

2016 Student Engagement and Inclusion Policy



WE ARE MELTON PRIMARY SCHOOL

WE ARE ACTIVE LEARNERS

- ✓ We will have a go and try our best.
- ✓ We reflect on our learning and seek to improve.
- ✓ We ask questions to clarify our understanding.
- ✓ We are persistent and determined to succeed.
- ✓ We are punctual and prepared.
- ✓ We take pride in our work.
- ✓ We listen attentively.
- ✓ We are resilient and use a range of strategies to solve problems.

WE RESPECT OTHERS

- ✓ We are polite.
- ✓ We are friendly, honest and caring.
- ✓ We are accepting and inclusive.
- ✓ We have self-control.
- ✓ We listen to others and use words that show respect.
- ✓ We follow rules and accept outcomes for our behaviour.
- ✓ We are grateful.

WE ARE SAFE

- ✓ We make safe choices.
- ✓ We listen and follow instructions.
- ✓ We are cyber safe.
- ✓ We walk within the classroom.
- ✓ We use equipment appropriately.
- ✓ We follow road safety rules.
- ✓ We are sun smart.

WE ARE SUPPORTIVE

- ✓ We are understanding and encourage others to do their best.
- ✓ We give feedback and positive reinforcement.
- ✓ We listen, collaborate and work well in teams.
- ✓ We aim to build positive relationships.
- ✓ We are sympathetic to the needs of others.

SCHOOL PROFILE STATEMENT

Melton Primary School No: 430, which has a current enrolment of approximately 630, was established on its present site in 1870. Originally a rural school, it now services part of the young, growing, outer – western suburb of Melton.

Melton Primary School has a strong commitment to, and involvement with, the broader community. A two – way bond of loyalty between staff and school families has been in evidence for many years.

The total school community is committed to fostering pursuit of excellence, self-discipline, courtesy and ongoing life values and skills.

VISION

Melton Primary School strives for our students to become motivated and independent learners through the provision of a wide range of learning choices for students to demonstrate their understandings.

We consistently encourage students to become lifelong learners who value themselves, others and learning.

We promote a social responsibility, resilience, perseverance and independence to capably prepare our students for an ever changing world.

MISSION

1. To promote excellence through diverse teaching styles that allow students to utilize their preferred Multiple Intelligence and Learning Styles.
2. To emphasise a strong focus on consistent Numeracy and Literacy practices that underpin success in other areas of learning.
3. To recognise and cater for individual differences and needs, providing programs promoting high expectations for every student; allowing all to achieve their full potential.
4. To provide a safe and harmonious learning environment.
5. To promote our School Agreed Behaviours of being
 - ❖ Safe
 - ❖ Supportive
 - ❖ Respectful
 - ❖ Active Learnerswhich support our students in becoming positive citizens within their community.
6. To build a strong partnership between our school, students and the wider community.

CURRICULUM

Melton Primary School provides a comprehensive education covering all of the Victorian Curriculum.

Traditionally there has been a strong emphasis on the areas of Literacy and Numeracy and this is reflected in student success rates at secondary feeder schools.

Specialist teachers are provided in the important areas of Art, Library, Physical Education and Science. As well as this we have appointed school based coaches in numeracy, literacy and ICT.

Educational programs are reviewed on an annual basis to allow for changing trends and increasing technology to ensure individual needs of students are met.

Our caring and dedicated staff members work closely with the wider school community to develop an educational partnership with and for the children. Parents are actively encouraged to participate in both classroom and wider school activities.

WHOLE SCHOOL PREVENTION STATEMENT

OUR AIMS

Melton Primary School aims to foster a safe, secure and supportive environment for the successful learning and personal growth of our students. Our school promotes responsible behaviour and emphasises and anticipates the implementation of our whole school agreed behaviours – safety, respect, support and active learning. As a school that acknowledges the importance of mental health and wellbeing we have implemented new initiatives through CASEA and the Berry Street Program. We recognise the central role that parents and carers play in the lives of their children and encourage effective working relationships between school staff, parents and carers as well as the broader community; ultimately we aim to improve children’s mental health and wellbeing.

Our policy has been formulated based on the underlying principles of respect, co-operation and fairness. We promote the basic fundamental belief that **we have the right to be safe and the right to learn at school**. Our intention is to encourage the development of positive relationships amongst all members of our school community; to develop high levels of individual and whole school self-esteem and encourage and reward

appropriate social behaviour. We aim to develop and support responsible behaviour that acknowledges and protects mutual rights of staff, students and parents.

