Mount Waverley Primary School
BULLYING PREVENTION POLICY

'Achieving Excellence Together'
A Child Safe School

This policy reflects the DE&T *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community.

2020

Principal: Greg Paine

School Council President: David Fry (Acting)

RATIONALE

Rationale

Mount Waverley Primary School (MWPS) is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of vulnerable children and children with a disability.

MWPS believes all children and adults should be treated with respect and the school should provide a safe and caring environment for all members of its community. In order to achieve this, it is recognised that each school community member, both student and adult, owns their own behaviour and by adopting a whole school approach we will deliver a message that abuse, neglect, bullying and harassment behaviour is not tolerated. Every person involved has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

MWPS has a NO tolerance policy to bullying and harassment.

PURPOSE

The purpose of this policy is to:

- promote positive and responsible behaviour
- develop a safe and happy environment
- explain the definition of bullying so that there is shared understanding amongst all members of the MWPS community
- encourage an awareness of the consequences of bullying and harassment behaviour
- make clear that no form of bullying will be tolerated
- reduce the incidence of bullying and harassment behaviour
- outline the strategies and programs in place to build a positive school culture and prevent bullying behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at MWPS
- empower victims

When responding to bullying behaviour, MWPS aims to:

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

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

SCOPE

This policy addresses how MWPS aims to prevent, address and respond to student bullying behaviour. The school recognises there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our Student Engagement Policy, Wellbeing and Inclusion Policy.

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

Definitions

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

> *Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*
>
> *Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)*
>
> *Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

Bullying and Harassment

Definitions

Harassment:

- any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person
- usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit

Subtle: They include:

- offensive staring and leering

- unwanted comments about physical appearance and sexual preference
- racist or crude comments or jokes
- ridicule, insults or put downs
- questions about another's sexuality
- 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: They include:

- grabbing, aggressive hitting, pinching and shoving etc.
- unwelcome patting, touching, embracing
- repeated requests for 'in school time' or 'out of school hours' 'get-togethers', especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or any multi-media
- sexual and/or racially or culturally offensive or provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual contact
- sexual or grooming offences
- neglect, mistreatment or deprivation of care, food, clothing or shelter

Extreme forms of sexual harassment or abuse will lead to criminal prosecution.

Bullying has three main features:

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

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

Bullying:
- involves a desire to hurt another and an abuse of power. The action is unjustified
- is the repeated harm, either emotional or physical, by one person or a group of people
- is when an individual, or a group of people deliberately hurt another person, their property, reputation or social acceptance on more than one occasion
- includes the use of electronic media to cause harm or distress
- incorporates the following examples: using put downs, name calling, teasing, spreading rumors, taking things, social exclusion, hitting, kicking, spitting, demanding money, forcing someone to carry out actions against their will, making sexually suggestive comments, sending hurtful or inappropriate messages or images in print

or via multi-media

Bullying is not:
- mutual conflict, where there is a disagreement or argument between students but there is no imbalance of power. Both parties are upset and usually want the situation resolved
- dislike, students do not have to like everybody. They do have to treat everybody with respect and must not cause repeated distress
- single episodes of meanness or random acts of aggression. A single act does not constitute bullying and is more an example of where students need to learn from an error of judgment
- acts that are directed at many different students. Bullying is repeated over a period of time and targets an individual student

Cyberbullying is direct or indirect bullying behaviours using digital technology. It can be verbal, written and include images, video and/or audio.

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, social media or web pages
- includes bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)
- could happen to anyone and the bully can act anonymously if they want
- can be online by groups of people such as class groups or collective members of an online community

Examples of cyberbullying behaviour are:

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

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 can include:
- poor health, anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- self harm
- reduced career prospects.

If you are harassed or bullied you can:
- stay cool
- stand tall and face the person
- look at them
- say their name
- say firmly in a slightly louder voice something like "stop" , "that's not ok"
- ignore them
- walk away
- talk to a teacher, parent or trusted adult
- notify the Principal or Assistant Principal.

If you know someone who is being harassed or bullied:
- refuse to support the bully or abuser
- do not watch or laugh at what they do
- speak to a teacher about it
- speak to the person who is being abused or bullied and encourage them to do something about it and encourage them to tell an adult
- if it's a friend being the abuser or bully let them know their behavior is unacceptable.

Bystanders who do nothing to stop harassment or bullying may be contributing to the problem by providing an audience for the bully.
- Be an **'Up-stander'**
- Let the abuser or bully know their behaviour is unacceptable and inform a trusted adult.

What we do to prevent bullying and harassment at Mount Waverley Primary School.

We employ a number of preventative strategies, including classroom social skills and wellbeing programs, activities which encourage the building of positive relationships and valuing difference. In all classrooms we actively promote an environment that is safe, supportive and inclusive.

As a school, we are vigilant in identifying and dealing with incidents of bullying and harassment. As a school community, we actively encourage the reporting of bullying and will speak up, even at risk to ourselves. We handle all reported cases of bullying and harassment seriously and with sensitivity to all parties involved.

This requires staff to:
- be positive role models at all times, treating all other individuals with respect
- reward positive behaviours
- build constructive relationships with students at risk or students who are vulnerable due to complex circumstances
- facilitate discussions and classroom activities that promote positive relationships
- provide curriculum to develop self-confidence, self-esteem and appropriate assertiveness skills
- provide safety curriculum and opportunities to practise safety skills

- provide opportunities for students to practise conflict resolution and responding to bullying
- teach students how to use electronic media responsibly
- ensure as far as practicable staff, volunteers and adults are not alone with a student
- be approachable and responsive for students to report issues of bullying including cyber bullying
- encourage students to seek help if they encounter bullying or harassment behaviours
- be observant of student behaviours and vigilant in supervision of students
- be perceptive of signs of distress or suspected incidents of bullying
- make efforts to remove opportunities for bullying by actively supervising the yard and classroom and other learning environments including excursions, camps, first aid, bus travel and swimming programs
- promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait students, students with culturally and/or linguistically diverse backgrounds for example by never questioning self-identification and by having zero tolerance of discrimination
- promote the safety, participation and empowerment of students with a disability for example during personal care activities
- take steps to help people who have been bullied and to remove the source of their distress as quickly as possible without placing them at further risk
- if an allegation of bullying is made, ensure as quickly as possible that the student/s are safe
- report suspected incidents or allegations of bullying to the school Principal / Student Wellbeing Coordinator/ School Leaders
- understand and comply with all DE&T processes and obligations
- support the students and parents of students who have been involved
- inform both students and parents about response strategies
- record incidents, follow up action and support strategies and share with appropriate staff and school leadership
- be fair and consistent when implementing support and consequences
- ensure staff have clear statement regarding job requirements, duties and responsibilities regarding bullying and student wellbeing
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This requires students to:
- refuse to be involved in any harassment or bullying situation
- 'speak up' if they know of anybody being harassed or bullied
- 'speak out' and report if they are harassed or bullied
- use electronic /multi-media in a responsible manner.

