle of Concept and Inquiry units. Students attend Specialist Art, Japanese, Physical Education and Music lessons, as well as Library with classroom teachers. A number of Literacy support and intervention programs are in place including Reading Recovery (Year 1) and English as an Additional Language classes (EAL) for students in Prep-6. Over the last two years Chatham has also built up a relationship with the Blackburn English Language School. The Walker Learning Approach – Investigations Program is implemented several mornings a week in Prep and Year 1 and is the foundation of our Oral Language Program.

### Specialist /Extra-Curricular

Our specialist programs are highly valued by the school community and include many extra-curricula programs in addition to the specialist class program. While all students undertake recorder in Year 3, student also have the opportunity to participate in Junior and Senior Vocal Ensemble, Band or an a cappella group. Students may also access private instrumental tuition, which is organised and administered by the school. The Band provides extension for students learning an instrument. A biennial school concert involves every child in the school and is strongly supported by the community, as are other days of celebration.

The Japanese Program has developed many relationships with Sister Schools and PenPals in Japan to enrich its classroom program and ties with Japan. In recent years a Japanese Study Tour for students in Year 5&6 has been offered every two years. The school regularly has a Japanese assistant, as well as regularly hosting Japanese Visitors from a variety of learning institutions.

In Prep and Year 1 students undertake the Perceptual Motor Program classes in addition to lessons in Physical Education. From Year 3 students also begin to undertake an extra hour of Sport and by Year 6 are involved in the Interschool Sport Program in 1<sup>st</sup> Semester. Students also have the opportunity to participate in Hoop Time from Year 3-6 each year as well as our Standardised House Athletics Sports. Yr 4-6 students can also participate in Cross-Country and Swimming Sports, while a Swimming Program is undertaken by students in Prep – Year 4. Camps are also a highlight and extension of our PE program for students from Yr 4-6. In Year 4 students undertake an outdoor education camp, in Year 5 a Bike Camp which has been preceded by a Bike Education Course, and our Year 6s undertake a weeklong Water based camp.

### Initiatives and Extra-Curricular

Chatham Primary School acknowledges the diversity of learning styles, interests and talents and provides an array of enrichment opportunities. Students with special talents have the opportunity to participate in the school organised University of NSW Competitions and Maths Olympiad, Extension Maths Year 4-6, Public Speaking competitions, Chess Club and the recent introduction of the WiseOnes programs. The Thinking Orientated Curriculum is used extensively in all classes to develop student's higher order thinking skills and strategies. Each student in Year 6 has a leadership role such as Peer Support Leader, Junior School Councillor, School Captain, House Captain, Art, Environment, Japanese, Music Leader. Year 6 students also lead the weekly Friday afternoon assemblies. The leadership training provided to older students is highly valued by parents and at the Year 6 graduation each child prepares and gives a speech. As a school community we are committed to maintaining these extra-curricular activities, which allow a unique preparation of our young leaders as they ready themselves for transition into secondary settings.

Students also have the opportunity to participate in Special Religious Instruction classes.

### Student Welfare

The school values underpin all decisions made in the school and form the framework for our student management and welfare programs. Students collaboratively establish classroom rules and create a vision for the Year which is underpinned by the school's values.

All of our Year 5 students are involved in a Prep Buddy program, which begins as part of the orientation program for Preps in the year before they commence school, while some of our Year 6 students are trained each year as Peer Support Leaders for the Year 3 students.

The School value of Resilience is the foundation of the Bounce Back Program used at the school, and Restorative Practice is being introduced school wide which is underpinned by Respect, Relationships and Responsibility.

### Parent Involvement/Home-School Partnership

Parents of students have considerable involvement with the school in a variety of ways. Each classroom has a parent coordinator/s who acts as liaison between the teachers and parents, organises social events for students and their parents and provides support for excursions, classroom assistance, etc. Parent coordinators also work to support concert performances, working bees, social service sponsorship and the welcoming of new families. The Year 5 parents do the catering for families, students and staff at the Year 6 Graduation.

