Student Engagement
&
Well-Being Policy

**Principal: Kristine Moore
School Council President: Paul Martin**

To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines*

Produced in consultation with the Hartwell school community

Table of contents

HARTWELL PRIMARY SCHOOL PROFILE

Hartwell Primary School was established in Camberwell in 1922 and is proud of the exceptional educational program provided for children in the local community over the past eighty-seven years. The school enrolment which has been growing in recent years, with young families moving into the area, is currently 571.

At Hartwell Primary School the students enjoy facilities which are not replicated in many primary schools. The original two storey red brick building is currently being modernised and will include administration and four state of the art learning communities (the equivalent of twenty three classrooms). The Library and Art/Craft room are also being rebuilt. Each of the learning communities will be housed in flexible learning spaces, incorporating outdoor learning areas, separate staff work spaces, student toilets, wet area, air conditioning, electronic white boards etc. There is also a Performing Arts Centre / Gymnasium, Canteen, Out of School Hours Program facilities and Music Room.

The well-developed grounds have benefited from long term planning and have asphalt areas for netball, basketball, volleyball, bat tennis and rounders. There is a synthi-turf oval, soccer / hockey field, a paved courtyard, quiet areas and a continuing emphasis on the provision of shade. Play equipment is provided for both junior and senior students. The school community prides itself on maintaining and improving these facilities through cooperative effort.

Hartwell Primary School is a school with a strong commitment to encouraging all students to strive for excellence in a supportive environment, which recognises individual differences and different rates and styles of learning. The school has an outstanding reputation for providing core skills in Literacy and Mathematics, as well as a broad education including emphasis on the Arts and Physical Education. In the recent years the school has achieved above the expected means for Like School 2 in all strands of English and Mathematics. The extensive curriculum provided is based on the Victorian Essential Learning Standards, which are complemented by specialist staff in Visual Arts, Music / Performing Arts, Physical Education, Library, Italian, Reading Recovery and ICT.

The Victorian Early Years Literacy and Numeracy Programs are incorporated in each Prep-Year 4 class with a wide range of resources and Professional Learning opportunities enhancing the school's literacy and numeracy programs.

The school is in the process of devising a new teaching model highlighting the school vision and values and clearly defining Life Long Learners and key characteristics of our teaching program which will include a willingness to work in a team environment and an understanding of Inquiry Learning.

Students are encouraged to participate in literary, artistic, sporting, swimming and problem solving events beyond the school and have had a high success rate in these. We have had successes in Tournament of Minds (Australasian Pacific winners), Swimming and Cross Country together with participation by the Drum Band, Choir and Ukulele Consort in community events.

The school's Student Wellbeing is based on the Philosophy of Restorative Practices. There are student leadership opportunities for all students in Grade 6.

An Out of School Hours Program, offering Before School Care, After School Care and Vacation Care is well supported.

Parents play a key role in the school, working closely with classroom and specialist teachers to support their children's learning both within the school and at home. A class representative scheme facilitates communication and parent involvement within classrooms. Parents are also involved in the more formal structures of School Council, its sub committees and the Parents Association. The school benefits from the experience and skills of parents and links with the local community. Communication with the community includes a weekly newsletter, regular Principal-Parent morning teas, class notices, information evenings, parent teacher interviews and Parent Education Programs.

At Hartwell we expect our children to learn and grow in self-confidence as a result of:

- Becoming independent and self-motivated learners
- Achieving a solid grounding in Literacy, Numeracy and Learning Technologies
- Acquiring decision making, problem solving and critical thinking skills
- Learning the value of working as part of a team
- Showing tolerance and respect for others

A major challenge in the years ahead will be to manage the transition to the new learning environment and to keep the school enrolment at or close to its current level of 571 students, to ensure that sufficient grounds and open spaces are available for the children.

2. <u>Whole-school prevention statement</u>

The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents and in their future lives.

At HPS we strive to create a supportive and relevant learning environment that both engages and challenges students.