Parents are encouraged to:
- watch for signs of distress in their child e.g. unwillingness to attend school, pattern of headaches or complaints of feeling unwell, requests for extra money, damaged or missing property, clothing or bruising
- encourage your child to tell a teacher if there is an incident
- inform the school if harassment or bullying is suspected, even if your child is not involved
- discourage your child from retaliating
- be willing to notify the school of any suspicion of harassment or bullying by their child or another child

- be available to attend meetings at school to resolve harassment or bullying incidents.

Cyber-safety

All members of the school community are expected to be involved in online spaces and electronic media either at home or at school r**esponsibly**. This includes:
- the language you use and the things you say
- how you 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 make contributions
- 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
- Abiding by the MWPS ICT Agreement and School Policies
- abiding by the same guidelines of how we treat each other as we do 'off line.'

(*Additional references e-Smart Policy, ICT Agreement MWPS School brochure – 'Our School Says No to Bullying'*)

Prevention

To ensure that structures within the school promote a supportive whole school approach, there is a significant range of programs, activities and strategies implemented. (*See reference 'Programs, Activities and Strategies'*)

To ensure supervision of students is effective the school will:
- provide lunchtime activity groups such as Clubs, Choir, Band and Library and includes user pay groups such as Dance and Drama, Chess, Mindfulness Learning and Instrumental Music
- make available a range of sports equipment
- ensure students are not in rooms or corridors during breaks unless with an adult
- monitor areas of grounds that are identified as trouble spots for inappropriate behaviours
- encourage vulnerable students to play with peers and where they can be seen

To ensure that positive relationships are encouraged between students and adults:
- provide class activities that develop social skills
- address understanding and knowledge of abuse, bullying and harassment through the Wellbeing program and curriculum
- provide activities that promote the development of communication skills
- support and promote values and positive attitudes within the school community

Through the promotion of class and school rules and agreed expectations, the school will inform students and their parents of the consequences and course of action for inappropriate behaviours.

Rights and Responsibilities - Guiding Principles

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.

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach

- 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 promote active student participation and provide students with a sense of ownership of their environment

- The school will support families to engage in their child's learning and build their capacity as active learners

- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change

- 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.

Rights

Every member of the MWPS community has a right to fully participate in an educational environment that is safe, caring, supportive and inclusive and built on positive relationships. Students have a right to learn in an environment that actively encourages a belief in equality and values differences. Everyone deserves to be treated with respect and dignity and enjoy an environment free from abuse, bullying (including cyber bullying), harassment, violence, discrimination and intimidation.

Responsibilities

Every member of the MWPS Community has the responsibility to:
- Contribute to creating a safe and supportive environment
- Respect the rights of other people
- Treat each as equal
- Value differences.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • Work and play in a safe, secure environment where, without abuse, intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • Participate fully in the school's educational programs • Have their differences valued	Students have a responsibility to: • Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community • Demonstrate respect for the rights of others, including the right to learn • Contribute to an engaging educational experience for themselves and other students • Gradually take greater responsibility for their own learning and participate as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals • Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community • Speak politely and respectfully to students, teachers and others • Treat other students with mutual respect • Speak up if they are being abused, bullied or harassed • Speak out if they see someone else being abused, bullied or harassed – also encouraged to use 'Splashpool' for communication of a concern • Respect the school's and someone else's property.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
Parents/carers have a right to: • Expect that their children will be educated in a safe, secure environment in which care, courtesy and respect for the rights of others are encouraged • Have open and respectful communication with the school regarding their child's learning and wellbeing.	Parents/carers have a responsibility to: • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling and reinforcing positive behaviours • Ensure their child's regular attendance • Engage in constructive communication with school staff regarding their child's learning • Support the school in maintaining a safe and respectful learning environment for all students • Speak out if their child or someone else is being abused, bullied or harassed • Engage in positive dialogue with all members of the school community, treating others with respect and dignity • Value the differences of all community members • Actively support all school policies and protocols.

Rights and Responsibilities of School Staff

Rights	Responsibilities
Staff have a right to: • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within the DET/ parent Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.	Staff have a responsibility to: • Demonstrate care, concern and compassion • Fairly, reasonably and consistently, implement the engagement, wellbeing and inclusion policy • Know how students learn and how to teach them effectively • Know the content they teach • Know their students • Plan and assess for effective learning • Create and maintain safe and challenging learning environments • Speak out and respond if someone else is being abused, neglected, bullied or harassed • Use a range of teaching strategies and resources to engage students in effective learning • Engage in positive dialogue with all members of the school community, treating others with respect and dignity • Fairly, reasonably and consistently implement the Student Engagement, Wellbeing and Inclusion Policy and Child Safe Code of Conduct, Processes and Procedures.

Shared Expectations

MWPS shares high expectations for the whole school community.

The shared school expectations include:

- development of an environment where all members behave in accordance with the school values, rights and responsibilities and code of conduct
- provision of a physical environment that is vibrant, stimulating, safe and inclusive, where student achievement is celebrated
- promotion of regular attendance
- inclusive teaching practices
- accessible educational provision for all students
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- create a school environment which actively promotes positive relationships and child safety
- positive and continuous parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student support services.

Engagement Strategies

To realise our vision, MWPS has in place a range of strategies to promote engagement, empowerment, positive behaviour and respectful relationships for all students in the school. We recognise that some students may be vulnerable, as a group or as individuals may need extra social, emotional or educational support to flourish at school. We will put in place strategies to identify these vulnerable students and provide them with the support they need due to their complex circumstances.