Working Bees at the school are extremely well attended and parents assist around the school in many ways such as; student banking, library processing and as coaches and umpires for Sport and Physical Education, in the school Canteen and with Book Club. The parent participation rates in activities such as information afternoons and evenings are extremely high. In addition to the School Council, parents who are not on Council are encouraged to participate in School Council Sub Committees.

Families of students at Chatham Primary School actively support fundraising activities with the major fundraising event being the biennial fair. The school community formed a Cooperative in 2005 to enable funds to be borrowed to support some these major works and playground improvements, and which finishes in march 2016. The servicing of this loan has been the major fundraising priority of the whole school community to date.

Parent Help in the classroom is also highly valued by teachers and students alike and we would not be able to run programs such as the PMP in Prep and Year 1, without this support. Parents are encouraged to undertake the Parent Helpers Course to assist with classroom help. Volunteers are also welcome to assist during classroom literacy and numeracy programs?

### Sustainability

Chatham Primary School achieved its 5 Star Accreditation as a Sustainable Star in 20?? The school has many sustainable initiatives embedded across the school including chickens, Yr 6 Environment Leaders, sustainable responsibilities assigned for each year level, animal sponsorship. The school also works closely with Boroondara Council implementing a number of Active Travel initiatives.

## 2. School Prevention Statement, Vision and School Values

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked

### VISION

Chatham Primary School fosters a supportive and engaging learning environment which aims to develop motivated students who exhibit positive attitudes to learning as global citizens.

We acknowledge the unique abilities of every child and encourage an inquisitive approach to learning to assist students to reach their academic, social, emotional and physical potential. Through the delivery of a child centered curriculum we foster individual, independent, collaborative and cooperative learning and acknowledge and celebrate the efforts and achievements of every student.

Chatham Primary School is a learning community which fosters a shared partnership between children, staff, parents and the wider community. Our dynamic learning environment is based around our six school values and the core skills in numeracy, literacy and technology to help prepare our students for their global future.

A rich history of community spirit allows a connectedness to, and an appreciation of the past whilst building optimism for a sustainable future.

### VALUES

- **Learning** – developing critical, creative and reflective thinking skills and knowledge to maximise each child’s potential as independent, motivated and lifelong learners in a global world.
- **Respect** – valuing the differences, beliefs and abilities of others by displaying tolerance, good manners, compassion and care. Having regard for oneself and others, as well as the community and our environment.
- **Resilience** – having a belief in yourself and your own unique abilities and recognising that you are valued by others. Developing self-worth, flexibility, initiative and persistence.
- **Partnership** – embracing the development of cooperative, inclusive and supportive relationships between students, parents, teachers and the wider community to achieve common and shared goals.
- **Responsibility** – displaying self-discipline, being accountable for the decisions you make and the actions and words you use.
- **Honesty** – being reliable, truthful and fair, while being true to yourself and others.

### STUDENT ENGAGEMENT AND WELLBEING GOALS

The following table are the Goals – Targets – Key Improvement Strategies from the 2011-2015 Strategic Plan

<b>Student Engagement and Wellbeing</b>	<b>To improve student engagement, connectedness and resilience.</b>	The Teaching & Learning components of School Connectedness and Student Motivation of the Attitudes to School Survey will be in the fourth quartile% based on 2011 benchmarks.		<b>Provide an engaging, relevant and challenging child centered inquiry based curriculum</b>	
			2011		2015
		School Connectedness	4.45 (3 <sup>rd</sup> )		4.58 (4 <sup>th</sup> )
	Student Motivation	4.62 (3 <sup>rd</sup> )	4.69 (4 <sup>th</sup> )		

### **3. Rights and responsibilities of the School Community**

#### **3.1 Guiding Principles**

All schools are required to provide a learning environment, which meets the following principles:

- The school will fully and effectively implement its Duty of Care for the safety of staff and students.
- All individuals are to be treated with respect.
- The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- Students have a right to work in a secure environment, where, without intimidation, bullying, including cyber bullying, or harassment (anti-social behaviour) they are able to fully develop their talents, interests and ambitions.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school promotes active student participation as an avenue for improving student outcomes and facilitating school change.
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others is encouraged.
- Teachers have a right to expect that they will be able to teach in an orderly and co-operative environment.
- Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The Principal, Assistant Principal and staff have an obligation to fairly, reasonably and consistently implement the Code of Behaviour.