This is ensured by:-

- Sequential introduction of the eight CASEA components known to have a positive impact on children's Mental health and social, emotional and behavioural development.
- Presenting a formal Social and Emotional Learning Curriculum in line with the CASEA Initiative.
- Presenting a curriculum that provides for the learning needs of all students.
- Promoting a happy, *cooperative* atmosphere in the school community.
- Creating an understanding among staff, students and parents about bullying and its prevention.
- Procedures which seek to develop in students a sense of communal responsibility – encouraging each other to make the right choices that will ensure our rights to learn and be safe at school.
- Procedures which seek to develop in students an *acceptance of responsibility for their behaviour*, particularly as it impacts on other people's rights.
- Clearly stated *expected behavior* through the use of the agreed school behaviours and the **consistent** use of *consequences*.
- Implementing a positive, *problem solving approach* to assist students to develop self-discipline and individual responsibility for behaviour and to provide children with *strategies* for conflict resolution.
- Assisting students to develop a respect for the rights of others and a realisation of the relationship between Rights, Responsibilities, Action and Consequences.

The inclusion of pro – social programs and procedures as part of our curriculum; namely

- A variety of lunchtime Clubs including; Library and Gardening Clubs
- MPS Ban Bullying Program (*refer to end of current policy*)
- MPS Cyber Smart Policy and Digital License Program (*refer to end of current policy*)
- School Agreed Behaviours
- Every Day/Minute counts
- Human Development Program
- School Captains and Vice Captains
- Student Representative Council, including a formal junior leadership development program

Such programs and procedures promote a strong focus on *appropriate* patterns of behaviour to develop self-discipline and positive self-esteem.

BASIC ASSUMPTIONS

- We have the right to be safe and we have the right to learn at school.
- Appropriate, positive behaviour
- - has rewards - will be recognized - is encouraged
- Every student can behave acceptably and in line with the agreed school behaviours in school, and taking responsibility for their actions.
- Teaching and learning is more effective in an environment where cooperative behaviour occurs.
- Parents and Carers have an expectation that their child will learn and play at school, free from disruptive or harmful behaviour.
- Shared responsibility between school and home is more effective for students.
- Procedures and consequences for unacceptable behaviour must be in place and adhered to with students and parents / carers accepting and supporting relevant, logical consequences.

RIGHTS AND RESPONSIBILITIES (See appendix A)

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

Specific to Bullying - It is the policy at Melton Primary School not to tolerate bullying in any form.

All members of our School Community are committed to ensuring a caring and safe environment, which promotes personal growth, learning and positive esteem.

We believe all members of our School Community have the right to a safe environment. These rights have concurrent responsibilities including accepting individuals and treating all with respect.

We bring our Agreed Behaviours to life through our behaviours and interactions with each other. We display and model these behaviours in a variety of ways:

- Attending school on time and arriving promptly to each lesson
- Preparing properly for school and each lesson
- Meeting appropriate appearance, dress and uniform standards
- Moving safely through the school environment
- Being active learners and participating fully in learning activities
- Attentively following instructions
- Being respectful and listening to each other
- Treating each other with respect, courtesy and fairness
- Being supportive and valuing the particular individual strengths and differences of others
- Demonstrating and monitoring our own learning progress
- Attempting and learning tasks to the best of our ability

IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Physical and creative/musical performance in areas such as P.E, the arts etc.
- Behaviour observed by classroom teachers/Education support
- Student Mapping Tool
- Engagement with student families
- Engagement/liasing with outside agencies (for example DHS, speech pathologists but also engagement for students excelling in specialists abilities)
- School Chaplain and Wellbeing co-ordinator
- CASEA and Berry Street

ENGAGING WITH FAMILIES

- The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, Parent Surveys, 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:

- Promoting school Agreed Behaviours
- ensuring all parents/carers are aware of the school's Student Engagement Policy
- actively encouraging family interaction by participating in whole school community events
- 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
- 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.

SCHOOL ACTIONS AND CONSEQUENCES

Melton Primary School actively encourages and supports high levels of student attendance, engagement, learning and positive behaviours through consistent employment of the following whole school strategies:-

1. All students, staff and parents/carers will be made aware of their rights and responsibilities and the conventions which govern our school's operations as documented in this policy.
2. Teachers will foster strong relationships with children by
 - giving verbal and written positive feedback,
 - providing constant encouragement and praise wherever appropriate,
 - celebrating achievements,
 - building the self-esteem of each student,
 - handling situations in a calm, non-judgemental manner,
 - encouraging the use of positive role models and
 - employing a consultative, problem solving approach for minor disciplinary problems,
 - provide positive reinforcement in the form of tangible rewards such as stickers, certificates and awards.

A Whole School Approach to Behaviour Management incorporating classroom and playground plans which ensure fairness and consistency. Teachers and students are expected to be advocates of the agreed school behaviours. Good teaching practice will assist in the area of welfare and discipline. To this end, it is essential that the relevant teacher take a major role in the solution of the problem at hand.

Classroom 'Agreed Behaviours and Responsibilities' Plans

- Children are to participate in the establishment of classroom responsibilities and are to be well informed of consequences should agreements be broken.
- Classroom plans will be consistent with the whole school approach, taking into account current DET Guidelines for 'Student Code of Conduct'.