We take the time to build a culture that values the efforts, achievements and successes of all members of the community.

We aim to develop lifelong learners who value education and are happy, balanced and active citizens.

Creating a positive and engaging school culture forms the strong basis on which we believe optimal student learning will occur. Our Strategic Plan includes a key goal to improve engagement of the whole school community in the school, and our Annual Implementation Plan includes the implementation and development of programs that enhance engagement and connectedness to the school.

<u>Elements of Student Engagement</u>

1. *Behavioural Engagement – participation in education: including academic, social and extra-curricular activities*

2. *Emotional Engagement – reacting emotionally within the school and the classroom and how connected the students are to the school*

3. *Cognitive Engagement – being intrinsically motivated to learn*

What's currently happening in our school with regard to these elements?

Behavioural Engagement	Emotional Engagement	Cognitive Engagement
How do we actively teach and promote positive social behaviour?	*What do we do to promote connectedness to the school and peers? How do we educate our students about emotional intelligence?*	*How do we actively engage students in their learning and work to motivate/stimulate their thinking?*
- Inquiry process of teaching and learning. - Relationship Building units for whole school in Term 1. Class guidelines and routines established. - School vision statement developed in consultation with whole school community is embedded in all programs - School Values, (Integrity, Respect, Care, compassion and understanding, Cooperation and Doing your best) embedded in Inquiry Units of Work. - Staff, students and parents/carers referred to them often. Values statements displayed throughout the school buildings. Values revisited frequently with whole school community at Assemblies (awards), the school website and in the Newsletter. - Buddy program for Year 6 and Prep students. - Strong student leadership opportunities and role modelling for	- Individual needs and differences are catered for in classroom settings and through effective level team planning by teachers. - Guidance Officer support is available for students, teachers and parents/carers. - Provision of support from outside providers such as, Family Life Movement, Life Education, for students and parents/carers as the need arises - Actively seek student and parent/carer input in whole-school decision making - Provision of varied programs such as; Buddy program, Student Representative Council, student leadership, House activities, House Captains, - Various teaching and learning strategies which cater for different learning styles eg. individual, group, team, mixed ages etc. - Students given a voice in inquiry investigation choices and evaluation of units of work to	- Inquiry-based teaching and learning model. All learning based on 'real life' situations and should inform future action by students. - Focus questions, understandings and skills for every inquiry unit of work clearly displayed in classroom and discussed with students. Skills to be covered explicitly in ICT, Communication, Thinking, Interpersonal and Personal Learning in all units of work as well as the core curriculum areas. - Students focus on transferring newly learnt skills and knowledge and connecting them to other applications. - Promotion of student independent learning, being responsible for their own learning and goals, and being prepared to take risks with their learning, acknowledging that it is okay to make mistakes. - Teacher, self and peer assessment through student/teacher negotiated rubrics.

other students through Year 6 Leadership program (action teams) and Student Representative Council.	inform future teaching and learning opportunities.	• Informed use of both formative and summative assessment, specifically AS, OF and FOR student learning
• Playground and classroom management plans implemented by teachers in consultation with the Assistant Principal.	• Students decide on own learning goals which can be cognitive, behavioural and/or emotional.	• Specific learning styles are catered for in all classrooms.
• Active and strong home/school communication and support programs implemented through classroom teachers..	• Individual Learning Improvement Plans	• Strong understanding of the culture of high expectations in all areas at HPS.
• Individual Learning Improvement Plans	• Clearly established Conflict Resolution procedures which are based on our whole school Restorative Practices	
• Whole school community days such as community barbeques and school fetes.	• Induction program providing mentors for new students and their families	
• Multi-age days such as Italian Day, social service days(footy day)and public performances at assembly.	• Prep transition program	
	• Parent's Association social activities	
	• Availability of whole school information on our website	

3 Rights and responsibilities

3.1 Guiding principles

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

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* *http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm* 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.

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 DEECD 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

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

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm

3.4 Students with disabilities

The Disability Standards for Education 2005, http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm

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.