The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The whole-school, group and individual engagement strategies used in our school are outlined in Appendix 3.

Identifying students in need of extra support

MWPS will utilise the following strategies to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment

- Attendance data

- Academic performance, particularly in Literacy and Numeracy assessments

- Behaviour observed by classroom teachers

- Student Mapping Tool - Compass

- Engagement with student families

Behavioural Expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at Appendix 4.

School Actions

Teachers will promote an understanding of rights, responsibilities and shared expectations.

Students and Parents are asked to agree to shared expectations.

Teachers recognise, respond to and reinforce positive behaviour and how students act in accordance with shared expectations. This may be through verbal recognition, house points, stickers, school awards, class awards and Principal awards.

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

- providing programs that support transitions and pathways through their schooling.

Broader support strategies will include:

- involving and supporting Parents/Carers

- involving the Student Wellbeing Coordinator, Year Level coordinators, School Leadership

- tutoring/peer tutoring

- mentoring and/or counselling

- convening Student Support Group meetings – the Student Support Group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour

- developing individualised and flexible learning, behaviour or attendance plans

- providing broader educational programs, for example personalised learning, adaptations and flexible learning options, camps/outdoor education/creative arts

- involving community support agencies.

Responding to Challenging Behaviour

Consequences

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, parents and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program
- discussion / meeting with parent parents.

We will encourage students to employ a problem-solving approach to resolving issues and to acknowledge the consequences of their actions, take responsibility for their behaviour and to articulate how they could behave differently next time. This will be the approach through different stages of intervention.

Teachers have a planned response when dealing with behaviour. There are a range of consequences for inappropriate behaviour, which increase in severity according to the magnitude and frequency of misbehaviour. All discipline procedures are to be applied calmly, non-punitively and consistently with all students in accordance with "the consequences of breaches of school rules/code of cooperation" as outlined below.

If shared understandings are breached all consequences are to be logical to the shared agreement broken.

At the discretion of the teacher a student may receive a verbal reminder or admonishment, be temporarily separated from peers, have privileges withdrawn, be temporarily removed from the classroom and placed in the care of the Level Leader, Core Leader, Assistant Principal or Principal.

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 Training Student Engagement and Inclusion Guidance *(see Reference section of this policy).*

The school is committed to the use of Restorative Practices with students.

- ➢ **Restorative Practices:**
  - are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
  - promote awareness of others, responsibility and empathy (Hopkins 2002)
  - involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
  - promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)

- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

If shared understandings are breached in the playground, at the discretion of the yard duty teacher, the student may be

- verbally reminded of appropriate playground behaviour
- be temporarily removed to sit on a designated seat
- be required to accompany the yard duty teacher
- removed from the playground.

For persistent breaches of shared understandings or more serious breaches the following procedures may be implemented: (*see Appendix 4, 5, 6, 7, 8, 8, 9, 10*)

➤ **Reflection Sheet**

Students may be required to complete a Reflection Sheet. The school will keep written records of students who receive Reflection Sheets. The student will be required to take home the completed Reflection Sheet notice which will:

- inform parents of their child's unacceptable behaviour which has occurred within or outside the classroom
- record their child's unacceptable behavior, the expected behaviour in keeping with the shared expectations (school rules and values) and the consequences for their behaviour.
- require the parent/ carer's signature and comments if appropriate, to acknowledge understanding of the matter. *(see Appendix 8)*

➤ **Time Out - Withdrawal**

In addition to the Reflection Sheet, a student may also receive a Withdrawal -Time Out of class or the yard, which will be issued by the school Leadership in a timely manner. This will involve the following procedure:

- Parent/s will be informed of the incident, consequences and withdrawal - time out for the student's inappropriate behavior. The time out will usually take place on the same school day and if necessary subsequent days following the incident
- The student will attend the time out over a period of class time, recess and /or lunch time and will be supervised
- The school may choose to extend time out arrangements for serious and/or repeated incidents and breaches of the code of cooperation /school expectations
- The school leadership will keep written records of students who receive time out.

➤ **Support Group**

Convening of a Support Group consisting of Principal/Assistant Principal, teacher, parent/carer and if appropriate the student may be required to establish appropriate

strategies, preventative action and a positive behaviour plan to support the student, teacher/s and their family.

➢ Suspension and Expulsion

In the event of persistent challenging, disruptive and/or extreme behaviour or behaviour endangering self or others, the school may be required to suspend or expel a student.

The school will adhere to the DET guidelines and procedures effective from March 1 2014, outlined in 'Student Engagement and Inclusion Guidance' ('The Guidance'). The school will follow the staged response.

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. (*see DE&T The Guidance and Ministerial Order 625 accessed online*)

➢ 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 (eg repairing damage caused)
- Withdrawal of privileges
- Time out - Withdrawal from class activities /recess and/or lunch play for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- 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. *(see Appendix 4, 5, 6, 7, 8, 9, 10)*

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

9. Engaging With Families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our 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/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- 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
- involving families in Student Support Groups

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.

MWPS Whole-School Prevention Strategy examples:

Links to Local Community, Health Professionals and Support Agencies

- School Focus Youth Services – Monash Waverley and Whitehorse
- Kids Hope -Church provider
- SFYS – School Focus Youth Services
- Parent involvement in classrooms, working bees, committees
- Links with Special Schools, Early Intervention settings
- Students identified at risk may attend Woorabinda and/or Somers Camp
- We refer students to Wavecare, Reach Out for Kids, Monash Family Health services
- Child First, Anglicare or DHHS to support students in need
- DET SSSO team, Speech, Psychologist and Social worker linked to school
- We refer to a number of paediatricians, private psychologists. Any health professionals involved in the care of our students may be invited to participate in Student Support Groups (SSG)
- Lions Club fund some students to attend external camps that are aimed at improving student wellbeing
- Waverley RSL pay for some student fees, books, camps for students identified at risk
- Active Out of School Hours Care managed by Camp Australia