#### **3.2 Equal Opportunity**

The *Equal Opportunity Act 2010* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality 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 protected attributes:

- age
- breastfeeding
- gender identity
- impairment/disability
- 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.

- 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 other human rights.

All DET employees must act compatibly 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

### **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, and 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.

### **3.5 Bullying and harassment (anti-social behaviour)**

#### **Definitions**

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

**Bullying** is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

**Cyberbullying** 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 cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying 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 2010.

The effects of harassment (anti-social behaviour) or bullying include

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

If a student sees another person being harassed or bullied they should tell the target that they witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable too.

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

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**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 etc.
- 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.

**Cyberbullying**

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

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information
- 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 which is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader, a teacher/Welfare Coordinator (Assistant Principal) that you feel comfortable with or parent/carer or significant adult.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Parents are asked to report any incidences of bullying or harassment to the school, instead of approaching students or families directly.

### **3.6 Rights and Responsibilities of Students, Parent and Teachers**

See Appendix 4 – Rights, Responsibilities and Shared Expectations.

### **4.0 Engagement Strategies**

To realise our vision the school has in place a range of Engagement and Well-Being strategies.

See Appendix 1 – Engagement Strategies and Appendix 2 – Well-Being Strategies

#### **4.1 Identifying students in need of extra support**

We recognise that some students as a group or as individuals may need extra social, emotional or educational support to flourish at school and so we have put in place strategies or tools to identify these students.

See Appendix 3 – Strategies for identifying and providing extra support to students in need.

#### **4.2 Diversity in the school community**

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community.
- attracting highly skilled and diverse staff making the school a preferred employer.
- increasing the range of knowledge, skills and experiences available in the workforce.
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs.
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Chatham Primary School will address and celebrate diversity by acknowledging any relevant theme days, such as Harmony Day, as part of Junior School Council responsibilities. Furthermore any concepts and units of inquiry implemented across our curriculum that address ideas of diversity including multiculturalism and identity, will always start with a focus on the makeup of our own students' backgrounds and interests so that learning is meaningful, child centred, as well as respectful and tolerant of different customs and backgrounds that our school community shares.

Sensitivity will also be applied when working with students from adopted backgrounds.

### **5. Shared Behavioural Expectations**

We believe in a consistent whole school approach to behaviour and student support. Our approach aims to meet the needs and expectations of the school community. As teachers and parents we need to encourage students to examine their own behaviour and importantly to take responsibility for it.

Behaving responsibly at Chatham Primary School occurs in the context of mutual rights, responsibilities and negotiated fair rules. The well being and welfare of all is a primary concern in the way we manage behaviour. The emphasis is on personal accountability and not on punishment.

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

Chatham Primary School has implemented the six rule categories developed by educational consultant Bill Rogers which are the foundations for our Code of Behaviour. Each class has developed a class rule for each category and yard rules have been established in consultation with students. These six rule categories are:

- Talking
- Treatment
- Conflict
- Movement
- Safety
- Learning

These rules, which are constantly re-enforced in the classroom, are sent home with students at the beginning of each year for parents to discuss with their children and sign.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments.
- ensuring student participation in the development of classroom and whole school expectations.
- providing personalised learning programs where appropriate for individual students.
- consistently acknowledging all students.
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making.
- providing physical environments conducive to positive behaviours and effective engagement in learning.
- distinguishing and promoting across the student body the need for reporting versus dobbing.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs.
- ensuring a clear understanding of expectations by both students and teachers.
- students' completing a reflection form.
- providing consistent school and classroom environments.
- scaffolding the student's learning program.
- identifying triggers and putting prevention strategies in place.
- staff undertaking necessary and timely Professional Development to manage students' needs such as Anxiety, Challenging Behaviours, Autism Spectrum Disorder etc,