Playground Behaviour Management Plan

- Students need to be aware of all rules and of consequences should the rules be broken. The connection between the behaviour and the consequences is logical; taking into account the age of the student and the nature of the seriousness of his/her behaviour.
- The Playground Behaviour Management Agreement will be displayed at various points throughout the school and carried in yard duty folders for immediate consultation and clarification. When a consequence is being given, the student involved will be reminded of the rule that has been broken and the agreed consequence for doing so.

1. Empowering students to be involved in school decision making and student leadership activities.
2. Parents, staff and students *working together* in the behaviour management process to benefit all. It is expected that parents and carers support staff in the implementation of logical consequences, understanding that the decision has been made in accordance with our policy guide.
3. Fostering pride toward the school and its environment.
4. Encouraging acceptable behaviour focusing on the action not the individual.
5. Celebrating, respecting and acknowledging cultural differences in our school population.
6. Encouraging our school Agreed Behaviours; sharing, tolerance and compassion amongst all students.

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:
- Behaviour Management Plans
- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Time Out

- Detention
- Suspension (in-school and out of school)
- Expulsion
- Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.
- **Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**
- Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.
- Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.
- Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

PROCEDURES

In classrooms:

In the event of a student not complying with the established school rules, each Classroom Agreed Behaviours and Responsibilities Plan should refer to the following steps:-

1. Warning, where possible, that an agreement is likely to be broken.
2. Identification of the breach of the specific agreement.
3. Consequences accompanying the agreement carried out in accordance with the class accord.
4. After school or lunchtime detention with the teacher concerned.
5. For afterschool detentions, teachers will notify parents in advance and gain signed parent permission.
6. Intervention by Principal or an Assistant Principal - Possible suspension.

In the playground:

1. Warning, where possible, that a rule is likely to be broken.
2. Identification of the breach of the specific rule.
3. Consequences accompanying the rule carried out in accordance with Playground Behaviour Management Agreement.
 - Time out in designated area of playground (agreements seat)
 - Time out in *Time Out Room* for half of morning or lunch recess; parents/carers contacted through letter informing them of the incident and consequences
4. Intervention by Principal or an Assistant Principal
 - Suspension.

N.B. In cases of severe breaches of behaviour some steps may be omitted.

Subsequent consequences may include *loss of rights to excursions, incursions, interschool sports or camps.*

STANDARDS FOR THE MANAGEMENT OF STUDENT BEHAVIOUR IN THE SCHOOLGROUNDS

All members of the school community are committed to ensuring a safe caring environment which promotes personal growth and positive self-esteem for all.

At Melton Primary School we all have the right to feel and to be safe.

The following forms of behaviour are therefore unacceptable:-

PHYSICAL

1. Fighting, harassment, bullying or any other form of aggressive behaviour. Melton Primary School does not tolerate bullying in any form.
2. Leaving the school grounds or classroom without permission.
3. Riding bicycles, scooters, skating or roller- blading in the school ground (including riding bicycles without a safety helmet).
4. Throwing stones, sticks or other dangerous objects.

PROPERTY

1. Stealing

2. Abuse of school's or student's equipment/property.
3. Deliberate littering of our school grounds

PERSONAL

1. Verbal abuse.
2. Sexist, racist or any discriminatory behaviour.
3. Refusal of teacher's reasonable requests.
4. Non-compliance with school Agreed Behaviours

WHOLE SCHOOL BEHAVIOUR AGREEMENT

SAFETY

1. Children will walk inside and around school building in a calm and safe manner with regard to all.
2. Children will act respectfully towards all members of the school community.
3. Children are not to climb trees, fences or buildings.
4. Children will line up in an orderly manner when purchasing from the canteen.
5. Children will not enter any area clearly designated as temporarily out of bounds.

DESIGNATED AREAS

1. Children will enter only their designated play areas. (**Only** Foundation children are to play in Foundation playground before, during or after school. Foundations are not to play on the oval.)
2. Children are **not** to be inside the building before or after school, during recess or lunch without teacher permission or supervision.
3. Children will remain in a shaded undercover area if not wearing a school hat during term 1 through to April and term 4. (The eave of the gymnasium's southern wall.)
4. Children are not allowed in the area between the Unitt Street fence and classrooms 12 – 17, except to leave the school grounds along the path to the front gate.

USE OF EQUIPMENT

1. Children will use play equipment in the nominated areas.
2. Children will respect the school property and buildings.

PERSONAL

1. Children will co-operate with staff, other children.
2. Children will inform a yard duty teacher if unwell or injured and obtain a sick bay pass, before going directly to the office.
3. Children will place **all** rubbish into a bin

APPENDIX A-

Students: We have the right to be safe and we have the right to learn at school.