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

3.5 Bullying and harassment

The school aims to provide a safe and secure environment to establish the best learning conditions and promote personal growth, resilience and positive self-esteem for our students.

Definitions
Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.
Harassment 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)
Examples of cyberbullying behaviour are:
- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages or images
- defamation

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

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a

legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The Safe Schools are Effective Schools policy on bullying is also an important resource and is found at http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm

All sections of our school community have rights and responsibilities

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to learn effectively and fully develop their talents, interests and ambition • participate fully in the school's educational program • expect they will be encouraged and supported to take greater responsibility for their learning • *learn in a cooperative and safe environment*	Students have a responsibility to: • participate fully in the school's educational program and to attend regularly • 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 and contribute to an engaging educational experience for themselves and other students • 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 • exhibit endeavour in their ongoing learning and strive for excellence • treat others the way they would like to be treated themselves • look after the school environment • know, understand and be guided by the school values

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
Parents/carers 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 are encouraged	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 positive behaviours • ensure their child's regular attendance • engage in regular and constructive communication with school staff regarding their child's learning • support the school in maintaining a safe and respectful learning environment for all students • know, understand and be guided by the school values • respect confidentiality with respect to all school related issues

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to: • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Teachers have a responsibility to: • fairly, reasonably and consistently, implement the Engagement 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. • use a range of teaching strategies and resources to engage students in effective learning. • know, understand and be guided by the school values • respect confidentiality with respect to all school related issues • abide by the Code of Conduct of the Victorian Institute of Teaching

4. Shared expectations

It is important that we, as a school community, share and respect our agreed expectations of each other and the role we collectively play in developing our school as a learning community. Hartwell Primary School has 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. This is achieved through staff, students and the school community working together using our agreed values of *integrity, cooperation, care, compassion and understanding, respect and doing your best* as a framework.

Expectations of the Principal

- Provide leadership

- Ensure staff, students and the school community understand their expectations

- Support staff and students with the resources and support required to assist them in the process of teaching and learning

- Ensure that the curriculum of the school follows DEECD guidelines and caters for the needs of all students, and that the school responds appropriately to students' needs

- Lead all sections of the school community in working together to provide a positive and engaging learning community

- Be accessible and maintain confidentiality

Expectations of Teachers

- Aim to provide a challenging curriculum that provides for different learning styles and rates of learning

- Know and understand the optimal learning environment for students

- Provide appropriate intervention in response to student needs

- Encourage student voice, equal opportunity to participate and value student contributions

- Work with parents/carers and students in developing and striving toward student learning goals

- Develop the capacity to utilise a range of teaching strategies and resources to provide an engaging learning environment

- Be accessible and maintain confidentiality

Expectations of Educational Support Staff

- Support teachers in providing engaging learning opportunities for all students

- Contribute to student wellbeing through a variety of levels of support

- Be accessible and maintain confidentiality

Expectations of Students

- Develop as individual learners through goal setting and the support of teachers

---

- Participate in school programs using positive and appropriate behaviours and the school's agreed values

- Attend regularly

- Value school resources

Expectations of Parents/Carers

- Take an active interest in their child's educational progress and wellbeing

- Cooperate with the school and communicate regularly in a constructive manner

- Ensure their children attend school and promote positive educational attitudes

- Be accessible and maintain confidentiality

All members of the school community are responsible for maintaining confidentiality and privacy.

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce which is 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.

5. School actions and consequences

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
- acknowledging student persistence and student or group achievements

Inappropriate behaviours 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

- providing consistent school and classroom environments
- supporting and adapting the student's learning program
- undertaking respectful discussions with students and connecting consequences to designated behaviour—using the Restorative Practice model-see appendices

Broader support strategies will include:

- involving and supporting the parents/carers
- timely and sequential 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 flexible learning, behaviour or attendance plans
- involving community and regional support

STUDENT MANAGEMENT

More Severe Discipline Procedures – suspension and expulsion
When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

Evaluation:
1. Comparison of data from Attitudes to Schools Survey
2. Comparison of data from Parent Opinion Survey
3. Comparison of data from Staff Opinion Survey

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
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
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
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

Appendices;

Protocols for Student Referral Processes

Early intervention of issues/problems is critical to the student's welfare and that of parents/staff and potentially other students.
A proportion of referrals are based on access to counselling in the form of parenting skills, some are for longer term formal assessment processes.