Broader support strategies will include:

- teachers and Welfare Co-ordinator maintaining a record of all inappropriate behaviours, strategies, consequences and communications between the students involved, their parents and the school.
- involving and supporting the parents.
- involving the Student Wellbeing coordinator.
- tutoring.
- mentoring and/or counselling.
- convening Student Support Group meetings – the SSG is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour.
- developing individualised flexible learning and Student Behaviour Management or Attendance plans.
- providing broader educational programs.
- involving community support agencies.

See also Appendix 4: Rights, Responsibilities and Shared Expectations

## 6. School actions

### 6.1 Responding to challenging behaviours

If student behaviour does not meet school Classroom and Outside Codes of Behaviour, a range of student management measures with escalating levels of consequences will be followed, *along with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.*

Although these consequences are presented in order, they do not have to be used sequentially. For instance a reminder may not always be an appropriate first step.

- Warning given, reminder of rule.
- Provide student with two or three choices if behaviour persists.
- Teacher to remain calm to mirror expected behaviour.
- Student removed from the class group to assigned area of classroom or walk with yard duty teacher for a short nominated period of time to reflect on recent choices.
- Child removed from classroom or yard for nominated period and followed up with teacher, Unit Leader, Assistant Principal or Principal.

In following through consequences it is often effective to have children write out or draw what has happened and what they intend to do to 'make the situation better' using a reflection form.

- Verbal or written apology.
- Parents/carers to be contacted to inform them of events of challenging behaviour.
- If warranted, restriction of privileges may be applied e.g. normal yard presence.
- Short term or long term contracts or 'check-ins' with class teacher or Assistant Principal may also be negotiated with the student, teacher and/or parents/carers to help monitor and modify a child's behaviour at school.
- Student Support Group meetings may be convened to assist in managing anti-social behaviours long term.
- In some circumstances support and guidance may be sought and provided from relevant persons or agencies.
- Withdrawal from class activities for a specified period. Parents/carers will be informed of such withdrawals.
- Suspension
- Expulsion

#### **SAMPLE OF A REFLECTION FORM:**

<b>Name:</b> _____ <b>Class</b> _____
<b>What did I do?</b>
<b>Which school rules did I break?</b>
<b>What will I do next time I have this problem?</b>
<b>Teacher comment and Follow Up:</b> <b>Signature:</b> _____
<b>Parent Comment:</b> <b>Signature:</b> _____

## **6.2 Discipline procedures – suspension and expulsion**

Only serious and continued breaches of school rules will require consideration of suspension and possible expulsion procedures as a last resort. They may only be applied as set out in the Department of Education and Training Student Engagement and Inclusion Guidance. Suspension and expulsion can only be approved by the Principal.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges.
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Parents/carers should be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- Convening of a Student Support Group
- In-school Suspensions
- Student Behaviour Management Plan put in place

## **7. Engaging with families**

The school values parent/carer input into its operations and curriculum offerings and seeks feedback through the Education and Policy Committee, Parent Opinion Survey and Parent Representatives on School Council. The School Council also provides encouragement of Parents' Club in its efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carer and families by:

- ensuring all parents/carers are aware of the school's Student Engagement and Well-Being Policy, and Parent Participation Policy
- providing volunteer opportunities to enable parents/carers and students to contribute to school programs and activities
- establishing effective school-to-home and home-to-school communications including weekly school newsletters and term Year level newsletters
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills such as Parent Information Afternoons/Evenings and Parent Helpers Course, as well as those offered through Parents' Club.
- liaising with Parents' Club Welcoming Officer regarding new families
- involving families in Student Support Groups.