Programs, Activities and Strategies

- Connect To School Program, whole school student wellbeing and transition program
- All classes create their Code of Cooperation and agreement of common understandings of what constitutes a positive learning environment
- Peer Mediation Program
- Buddy Program Prep – Year 5 students and Year 1 - Year 6 students
- Camping Program Year 3 – 6
- Excursions and incursions termly
- Harmony Day
- Transition Program from Pre-school into Prep
- Transition Program for Year 6 to Secondary school
- EAL – student support
- School lunchtime or out of hours programs: Choir, Chess club, Lunch time clubs, Library time, sport tournaments, outdoor chess
- Buddy Benches
- Prep parent discussion groups, forums, school readiness facilitated by psychologist
- Individual support to students and families
- Range of wellbeing resources e.g. Revved Up, Bounce Back, M Power Girls, Stop Think Do, Peer Mediation
- Night of the Notables
- ISSE- International School to School Experience Program
- Library Open Day and openings lunch, before/after school
- Prep – Year 6 weekly student wellbeing /social skills program
- Year 6 Graduation
- Life Education / Body Safe Australia
- Family Life
- Fire Education
- Family Life Program
- Dental Van
- DET School Nurse – Prep Entry assessment
- Premier's Reading Challenge
- Kids Teaching Kids Program
- Orchestra
- Instrumental Music Program
- Dance and Drama Group
- State Schools Spectacular
- Lego Club
- Student Awards recognised at assemblies and in weekly newsletter
- Birthdays acknowledged in class
- Every new prep receives welcome greeting card from their new teacher
- All classes access mobile technologies, interactive whiteboards, digital cameras and computers in all curriculum areas across all levels
- Internet Safety and Cyber-Bullying Prevention Program for students, teachers, parents and carers
- A proactive and highly active Student Council (SC), provision for Student Voice across the school and leadership opportunities

- We have an extensive Leadership Program where selected student in Year 6 has a leadership role i.e. Environment Captains, House captains, Arts Captains, Sports Captains.

Communication

- Weekly school assemblies
- Parent teacher meetings, information nights and Conferencing
- Student Support Group meetings
- Parent 'group get togethers' and Parent Classroom Reps
- School Council and sub committees
- Community noticeboard
- Compass
- School newsletter which promote school and local activities to enhance student wellbeing and engagement
- Parent opinion surveys
- Student reports
- Transition sessions
- Prep Twilight BBQ
- Education Week, special open days and nights
- Special friends and grandparent days
- Life Education
- Twilight Sports
- School concerts – Music Nights
- Christmas Carols evening
- Level social functions for parents
- Parent representatives per class, who coordinate communications, functions and activities
- Student Council
- New staff induction
- BYOD showcase
- Parents and Friends Association
- Level newsletters
- Curriculum family evenings
- Library Opening
- Student leadership forums
- Buddy Program
- Leadership training with Year 6
- Information desk
- Website

Environment

- Buddy Benches
- Playgrounds and oval
- Perma Garden
- Shaded areas

- Play equipment
- Line marked games on asphalt
- Basketball courts
- Seating areas
- Science area
- Maths Garden
- Outdoor Deck area
- Library
- Art room
- Music room
- School Hall/Gym
- Canteen area
- Reading Recovery and Support rooms
- Great Spaces

Environmental Safety includes:-

- Child Safe school
- Visitors sign in book and policy
- Visitors wear badges
- Anaphylaxis Policy
- Asthma friendly accredited school
- Sunsmart school and policy
- Training of all staff Anaphylaxis, Asthma, Diabetes annually
- CPR training
- Defibrillator onsite
- School Nurses
- DET School nurse
- Several staff first aid trained
- OHS trained staff members
- Regular practice of emergency procedures including evacuation and lock downs
- Inclement weather procedures – hot/wet/windy days
- Staff on duty have medical kits
- Staff on yard duty wear fluoro vests
- Peer Mediators rostered on wear fluoro vests
- CRT folders detailing safety procedures and special needs for students at risk
- Regular Asbestos, Playground, Tree Audits
- Block approvals and consents for excursions, media release, BYOD, Bikes and mobile phones at school
- ICT Agreement
- Code of Cooperation in each class and yard

Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing 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
- School Level Report data
- Parent Opinion Survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

Related Policies and Documents

MPWS Student Engagement, Wellbeing and Inclusion Policy

MWPS Child Safe Code of Conduct

MWPS Child Safe Processes and Procedures

MWPS Student Engagement Strategies

MWPS Shared Behaviour Expectations

Staged Response to Behaviour Issues

MWPS Principles and Processes of Restorative Practices

MWPS Restorative Practices – Student Behaviour Management

MWPS Reflection Sheet

MWPS Code of Cooperation

MWPS Process for Responding to Breaches of Behaviour Expectations

This policy is informed by related School Policies as listed in references below and the Department of Education and Training Student Engagement and inclusion Guidance available at:-
http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

References

- DET Education and Training Reform regulations 2017 (Vic) Regulation 23
- MWPS Policies including: Curriculum Policies, Learning and Teaching, Inquiry Learning, ICT, eSmart, Integration, Camping, Student Transition, Student Representative Council, Excursions and Incursions, Sunsmart, First Aid.
- MWPS Reflection Sheets, MHPS Detention Note and Agreed School/Class Learning Conditions
- MWPS Restorative Practices and Student Management
- DET Acceptable Use Policy for the Internet, Email and other electronic communications. October 2001
- DET The Guidance and Ministerial Order 625, March 2014

DE&T Education and Training Reform Regulations 2017 (Vic) Reg 23	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagmentguidance.asp
DE&T The Guidance and Ministerial Order 625	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagmentguidance.asp
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm www.esafety.gov.au
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
Enhancing Online Safety for Children Act 2015	www.esafety.gov.au
Protect Child Safe	https://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx
VIT Teacher Code of Conduct	https://www.vit.vic.edu.au/

Mount Waverley P.S. Child Safe Code of Conduct

MWPS has a NO tolerance policy to abuse, neglect, bullying and harassment.

All staff, volunteers and community members of MWPS are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of students, as noted below.