RIGHTS	RESPONSIBILITIES
<p>Students at Melton Primary School have the right to:-</p> <ol style="list-style-type: none"> 1. Experience success. 2. Be treated equally, with dignity and respect. 3. Feel safe and secure in a positive school environment. 4. Have access to all activities. 5. Know what is acceptable behaviour and the consequences of unacceptable behaviour. 6. Work and play in a secure environment without intimidation. 7. Be encouraged to develop their talents and interests through a broad curriculum. 8. Receive reasonable assistance to resolve school related problems. 9. Receive ongoing communication and feedback about their progress. 	<p>Students at Melton Primary School have the responsibility to:-</p> <ol style="list-style-type: none"> 1. Treat all others with respect and consideration. 2. Respect their own property, that of others and the school environment. 3. Attend school regularly and participate in all learning programs. 4. Maintain our school grounds in a clean and tidy state; one which promotes pride in our environment. 5. Accept and comply with school rules and consequences. 6. Maintain the rights of all students and adults. 7. Uphold the Values of our school. 8. Provide and maintain a safe environment for all. 9. <i>Specific to Cyber safety - Melton Primary School is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.</i> <p><u>Students</u> at Melton Primary School have a responsibility to ensure that they:</p> <ul style="list-style-type: none"> • hand in mobile phones to the office before school and collect them at the end of the day • do not participate in cyber bullying • do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum program • do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming • do not disseminate inappropriate information through digital media or other means • report incidents of cyber bullying to a member of staff • advise students being victimised by cyber bullying to talk to an adult • offer to speak to an adult on behalf of the student who is being victimised by cyber bullying

APPENDIX B-**Parents and Carers**

RIGHTS	RESPONSIBILITIES
Parents and Carers have a right to expect that their child will be educated in a safe and secure environment where courtesy, care and respect for the rights of others are promoted.	Parents and Carers have a responsibility to: <ol style="list-style-type: none"> 1. Ensure their child's prompt arrival and regular attendance at school. 2. Show an active interest in their child's schooling and progress, promoting positive educational outcomes for their child. 3. Initiate and maintain regular and constructive communication with school staff regarding their child's learning, engagement and wellbeing, including notifying the school of student absence as soon as is reasonably possible. 4. Display and model positive agreed behaviours 5. Behave in a respectful manner towards other students, parents and staff.

APPENDIX C-**Staff**

RIGHTS	RESPONSIBILITIES
<p>Staff at Melton Primary School have the right to:-</p> <ol style="list-style-type: none"> 1. Be treated equally, with dignity and respect. 2. Feel safe and secure in a positive school environment. 3. Teach in an orderly and collaborative environment. 4. Work in a secure environment without intimidation. 5. Be encouraged to develop their talents and interests through a broad range of Professional Development. 6. Be informed about matters relating to students, within privacy restrictions, that may affect the teaching and learning program for students. 	<p>Staff at Melton Primary School have the responsibility to:-</p> <ol style="list-style-type: none"> 1. Treat all others with respect and consideration. 2. Consistently and fairly implement the MPS Student Engagement and Wellbeing Policy, including the <i>Playground Behaviour Management</i> and <i>Classroom Agreed Behaviours and Responsibilities</i> Plans. 3. Maintain accurate records of attendance by completing electronic rolls (am and pm). 4. Display, model and teach the School Agreed Behaviours and positive social behaviours. 5. Accept and comply with school rules and consequences. 6. Maintain the rights of all students and adults. 7. Create and maintain safe and stimulating learning environments. 8. Ensure every child has the opportunity to participate in all activities. 9. Initiate and maintain regular and constructive communication with students and parents about learning, engagement and wellbeing. 10. <i>Specific to Cyber safety - Melton Primary School is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.</i>

Staff at Melton Primary School have the responsibility to ensure that:

- all forms of cyber bullying are prohibited at Melton Primary School
- staff are aware of cyber bullying and are able to identify and look for signs of occurrence among the students
- students are aware of the consequences of cyber bullying (student code of conduct)
- a code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises
- all cases of cyber bullying are reported to an Assistant Principal / Principal and responded to promptly
- there is supervision of technology that is effective for monitoring and deterring cyber bullying



Playground Behaviour Management Agreements

At Melton Primary School we all follow our School Agreements to make sure that everyone is SAFE and HAPPY at all times.

WE ARE MELTON PRIMARY SCHOOL

WE ARE ACTIVE LEARNERS	WE RESPECT OTHERS	WE ARE SAFE	WE ARE SUPPORTIVE
<ul style="list-style-type: none"> ✓ We will have a go and try our best. ✓ We reflect on our learning and seek to improve. ✓ We ask questions to clarify our understanding. ✓ We are persistent and determined to succeed. ✓ We are punctual and prepared. ✓ We take pride in our work. ✓ We listen attentively. ✓ We are resilient and use a range of strategies to solve problems. 	<ul style="list-style-type: none"> ✓ We are polite. ✓ We are friendly, honest and caring. ✓ We are accepting and inclusive. ✓ We have self-control. ✓ We listen to others and use words that show respect. ✓ We follow rules and accept outcomes for our behaviour. ✓ We are grateful. 	<ul style="list-style-type: none"> ✓ We make safe choices. ✓ We listen and follow instructions. ✓ We are cyber safe. ✓ We walk within the classroom. ✓ We use equipment appropriately. ✓ We follow road safety rules. ✓ We are sun smart. 	<ul style="list-style-type: none"> ✓ We are understanding and encourage others to do their best. ✓ We give feedback and positive reinforcement. ✓ We listen, collaborate and work well in teams. ✓ We aim to build positive relationships. ✓ We are sympathetic to the needs of others.