Parent responsibilities for supporting their child's attendance and engagement are outlined in Shared Behavioural Expectations - Appendix 4

## 8. Evaluation

Data will be collected regarding frequency and types of engagement and well-being issues so as to measure the success or otherwise of school based strategies and approaches. Some sources of data used are:

- the Attitudes to School Survey Data ( Yr 5 & 6 students)
- Staff Opinion Survey
- Parent Survey Data
- Surveys / feedback collected by teachers from their students
- data from case management work with students and extracted from SOCS
- Student Welfare Cohort Tracker

## 9. Appendices, related policies and references

This policy is informed by the DET Student Engagement and Inclusion Guidance at

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

Appendix 1 – Engagement Strategies

Appendix 1a – Scope and Sequence

Appendix 1b – Extra-Curricula Activities

Appendix 2 – Well-Being Strategies

Appendix 3 – Strategies for identifying and providing extra support to students in need

Appendix 4 – Shared Behavioural Expectations

Appendix 5 - This policy is to be read in conjunction with the school's Student Anti-Bullying and Harrassment (Anti-Social Behaviour) Policy

**Status:** *Approved by School Council – September 2015*

**Policy Review Date:** 2016

## Appendix 5 - CHATHAM PRIMARY SCHOOL STUDENT ANTI- BULLYING AND HARRASSMENT (ANTI-SOCIAL BEHAVIOUR) POLICY

### 1. PURPOSE:

- 1.1 To reinforce within the school community that no form of bullying or anti-social behaviour is acceptable.

*Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).*

*Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:*

- *children not getting along well*
- *a situation of mutual conflict*
- *single episodes of nastiness or random acts of aggression or intimidation.*

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

*Cyberbullying 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)*

- 1.2 To raise awareness in the school community to be alert for signs and evidence of bullying and anti-social behaviours, and articulate their responsibility to report it to staff.
- 1.3 To ensure that all reported incidents of bullying and anti-social behaviours are followed up and that support is given to the target and perpetrator, and others impacted by the incident.
- 1.4 To seek parental and peer-group support and co-operation with all bullying and anti-social behavioural issues.

### 2.0 GUIDELINES FOR ACTION:

- 2.1 The school will promote a collaborative culture where bullying and anti-social behaviours are not accepted. All members of the community will have the right of respect from others, the right to learn or to teach, and the right to feel safe and secure in the school environment.
- 2.2 The school will be proactive and reactive to reduce bullying and anti-social behaviours. The school will deal with all issues of bullying and anti-social behaviours on a case to case basis and ensure sensitivity and confidentiality for both target and perpetrator are respected.
- 2.3 To assist the school, parents are encouraged to alert a teacher or the Principal if they become aware of a bullying issue or anti-social incident rather than following issues up themselves.
- 2.4 The school will continue to source and deliver programs that promote anti-bullying themes and anti-social behaviours including social netiquette whilst developing skills in resilience, conflict resolution, assertiveness, problem solving, self-worth, collaboration and empathy.

- 2.5 The school will maintain a whole school approach to discipline. At the beginning of each year, class groups will collaboratively develop a classroom Code of Behaviour, which will be sent home alongside the school's playground Code of Behaviour and ICT Acceptable Use Agreement.
- 2.6 Failure of a child to behave appropriately towards others will be referred by teachers to the Senior or Junior Unit Leaders, the Assistant Principal or Principal. A reflection form will then be completed and a follow-up plan followed.
- 2.7 The school will ensure incidents of bullying and anti-social behaviours are always communicated to parents as they arise, in a timely manner.
- 2.8 The Welfare Co-ordinator and/or teachers will maintain a record of all bullying and anti-social behaviours, strategies and consequences implemented and communications between the students involved, their parents and the school.

**Status:** *Approved by School Council September 2015*

**Policy Review Date:** *2016*

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