All personnel of MWPS are responsible for supporting the safety, participation, wellbeing and empowerment of students by:

- adhering to MWPS Student Wellbeing, Engagement and Inclusion Policy and upholding MWPS statement of commitment to child safety at all times
- taking all reasonable steps to protect students from abuse, neglect, bullying and harassment
- treating everyone with respect
- teaching students how to use electronic media safely and providing safety curriculum and opportunities to practice safety skills
- being observant of student behaviours and vigilant in supervision of students
- being perceptive of signs of distress or suspected incidents of abuse, neglect or bullying
- listening and responding to the views and concerns of students, particularly if they are telling you they or another student has been abused or bullied and/or are worried about their safety or the safety of another
- promoting the cultural safety, participation and empowerment of Aboriginal students (for example, by never questioning an Aboriginal student's self-identification)
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of students with a disability (for example, during personal care activities)
- ensuring as far as practicable adults are not left alone with a student
- making efforts to remove opportunities for abuse or bullying by actively supervising the yard and classroom and other learning environments including excursions, camps, first aid, bus travel, swimming programs
- reporting any allegations of student abuse to the school Principal / Student Wellbeing Coordinator/ School Leaders, and ensuring any allegation are reported to the police or child protection
- reporting any student safety concerns to the school Principal / Student Wellbeing Coordinator/ School Leaders
- if an allegation of child abuse is made, ensuring as quickly as possible the student is removed from the source of distress and is safe
- encouraging students to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them
- undertaking Mandatory Reporting updates and following reporting guidelines

- understanding and complying with all reporting processes and obligations.

Staff and volunteers must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any special relationships with students which could be seen as favouritism for example offering gifts or special treatment for specific students
- exhibit behaviours with students which may be construed as unnecessarily physical i.e. sitting on lap
- put students at risk of abuse for example locking doors
- initiate unnecessary physical contact with students or do things of a personal nature for a student who, if deemed capable, can do for themselves, such as toileting or changing clothes. Support or assistance for a student with special needs and/or disability may be required as agreed by the Student Support Group, School Leadership, School Nurse
- engage in open discussions of a mature or adult nature in the presence of students i.e. personal social activities
- use inappropriate language in the presence of students
- express personal views on culture, race, sexuality in the presence of students
- discriminate against any student, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- have contact with a student or their family outside of our organisation without the school Principal/AP knowledge and/or consent (for example, no babysitting) Accidental contact, such as seeing people in the street, is appropriate
- have any online contact with a child or their family unless necessary, for example, providing families with e-newsletters and/or emails which are of an educational nature
- exchange personal contact details such as a phone number, social networking sites or email addresses other than those which are of an educational nature
- photograph or video a student without the consent of parent/guardian
- work with students under the influence of alcohol or illegal drugs.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to the School Principal, Student Wellbeing Coordinator, School Leadership.

If you believe a student is at immediate risk of abuse phone 000.

Staff Name   _____

Staff signature   _____

Date   _____

Mount Waverley P.S. Child Safe Processes and Procedures

MWPS has comprehensive child safe processes and procedures which include:-

- zero tolerance to child abuse and a commitment to child safety
- a commitment to cultural safety for Aboriginal students, cultural safety for students from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for students with a disability
- expectations and requirements of staff and volunteers to ensure the protection of students as outlined in the *MWPS Child Safe Code of Conduct*
- Mandatory Training for all staff
- support for staff, students and parents by School Leadership, SSSO and or outside agencies
- the provision of contact details to staff and parent/carers to access information in relation to student wellbeing and child safety
- reporting procedures and leadership responsibilities in relation to student wellbeing and child safety
- recruitment practices which are screened and include employment of VIT registered teachers with successfully completed Police Checks
- recruitment practices which are screened for school personnel which include Police Checks and/or Working with Children Checks
- screening practices for community volunteers, visitors and contractors who are supervised and have current Working With Children Checks
- risk management strategy and procedures.

If a student discloses an incident of abuse, Staff will respond to the allegation/s using the following process and procedure:-

1. Separating them from the other students discreetly and listen to them carefully
2. Letting the student use their own words to explain what has occurred
3. Reassuring the student that you take what they are saying seriously, and it is not their fault and they are doing the right thing
4. Advising the student you will take notes during the discussion to capture all details
5. Explaining to them this information may need to be shared with others, such as with their parent/carer, specific staff in the school, or the police
6. Not making promises to the student such as promising not to tell anyone about the incident, except you will do your best to keep them safe
7. Not leaving the student in a distressed state. If they seem at ease in your company, stay with them

8. As quickly as possible after the disclosure, report the disclosure to the Principal / Student Wellbeing Coordinator/ School Leadership, Police or Child Protection

9. As quickly as possible, ensure the disclosure is recorded accurately. Record the information using the student's words. Ensure the record is stored securely

10. Together with school Leadership complete an incident report form using the student's words/ language

11. The School Principal/ Leadership may need to investigate allegations further, interview staff, students, personnel

12. School Leadership will respond to a report of abuse as soon as possible

13. School Leadership will notify parent of student/s of concern as soon as possible

14. School Leadership action may include contacting outside agencies, Police, Child Protection

15. School Leadership action may include contacting Emergency and Security Management, IRIS Alert, Student Online Case System, SSSO, Legal Branch, NEVR.

If a parent/carer says their child has been abused within the school environment / organisation or raises a concern.

1. Explain MWPS has processes to ensure all abuse allegations are taken very seriously

2. Ask about the wellbeing of the child

3. Allow the parent / carer to talk through the incident in their own words.

4. Advise the parent / carer that you will take notes during the discussion to capture all details

5. Explain to the parent / carer the information may need to be repeated to authorities or others, such as the Principal, Student Wellbeing Coordinator / School Leadership, the Police or Child Protection

6. Do not make promises at this early stage, except that you will do your best to keep the child safe

7. Explain the Principal / Student Wellbeing Coordinator / School Leadership will be notified as soon as possible

8. Teacher should complete an incident report form using the parent / carer words as soon as possible after the concern has been raised

9. Reassure the parent they will have contact / support / advice as soon as possible from School Leadership and or specialist / outside agency if applicable

10. School Principal / Leadership will provide them with an incident report form to complete, or complete it together

    o Ask them what action they would like to take and advise them of what the immediate next steps will be

    o Ensure the report is recorded accurately, and that the record is stored securely

11. You need to be aware that some people from culturally and/or linguistically diverse backgrounds may face barriers in reporting allegations of abuse. For example, people from some cultures may experience anxiety when talking with police, and communicating in English may be a barrier for some. You need to be sensitive to these issues and meet people's needs where possible, such as having an interpreter present (who could be a friend or family member)

12. If an allegation of abuse involves an Aboriginal child, you will need to ensure a culturally appropriate response. A way to help ensure this could include engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisations to review policies and procedures

13. Some students with a disability may experience barriers disclosing an incident. For example, children with hearing or cognitive impairments may need support to help them explain the incident, including through sign language interpreters. Advice on [communicating with people with a disability](#) can be found on the Department of Health and Human Services website <www.dhs.vic.gov.au/for-business-and-community/community-involvement/people-with-a-disability-in-the-community/communicate-and-consult-with-people-with-a-disability/communication-with-people-with-disabilities>.