1. Class teacher determines student needs / issues (parent interview, contact, initial discussion re concerns)

2. Class teacher discusses concerns with unit leader and welfare coordinator – Principal / A P

3. Following discussion / consultation with the appropriate support services officer during a liaison contact meeting (G.O, Speech therapist) Principal or A/P provides relevant referral permission and privacy forms to class teacher and parent.

4. Principal, A/P-welfare coordinator submits relevant SSSO referral forms online via the SOCs system to regional leader for acceptance and prioritising

5. Online applications are accepted by support services officer through regional leader

6. Any necessary initial referral discussion is completed by SSSO with teacher and parents. For some cases a parent /GO meeting is deemed sufficient to provide counselling and support for student and parents.

7. Assessments, observations etc by SSSO completed if deemed necessary.

8. Completed reports forwarded to school team – Principal / A/P, class teacher for reading

9. Principal / A/P, class teacher and SSSO discuss results and make determinations
   • Parent meeting
   • Individual "learning" plans
   • Curriculum modifications
   • Whole staff "awareness"

10. Parent meeting appointments are set by relevant SSSO in consultation with Principal / A/P

11. Appointment attended by SSSO, Principal / A/P and class teacher and chaired by Welfare Coordinator(AP)

12. Copies of any minutes, notes decisions are provided to all personnel involved

Restorative Practices at Hartwell Primary School

Hartwell Primary School is committed to the use of Restorative Practices with students: -from "behaviour management" to "relationship management" Restorative justice in a school setting views misconduct not as "school rule breaking" but as a violation against people and relationships in the school and the wider community. When children do something "wrong' we look at who has been hurt/harmed/affected by it and seek to find a solution that will help repair the harm. During a restorative conference the wrongdoer has the opportunity to hear how their actions have upset or harmed someone else. The "victim' and the wrongdoer (with guidance) then agree on a solution that will help to repair the harm and restore the relationship. This approach puts into practise the social skills and values we promote to encourage self discipline, resilience and a greater sense of awareness and empathy for others.

The principles of Restorative Practices in our school:
- Focuses on harms and consequent needs
- Addresses obligations resulting from those harms
- Uses inclusive, collaborative processes
- Involves those with a stake in the situation
- Seeks to put right the wrongs

The goals of Restorative Practices in our school:
- To understand the harm and develop empathy
- To listen and respond to the needs of everyone
- To encourage accountability and responsibility through personal reflection
- To reintegrate the wrongdoer into the community
- To create a caring climate where we promote the school values

The use of Restorative Practices complements the Physical, Personal and Social Development Strand of the AUS VELS Standards:
➢ Interpersonal Development
➢ Personal Learning
➢ Civics and citizenship

Student Management

Classroom and playground behaviours at Hartwell Primary School

Student behavioural expectations are based on the school values and the rights and responsibilities as outlined in the policy document.

Classroom behaviour management:
Following the principles of Restorative Practices, classroom management is the area of expertise of the class teacher. Each teacher will develop, in consultation with students, a consistent, positive and fair set of classroom expectations.
Positive and appropriate behaviours are encouraged and may be acknowledged through:

- Verbal recognition

- An award/certificate

- A positive note home

- Student of the week award--assembly

- Classroom stickers

- Incidental and informal feedback to parents

Playground Behaviour Management:
Incidents in the playground will be managed by the teachers on duty. There will be three staff on duty, in designated areas, when the whole student population is on site.
Teachers will apply the principles of restorative practice chats to manage minor incidents.
A more formal restorative conference involving teacher/students and Assistant Principal may be required for a more serious incident -with agreed upon consequences (and perhaps parent contact)
Responsibilities of yard duty:
Teachers:

- Wear an orange vest and carry a stocked "bumbag"

- Patrol designated area –punctually, at determined times

- Wear a Sunsmart hat from April to September

- Listen and act upon student concerns—restorative chats

- Follow up incidents where necessary

    o Accident register

o   Teacher notification

o   Information to Principal / Assistant Principal

Students:
The following behaviours support the safety and wellbeing of students:
- Use the appropriate equipment in a safe and responsible manner

- No access to buildings during recess and lunch breaks

- No play in designated out of bounds areas

- Wearing Sunsmart hats from April to September

- Throw only balls or bean bags

- Leave sticks and stones on the ground

- Ensure games are "non tackling'

- Use only appropriate and positive language

- Ensure all children are included in games (no excluding)

- Keep the front area of the school yard as a quiet sitting down area

- No gang up tiggy- type games

- Always ask a teacher for help

Students are expected to protect our school environment by:
- Climbing on play equipment -not trees

- Keeping off garden areas

- Using water wisely

- Putting rubbish in bins provided(and attempting to NOT take rubbish outside—eating under teacher supervision in classrooms)

For personal safety and to protect personal property students are expected to:
- Leave electronic games, I-pods etc. at home

- Leave dangerous toys (guns, weapons etc) at home

- Stay in the school grounds at all times

- Stay out of classrooms unless supervised by a teacher

- Ask a teacher on duty if first aid is needed

- Take a partner at all times when leaving the classroom during class time

- Walk with bikes when in the school ground

- Play away from toilets, fence lines and over the edge of "brick walls"

Bullying

Hartwell Primary School community takes bullying very seriously.

Definition:

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Bullying can take many forms e.g.

1. People who use the internet, email, intranets, phones or similar technologies, to bully others or hold power over others are termed cyber bullies.

2. Physical bullying-including fighting, pushing, shoving, invasion of personal space

3. Verbal bullying-name calling, offensive language, put downs, racial/gender/religious comments

4. Visual-offensive notes or material, graffiti, damaging/defacing other people's property

5. Victimisation-stand-over tactics, threats, repeated exclusion

Rationale:

The school provides a positive culture where bullying is not accepted, and in so doing, all have the right of respect from others, the right to learn or teach, and a right to feel safe and secure in the school environment.

Aims:

1. To reinforce within the school community what bullying is, and the fact that it is unacceptable.

2. To ensure that everyone in the school community is alert to signs and evidence of bullying and that they have a responsibility to report it to staff whether as an observer or a victim

3. To ensure that all reported incidents of bullying are followed up appropriately and support is given to both victims and perpetrators

4. To encourage positive relationships between students, staff, parents and other members of the school community

Implementation:

1. Parents, teachers, students and the whole community will be aware of the school's position on bullying

2. The school will adopt a preventative approach to bullying

   a. Professional development for staff

   b. Community awareness and input relating to bullying, its characteristics and the school's programs and response

   c. Provision of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving

   d. Promotion of Restorative Practices at whole school level

3. Early intervention

   a. Encourage students and staff to identify and report bullying behaviours-promote "don't obey bullies"(reporting is not dobbing)

   b. Encourage parents to communicate with the school if they become aware of a problem

   c. Staff will monitor student behaviour to ensure safety and wellbeing of all, and identify any potential problems

4. Intervention

   a. Once identified , bully, victim and witnesses interviewed (restorative conference protocols) and all incidents or allegations of bullying will be fully investigated and documented

   b. Both "bully" and victim offered counselling and support. Parents will be notified

c. If bullying is ongoing, parents will be contacted and appropriate consequences implemented, consistent with the school's code of practice and DEECD regulations

5. Post Intervention

   a. Ongoing monitoring of students identified (bully and victim)

   b. Ongoing support to students and families to maintain school connectedness

   c. Regular review of school practices to ensure early intervention and positive strategies are maintained and refined