AGREED BEHAVIOURS

1. We play safely and happily together so no one is hurt or upset. We do not interfere with or harm others.
2. We make sure we play our games safely and use equipment properly.
3. We look after our gardens, school property and equipment. We always place rubbish in the bins.
4. We play only in the right areas and don't go out of bounds. We don't play or run in the breezeway or near the toilets.

PLAYGROUND MISDEMEANOUR	AGREEMENT/S BROKEN	LOGICAL CONSEQUENCE
<p>Deliberate interference with others</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • Disrupting another student's game • Deliberate, rough play including tackling or wrestling • Throwing sand at another student • Following another student in an unwelcomed manner • Excluding another student from a game 	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. ➤ We are friendly, honest and caring. ➤ We are accepting and inclusive. ➤ We have self-control. ➤ We listen to others and use words that show respect. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. ➤ We are cyber safe. ➤ We walk within the classroom. ➤ We use equipment appropriately. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Time out in yard – agreed behaviour seats.</p> <p>NB: Refer below:</p> <p>Exclusion from Playground in Time Out Room as a consequence for the following:</p> <ul style="list-style-type: none"> • Swearing at another student • Hitting • Punching • Kicking or • Pushing another student in an aggressive manner.

	<p>WE ARE SUPPORTIVE</p> <ul style="list-style-type: none"> ➤ We are understanding and encourage others to do their best. ➤ We give feedback and positive reinforcement. ➤ We listen, collaborate and work well in teams. ➤ We aim to build positive relationships. ➤ We are sympathetic to the needs of others. 	
Taking a hat off another child's head	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. ➤ We are friendly, honest and caring. ➤ We are accepting and inclusive. ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We are sun smart. <p>WE ARE SUPPORTIVE</p> <ul style="list-style-type: none"> ➤ We aim to build positive relationships. ➤ We are sympathetic to the needs of others. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Verbal warning</p>
Not wearing a hat	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We are sun smart. ➤ We make safe choices. ➤ We listen and follow instructions. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Warning given- asked to sit under the gym.</p> <p>Time out if done again.</p>
Using sports equipment the wrong way	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. ➤ We use equipment appropriately. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Equipment removed from the child</p>
Rough play	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. ➤ We are friendly, honest and caring. ➤ We are accepting and inclusive. ➤ We have self-control. ➤ We listen to others and use words that show respect. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Time out in yard – agreed behaviour seats.</p>

	<ul style="list-style-type: none"> ➤ We use equipment appropriately. 	
Playing with sticks and toy guns/weapons	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. ➤ We are friendly, honest and caring. ➤ We have self-control. ➤ We listen to others and use words that show respect. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. <p>WE ARE SUPPORTIVE</p> <ul style="list-style-type: none"> ➤ We are sympathetic to the needs of others. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Toys / sticks removed</p>
Pushing in queue at canteen	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. ➤ We are friendly, honest and caring. ➤ We are accepting and inclusive. ➤ We have self-control. ➤ We listen to others and use words that show respect. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. <p>WE ARE SUPPORTIVE</p> <ul style="list-style-type: none"> ➤ We aim to build positive relationships. ➤ We are sympathetic to the needs of others. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Go to the end of the line</p>
Entering school building without permission	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. 	<p>Rule restated clearly and warning of follow up consequences (after school detention if before school, agreed behaviours seat if during recess)</p>
Swearing or offensive name calling	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. ➤ We are friendly, honest and caring. ➤ We are accepting and inclusive. ➤ We have self-control. ➤ We listen to others and use words that show respect. ➤ We follow rules and accept outcomes for our behaviour. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Exclusion from Playground in Time Out Room – half of recess if swearing or name calling is repeated and deliberate</p>
Spitting in the yard	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. ➤ We have self-control. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p>

	<ul style="list-style-type: none"> ➤ We follow rules and accept outcomes for our behaviour. 	Clean the area
Spitting at/on others	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. ➤ We are friendly, honest and caring. ➤ We are accepting and inclusive. ➤ We have self-control. ➤ We listen to others and use words that show respect. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SUPPORTIVE</p> <ul style="list-style-type: none"> ➤ We aim to build positive relationships. ➤ We are sympathetic to the needs of others. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Exclusion from Playground in Time Out Room – half of recess</p>
Playing in the wrong area, including toilets	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Child asked to leave area – redirect to playground</p>
Disrespecting property (including neighbours and surrounding areas)	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. ➤ We use equipment appropriately. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Child asked to leave area – redirect to playground.</p> <p>Time out in yard – agreed behaviour seats.</p>
Using sports equipment in a dangerous way	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. ➤ We use equipment appropriately. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Time out in yard – agreed behaviour seats.</p>
Climbing trees	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. ➤ We use equipment appropriately. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Asked to get down & time out in yard - agreed behaviour seats.</p>
Playing out of bounds	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p>	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Child asked to leave area & time out in yard - agreed behaviour seats for being out of bounds</p>