14. **If you believe a student is at immediate risk of abuse phone 000.**

Legal responsibilities

While the child safe standards focus on organisations, every adult who reasonably believes that a child has been abused, whether in their school / organisation or not, has an obligation to report that belief to authorities.

The **failure to disclose** criminal offence requires all adults (aged 18 and over) who hold a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 to disclose that information to police (unless they have a reasonable excuse not to, for example because they fear for their safety or the safety of another).

More information about [failure to disclose](#) is available on the Department of Justice and Regulation website <www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence>

While failure to disclose only covers child sexual abuse, all adults should report other forms of child abuse to authorities. Failure to disclose does not change mandatory reporting responsibilities.

More information about [mandatory reporting](#) is available in the *Child protection manual* <www.cpmanual.vic.gov.au/advice-and-protocols/advice/intake/mandatory-reporting>.

Mandatory reporters (doctors, nurses, midwives, teachers (including early childhood teachers), principals and police) must report to child protection if they believe on reasonable grounds that a child is in need of protection from physical injury or sexual abuse.

See the Department of Health and Human Services website for information about how to make a report to child protection <www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/guide-to-making-a-report-to-child-protection-or-child-first>.

The **failure to protect** criminal offence (commenced on 1 July 2015) applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently failed to do so.

Further information about failure to protect can be found on the Department of Justice and Regulation website <www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence, and the Department of Health and Human Services website>.

Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies

• MWPS school will deliver a broad curriculum which will include a range of specialist programs and extra-curricular activities
 	
• MWPS will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
 	
• MWPS will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families
 	
• MWPS will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents
 	
• All students will have the opportunity to participate in a social and emotional learning curriculum program which focuses on the school values
 	
• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the classroom program, leadership program, student surveys and Student Representative Council.
	• All students at risk will be monitored by teachers, Core Leadership and Wellbeing Coordinator. Support will be offered to the students and/or their family including through the SSSO, Family Services or other agencies
	
	• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment
	
	• School Nurse, Wellbeing Coordinator and staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year
	
	• Relevant teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children,* and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.
		• Strategies to support attendance and engagement of individual students include:
		
		  o Meet with student and their parent/carer to talk about how best to help the student engage with school
		
		  o Establish a Student Support Group
		
		  o Seek extra resources under the Program for Students with Disabilities for eligible students
		
		  o Develop a Behaviour Support Plan and/or Individual Learning Plan
		
		  o Consider if any environmental changes need to be made, for example changing the classroom set up
		
		  o Refer to internal support services eg Student Wellbeing Coordinator or Student Support Services
		
		  o Refer to external support services including Child First, Local Government Youth Services, Community Agencies such as Monash Family Health Services.

Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • ***preparedness*** to engage in and take full advantage of the school program • ***effort*** to do their very best • ***self-discipline*** to ensure a cooperative learning environment and model the school values • ***team work.***	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups.	• The school will comply as a Child safe school and duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.
Attendance	All students are expected to: • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate positively and fully in lessons • inform their parents/carers to explain absence/lateness.	Parents/Carers are expected to: • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	In accordance with legislation released Term 2, 2018 the school will: In accordance with DET procedures the school will: • Proactively promote regular attendance • mark rolls accurately twice daily • follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to

			School' plans and working with families to implement individual strategies.
Behaviour	Students are expected to: • model the schools core values of Respect, Empathy, Integrity, Resilience, Curiosity and Creativity • always treat others with respect • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others • never physically or verbally abuse others • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff • comply with class and yard Code of Cooperation • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes.	Parents/Carers are expected to: • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school regarding their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs.	• The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues • The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances • The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.

Staged Response Checklist for Student Behavioural Issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	**School actions**
Define and teach school-wide expectations for all	
Establish Class Code of Cooperation	
Establish Student Voice – Strategies and Tools, Class meetings	
Establish whole school positive behaviour programs	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning	

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	**School actions**
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate)	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made	
Teach replacement behaviours	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	

MWPS Principles and Processes of Restorative Practices

The **3 Principles of a Restorative Fair Process** are:
- **Engagement:** involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- **Explanation**: explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- **Expectation clarity**: making sure everyone clearly understands a decision and what is expected of them in the future.

Restorative Approaches in the school setting help develop:
- A safer, caring environment
- A greater commitment to take time to listen to one another
- A reduction in bullying and conflicts
- A greater awareness of the importance of connectedness to students, the need to belong and feel valued by peers and teachers/adults
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect and not further disconnect students
- Reduction in exclusion
- Greater confidence in staff to deal with challenging situations
- Increased belief in students to take responsibility for their choices, and giving them opportunities to do so.