	<ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. ➤ We use equipment appropriately. 	
Running in the breezeway	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. ➤ We use equipment appropriately. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Verbal warning</p>
Failure to walk bicycle/scooter in school yard or riding bicycle/scooter without a helmet	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We have self-control. ➤ We follow rules and accept outcomes for our behaviour. <p>WE ARE SAFE</p> <ul style="list-style-type: none"> ➤ We make safe choices. ➤ We listen and follow instructions. ➤ We use equipment appropriately. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Parents notified and student not allowed to bring bicycle/scooter to school on the following day</p>

Exclusion from Playground – Time Out Room (formerly 'severe clause')

<p>Swearing at another student Hitting, punching, kicking or pushing another student in an aggressive manner</p>	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. We are friendly, honest and caring. ➤ We are accepting and inclusive. ➤ We have self-control. ➤ We listen to others and use words that show respect. ➤ We follow rules and accept outcomes for our behaviour. ➤ We are grateful. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Exclusion from Playground in Time Out Room – half of recess</p>
<p>Student refuses to go on the red dot or follow a teacher's instructions Rudeness towards staff member</p>	<p>WE RESPECT OTHERS</p> <ul style="list-style-type: none"> ➤ We are polite. We are friendly, honest and caring. ➤ We are accepting and inclusive. ➤ We have self-control. ➤ We listen to others and use words that show respect. ➤ We follow rules and accept outcomes for our behaviour. ➤ We are grateful. 	<p>Restate agreements – refer to agreement chart in yard duty folder or on display</p> <p>Exclusion from Playground in Time Out Room – half of recess</p>

Exclusion from Playground – Time Out Room (formerly 'severe clause')

Time Out Room Procedure:

- * When a student is given a Time Out for inappropriate behaviour in the playground, the yard duty teacher will issue the student with a card stating the student's name, grade and a description of the incident.
- * The child will go immediately to the Time Out room, where a rostered teacher will be on duty.
- * Once inside the Time Out room the rostered teacher will record the details in the Time Out book.
- * Discuss the agreed behaviours with the student- what have they done wrong? What should they have been doing?
- * A note explaining the incident will be posted home to parents/carers.
- * The Time Out Room is located in the community space, adjacent to the library. Supervised exclusion from the playground is for a period of half of the recess session – 22 minutes at lunch time/15 minutes at morning recess. The student must complete more than half of the allocated time or the remainder of the time will be carried over to the next session.

* If the student refuses to comply with Time Out i.e. refuses to come inside and/or is disruptive despite reasonable requests during Time Out, another Time Out will be issued and parents will be informed.
* Two or more Time Out sessions in one week: Notify the Principal/Assistant Principal who will contact parents to discuss.

Suspension from School

If a deliberate act was considered seriously inappropriate the principal will use her/his discretion to suspend immediately. A meeting with parents/carers would be arranged.

Immediate Suspension: Immediate suspension can be given for any of the following clauses/or when previous intervention has been provided but students still don't follow given instructions.

1. Threatening or endangering the health, safety or wellbeing of others.
2. Committing an act of significant violence against a person or property or being knowingly involved in the theft of property.
3. Swearing at a staff member.
4. Failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member.
5. Consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student.
6. Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person.
7. Possessing, using or assisting another person to use prohibited drugs or substances.

NB: If consequences have been issued for previous misbehaviour and the behaviour continues or worsens, a case by case suspension is considered as an ultimate consequence.

Sample Classroom Behaviour Management Plan (Foundation)

Dear Parents/Caregivers,

Your child deserves the best possible educational climate for his or her growth and together we can make a difference in this process. To this end, the children and I have developed a classroom behaviour management plan that provides guidance for every student to make good, responsible decisions about his or her behaviour and thus an opportunity to learn in a positive, safe and happy classroom environment. Your child is also involved in the specialist programs of Science, Learning Technologies, Visual Arts and Physical Education. During these sessions teachers will also develop a similar discipline plan with some rights and responsibilities specific to each specialist area. This plan outlines our classroom rights and responsibilities.

WE ARE MELTON PRIMARY SCHOOL

WE ARE ACTIVE LEARNERS 	WE RESPECT OTHERS 	WE ARE SAFE 	WE ARE SUPPORTIVE 
<ul style="list-style-type: none">✓ We will have a go and try our best.✓ We reflect on our learning and seek to improve.✓ We ask questions to clarify our understanding.✓ We are persistent and determined to succeed.✓ We are punctual and prepared.✓ We take pride in our work.✓ We listen attentively.✓ We are resilient and use a range of strategies to solve problems.	<ul style="list-style-type: none">✓ We are polite.✓ We are friendly, honest and caring.✓ We are accepting and inclusive.✓ We have self-control.✓ We listen to others and use words that show respect.✓ We follow rules and accept outcomes for our behaviour.✓ We are grateful.	<ul style="list-style-type: none">✓ We make safe choices.✓ We listen and follow instructions.✓ We are cyber safe.✓ We walk within the classroom.✓ We use equipment appropriately.✓ We follow road safety rules.✓ We are sun smart.	<ul style="list-style-type: none">✓ We are understanding and encourage others to do their best.✓ We give feedback and positive reinforcement.✓ We listen, collaborate and work well in teams.✓ We aim to build positive relationships.✓ We are sympathetic to the needs of others.

Melton Primary School **AGREED BEHAVIOURS**

CLASSROOM RESPONSIBILITIES:

As a class, the children made a list of some of the responsible behaviours that ensure that everyone's rights can be observed and each child has agreed to demonstrate these within the classroom. The children understand that our list does not include *all* of the responsible behaviours, as the list is infinite.

The following are the responsibilities that the children decided were the most important:

- Sit with our legs crossed and hands in our laps.
- Help others if they are hurt, upset or having trouble with set work.
- Look after our belongings and pack them away when finished.
- Listen carefully to the teacher and others in the classroom.
- Be nice to others and always use our manners.
- Wait your turn to talk – don't talk over others.
- Ask the teacher when you need to leave the room.
- Use our quiet voices when inside and walk in the classroom.

The full list of responsibilities discussed by the children is displayed in our classroom for us all to see.

To encourage students to be responsible and allow all students their rights, we positively recognise appropriate behaviour. However if a student chooses not to fulfil his/her classroom responsibilities and therefore acts in a manner which interferes with the classroom rights of others then the following consequences will occur:-

CONSEQUENCES:

- First Time: A verbal warning and reminding students of our Rights and Responsibilities.
- Second Time: A second verbal warning and student name moved to the 'yellow face' (think about your behaviour).
- Third Time: Student moved away from group and asked to spend 5 minutes calming down and refocusing their attention.
- Fourth Time: Removal from class and name moved to 'purple face' (negative behaviour).
- Fifth Time: Lunchtime or Afterschool Detention.
- SEVERE CLAUSE:** Red Card sent to office. Child removed from the classroom and an afterschool detention will be given. Parents will be notified and a meeting arranged.

POSITIVE CONSEQUENCES WHEN STUDENTS FOLLOW THE CLASS RIGHTS & RESPONSIBILITIES:

- Stickers
- Praise
- Awards and certificates
- Reward charts
- 'Free Time' for a few minutes
- Prizes

Please ask your child to review this classroom plan with you and then sign and return the form below as soon as possible. Please don't hesitate to contact me if you have any questions regarding this plan.

Thank you for your cooperation.

Classroom Teacher

Principal/Assistant Principal

Melton Primary School No. 430

Child's Name: _____

Grade: _____

We have read and discussed the classroom management plan, including rights, responsibilities and consequences, with our child and support its implementation.

Signed: _____
Parent/Guardian

Date

We have the right to be safe and we have the right to learn at school.

Ban Bullying Policy

Rationale:

It is the policy at Melton Primary School not to tolerate bullying in any form.

All members of our School Community are committed to ensuring a caring and safe environment, which promotes personal growth, learning and positive esteem.

We believe all members of our School Community have the right to a safe environment. These rights have concurrent responsibilities including accepting individuals and treating all with respect.

Bullying

Bullying is when someone is subjected to behaviour repeated over time, which is hurtful, threatening or frightening.

Types

- Physical: Includes fighting, pushing, shoving, gestures, spitting, standing over or invading someone's personal space.
- Verbal: Includes name calling, teasing, offensive language, spreading rumors, putting down or belittling people, picking on or ridiculing people because of their gender, culture, race, physical appearance, religious or social background.
- Deliberate Act: Includes offensive notes, damaging people's property and stealing.
- Telephone: Involves repeatedly phoning and or texting a person with the intention to harass or cause discomfort.
- Extortion: Includes stand over tactics, threats to "get" people, making suggestive comments of any form or sexual abuse.
- Exclusion: Includes leaving people out of certain activities on purpose.

Racial discrimination of any kind is a form of bullying.

Bullying prevention at Melton Primary School requires a Whole School Approach involving staff, student and parent participation.

Anti-bullying programs are included in the curriculum across the school.

School responsibilities

- At our school it is a right and responsibility to report bullying.
- After consultation with those involved action will be taken to ensure that the bullying stops. With staff, students and parents working together we can create a more caring, tolerant, healthy and harmonious school environment where all members of the school community are valued.
- There will be disciplinary consequences, covering a range of strategies for those in breach of this policy
- all forms of bullying are prohibited at Melton Primary School, discuss with students
- staff are aware of bullying and are able to identify and look for signs of occurrence among the students
- students are aware of the consequences of bullying (student code of conduct)
- all cases of bullying are reported to an Assistant Principal / Principal and responded to promptly

- there will be disciplinary consequences, covering a range of strategies for those in breach of this policy
- Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.
- A summary of the policy will be included in the Student Enrolment Package while new staff will receive extensive documentation as part of the school's induction process.
- The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.
- If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.
- Student programs will be organized to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials e.g. 'The Friendly Schools' and 'No Blame Approach to Bullying' programs.
- This policy will run in conjunction with the cyber bullying policy.