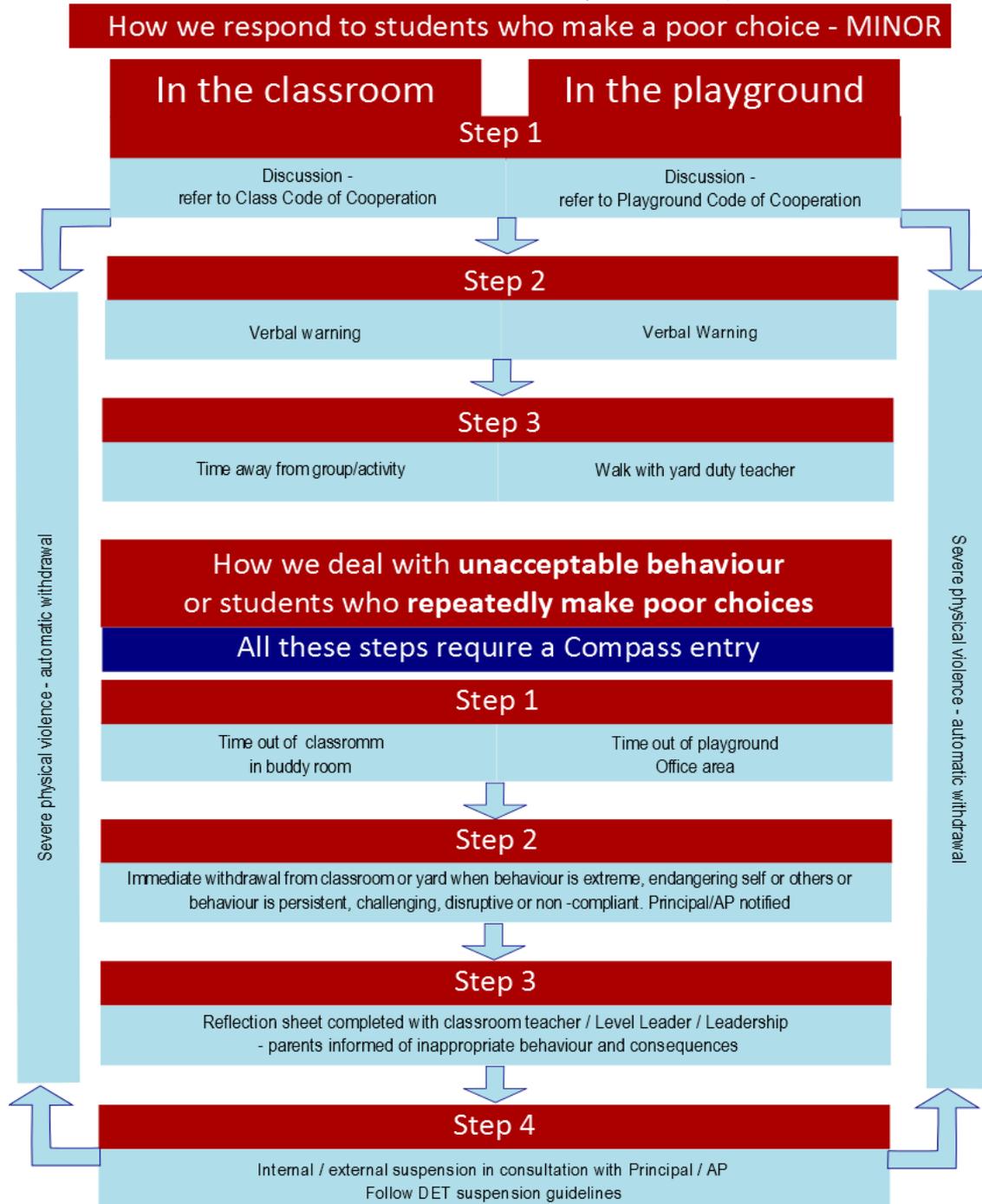**Restorative Chats / Conferences**: - **4 Key Questions**
1. What has happened?
2. Who was affected?
3. How can we involve everyone who has been affected in finding a way forward?
4. How can everyone do things differently in the future?

Restorative Processes
- **Restorative Enquiry**: the starting point involving *active non-judgmental listening*. Used to *help reflect on a situation, find ways to move forward*. Useful to meet with students 1: 1 before face to face/group meetings
- **Restorative discussion**: in a *challenging situation*, often b/w a *more and less powerful student*. Skills include expressing and listening for feelings and needs, and understanding the way each has acted the way they have
- **Mediation**: useful when X and Y believe the *other person is the cause of the problem*. The mediator remains impartial and helps both sides consider the problem as a shared one that needs a joint solution
- **Victim/Wrong doer mediation**: useful when *someone acknowledges they have caused harm to another* and *both sides agree to see how the matter can be put right* with the help of an impartial mediator
- **Circle time**: for *team building and problem solving*, enables a group to *get to know each other, develop mutual respect, trust and concern*
- **Restorative Chats / Conferences**; involving those who have acknowledged causing harm , meeting with those they have harmed, *seeking to understand each other's perspective and coming to mutual agreement to repair the harm* as much as possible
- **Family Group Conference**: useful when a *plan is needed to support a young person or their family* in *making changes*.

MWPS Restorative Practices - Student Behaviour Management

- MWPS is committed to a Restorative Approach to resolve issues and conflict
- Student behaviour management is applied calmly, non-punitively and consistently - understanding student backgrounds and their needs and ensuring clear expectations have been provided
- Teachers follow a planned response when dealing with inappropriate behaviour
- There are a range of consequences for inappropriate behaviour, which increase in severity according to the magnitude and frequency of behaviour
- **Unacceptable behaviour examples - Swearing. Disregard to property/stealing. Vandalism. Physical violence. Inappropriate touching or gestures. Bullying, intimidation or harassment**
- Students are held accountable to the school values and classroom / yard code of cooperation.

How we respond to students who make a poor choice - MINOR

In the classroom | In the playground

Step 1

Discussion - refer to Class Code of Cooperation | Discussion - refer to Playground Code of Cooperation

Step 2

Verbal warning | Verbal Warning

Step 3

Time away from group/activity | Walk with yard duty teacher

How we deal with **unacceptable behaviour** or students who **repeatedly make poor choices**

All these steps require a Compass entry

Step 1

Time out of classromm in buddy room | Time out of playground Office area

Step 2

Immediate withdrawal from classroom or yard when behaviour is extreme, endangering self or others or behaviour is persistent, challenging, disruptive or non-compliant. Principal/AP notified

Step 3

Reflection sheet completed with classroom teacher / Level Leader / Leadership - parents informed of inappropriate behaviour and consequences

Step 4

Internal / external suspension in consultation with Principal / AP Follow DET suspension guidelines

Severe physical violence - automatic withdrawal (left side)

Severe physical violence - automatic withdrawal (right side)

MWPS Student Reflection Sheet – A Child Safe School

Student Name ……………………………………….. Class ……. Date ……………

Dear Parents,

We wish to advise you today your child received a Reflection Sheet for:

………
………
………
………
………

Your child has discussed the behavioural choices he/she made concerning the incident outlined above with …………………………….…   As we work in partnership supporting your child's learning and development, we believe it is important that you are aware if an incident of a serious or repeated nature occurs.