Links

Links which are connected with this policy are:

- DET's [Effective Schools are Engaging Schools: Student Engagement Policy Guidelines](#)
- DET's [Safe Schools are Effective School's](#)
- DET's [Student Engagement Policy Guidelines](#)
- The school's Internet Use Policy (re cyber-bullying)
- DET's [Respectful Schools](#)

Cyber Bullying

Rationale:

Young students have embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send e-mails, create their own websites, post intimate personal news in blogs (online interactive diaries), send text messages and images via mobile phones, message each other through IMs (instant messages), chat in chat rooms, post to discussion boards, and seek out new friends in community sites. While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as *cyber bullying*.

Definition

- **Cyber bullying** is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, pre-teen or teen using the Internet, interactive and digital technologies or mobile phones. It has to be a minor on both sides, or at least have been instigated by a minor against another minor. Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic mediums which may include but are not exclusive to: cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.
- www.stopcyberbullying.org

Staff responsibilities:

- all forms of cyber bullying are prohibited at Melton Primary School
- staff are aware of cyber bullying and are able to identify and look for signs of occurrence among the students
- students are aware of the consequences of cyber bullying (student code of conduct)
- a code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises
- there is supervision of technology that is effective for monitoring and deterring cyber bullying
- we will inform all new students and families of this policy and the practices.
- all cases of cyber bullying are reported to an Assistant Principal / Principal and responded to promptly
- there will be disciplinary consequences, covering a range of strategies for those in breach of this policy

Student responsibilities:

- hand in mobile phones to the office before school and collect them at the end of the day
- do not participate in cyber bullying
- do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum program
- do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming
- do not disseminate inappropriate information through digital media or other means

- report incidents of cyber bullying to a member of staff
- advise students being victimised by cyber bullying to talk to an adult
- offer to speak to an adult on behalf of the student who is being victimised by cyber bullying

How students can protect themselves from cyber bullies

- Do not give anyone access to your passwords or provide people you don't trust with your phone number.
- Be careful which websites you post personal information on.
- Do not open e-mails or read text messages from unidentified names or phone numbers.

What students are to do if they feel they are a victim of cyber bullying

- Do NOT respond
- Tell a teacher / an Assistant Principal / Principal right away
- First and foremost, save *original* evidence (e-mails, instant messages, etc.)

Appendices relating to these policies

- Appendix A: Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

What are Bullying, Cyber Bullying and Harassment?

Bullying

Definition of Bullying

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

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** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- lying and spreading rumours
- playing nasty jokes to embarrass and humiliate
- mimicking
- encouraging others to socially exclude someone
- damaging someone's social reputation and social acceptance
- cyber-bullying, which involves the use of electronic means to humiliate and distress

What Bullying is Not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social Rejection or Dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

Cyber-bullying

Consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Harassment

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

Why do we have a Policy on these?

To provide a safe and friendly college 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*.

What are the effects of Bullying and Harassment?

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

Am I bullying or harassing someone?

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it
- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with an adviser or somebody who has an understanding of the issues

What are some of the feelings victims of bullying or harassment may experience?

- *"I will ignore it and it will go away."*

If anything it will make things worse - you will give the impression that you agree with the situation.

- *"I don't want to cause trouble."*

Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.

- *"Am I to blame?"*

Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.

- “*Am I imagining things?*”

Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

Bullying or harassment can often make people feel:

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

What should you do if you see another person being bullied or harassed?

Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

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

Bullying can involve

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- knocking a person’s books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyber-bullying can involve

- *Flaming* – online fights using electronic messages with angry or vulgar messages
- *Harassment* – repeatedly sending nasty, mean and insulting messages
- *Denigration* – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- *Outing* – sharing someone’s secrets or embarrassing information or images online
- *Exclusion* – intentionally and cruelly excluding someone from an online group
- *Cyber-stalking* – repeated, intense harassment and denigration that includes threats or creates significant fear

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

Subtle (the most common) they include:

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

Explicit (obvious) they include:

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

What do you do if you are being bullied or harassed?

- tell the person you don't like what they are doing and you want them to stop
- discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
- the school will take your concerns seriously - all complaints will be treated confidentially

How will your complaint be dealt with?

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

School procedures for responding to a student who bullies or harasses others are set out below.

Level 1

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or principal/assistant principal.

Level 2

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and "target"

Level 3

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual 'strength building' plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

Level 4

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

Note: The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school's Student Code of Conduct. Furthermore, the principal may commence formal disciplinary action in line with '*Effective Schools are Engaging Schools - Student Engagement Policy Guidelines*' (DET) at any stage in the process depending on contextual information relating to the severity of the bullying (including cyber bullying) and harassment.