We ask for your support in helping us maintain the school's Values and Agreed School Learning Conditions / Code of Cooperation by discussing this concern with your child. Please sign the reflection sheet below and return to your child's class teacher. If you wish, please make an appointment to see your child's teacher or comment in the space provided.

Teacher   …………………………………………………….

Principal / Assistant Principal …………………………………

Parent ………………………………………………………………. Date……………

Parent Comment (*optional*)

A Child Safe School - Student Reflection Sheet

People and Place Where was I? Who was with me? What was I doing?	
Thoughts and Feelings What was I thinking about? How was I feeling?	
Student Behaviour What poor choices did I make? Who was affected by my choices? What could I have done differently?	
Improve and Repair What can I do now to make the situation better? How can I repair the harm I have caused?	
Consequences for my actions	
My Responsibilities What are my responsibilities to my school, others and myself?	

Student signature…………………………………………………………….. Class ………

MWPS Code of Cooperation

Every member of the Mount Waverley Primary School community has a right to fully participate in an educational environment which is safe, caring, supportive and inclusive and built on positive relationships. Students have a right to learn in an environment that actively encourages a belief in equality and values differences. Everyone deserves to be treated with respect and dignity and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination and intimidation.

Every member of the Mount Waverley Primary School community has the responsibility to:
- Contribute to creating a safe and supportive environment
- Respect the rights of other people
- Treat each other as equals
- Value differences.

As a member of the Mount Waverley Primary School therefore agree to do my best to follow my class Code of Cooperation:

Respect	
Integrity	
Resilience	
Curiosity and Creativity	
Empathy	

Student signature…………………………………….. ……………

I have discussed these agreements with my child.

Parent signature……………………………………………………Date…………..

Process for Responding to Breaches of Behaviour Expectations   Appendix 10

Rules	*Classroom & Specialist Teacher Responsibility*	*School Leadership. Level, Core, AP, Prin*

Overall behaviour
 	
• Students must comply with the Class and yard Code of Cooperation
 	
• Students must obey all reasonable requests of staff
 	
• Students must always treat others with respect
 	
• Students must respect the rights of others to learn. No student has the right to impact on the learning of others
 	
• Students must respect the property of others
 	
• Students must bring correct equipment to all classes
 	
• Students must work to the best of their ability.
	Follow the "5 Steps to Classroom Control":
	
	1. Remain calm
	2. Warn with rights based warning "Your behaviour is disturbing others, please stop".
	3. Reassert "I understand and we can discuss this later. Right now please…
	4. Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc
	5. Follow through with graded consequences:
	  a. Move student to another seat / isolated area of the classroom or yard
	  b. Remove to another classroom or walk with yard duty teacher for time out under observation
	  c. organise for conference after class (restorative chat)
	  d. Complete Reflection Sheet
	  e. Organise conference/restorative chat may include Level Leader, Core Leader /AP-Prin.
	
	Continued misbehaviour warrants: A. an Incident Report to Leader/ AP / Prin. B. Contact with parent after consultation with Level Leader.
		Implement a staged response:
		
		• *Speak with the student prior to actioning*
		• *Attendance*
		• *Placement into another class*
		• *Restorative chat with affected parties*
		• *Reflection sheet*
		• *Behaviour Plans – student contract*
		• *Teacher to inform parent of misbehaviour*
		• *Parent contact*
		• *Student Support Group meeting*
		• *Time Out – Class /Yard*
		• *In house suspension*
		• *Recommendation to externally suspend and referral to AP*
		• *Suspension – referral to Prin*
		• *Expulsion – referral to Prin.*

Attendance and punctuality • Students must be on time to all classes • Students who are late to school must report to the general office to get a late pass • Students who leave school early must provide information for early departure and be signed out at the office by parent/guardian • Parents of students absent from school must ensure reasons for the absence have been communicated with the school • Notification from home (ie: signed note or medical certificate) must accompany all absences • Students must not leave the school grounds without permission.	*Check late pass. Adjust entry on CASES21 to Late* *Speak to student about lateness. Report to Level Leader, Core Leader if on-going* *Report to admin. AP.*	*Speak to student about lateness issues* *Ongoing lateness: Organise for parent conference to resolve issue* *Follow through with parent/guardian* *After three days absence: Inform Student Welfare Coordinator.* *Core Leader or AP* *Inform Prin class connect with parents to support family* *May involve NEVR re absenteeism* *Record absences on School Reports.*
Uniform • Students should wear school uniform and follow uniform policy guidelines • It is compulsory for all students to wear appropriate footwear and Sunsmart clothing.	*Report extremes in appearance to Principal Class.*	*Speak to student and/or parent re clothing.*
Abuse and Bullying Students must not abuse, bully, intimidate, exclude or harass others. This includes any	*Report to Level Leader / Prin class*	*Contact parents and involve Student Wellbeing Coordinator*

verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.		*Refer to schools Acceptable Use Agreement* *Use resources i.e. Bullystoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection* *Refer to our school's Bullying Prevention. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling* *Some cases may warrant immediate suspension. This decision must be made by the Principal* *Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension*
Property and security • Students are to respect all school property • Students must not enter staff room, offices unless supervised • Students must bin all rubbish • Students must not have the following at school: liquid paper, chewing gum, sharp objects	*Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties* *For repeated offences, refer to Core Leader/Prin class* *Confiscate mobile phone in secure cupboard* *Organise for students to remain behind and tidy the room or area*	*Challenge behaviours around rights and responsibilities and impose appropriate consequences* *Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to*

• Students must abide by the mobile phone policy • Students must return borrowed school material on time • Students must leave school bags in storage bay • Electronic devices must not be used without permission • Classrooms must be left neat and tidy • Graffiti of any kind will not be tolerated.	*Retain any evidence of graffiti and report to Principal Class.*	*review behaviour and discuss supports and next steps.*

EVALUATION		
This Policy will be reviewed by the Student Wellbeing Leader and School Leadership in consultation with School Council as part of the two-year cycle of review or more often if necessary.		
Policy Area: Student Wellbeing	**School Council:** February 2020	**Next Review:** 2022