



Warrnambool East
PRIMARY SCHOOL



STUDENT ENGAGEMENT and WELLBEING POLICY

Warrnambool East Primary School is extremely proud of our positive school climate, and the staff work relentlessly to ensure that Student Engagement and Well Being policies and programs are implemented with consistency and rigor.

At Warrnambool East Primary School, we aim to foster a safe and positive learning environment for students and staff through a consistent approach to student engagement, well being and behaviour management.

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1. School Profile Statement

Established in 1958, Warrnambool East Primary School is situated in the coastal town of Warrnambool, about 260km southwest of Melbourne. Our school grounds are extensive, including large grassed areas and playgrounds for our students to enjoy. Due to the involvement of our students in the Garden Club our grounds and gardens have won numerous regional and state garden awards.

WEPS is one of four government schools in the City of Warrnambool and has an enrolment of 485 students and is staffed by a principal, 25 teaching staff and 15 support staff. Students are generally placed in multi-age home groups in three levels across the school with Preps enjoying a personalised start to school life in their specially designed learning space and separate play area.

Warrnambool East Primary School (WEPS) is committed to providing its students with an inspiring and challenging education in a friendly environment where everyone is respected, valued and belongs. There is a commitment to continuous improvement and achieving excellence in teaching and learning in all areas of the school. The school follows the Geelong Grammar Institute of Positive Education philosophy which is evident throughout the school.

The school has a welcoming mantra and considers itself an inclusive school community for all. WEPS is proactive in maximising educational opportunities for all students. There is a team approach to maximising student attendance, with a Leading Teacher responsible for School Improvement Engagement and Wellbeing.

WEPS provides a range of specialist teaching to complement the quality Literacy, Numeracy and Inquiry learning programs, including Discovery, and these include Science, Visual Arts, Performing Arts, LOTE and Physical Education. Warrnambool East Primary School aims to progress and engage all learners.

This school has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all government schools. Corporal punishment is not used at this school under any circumstance” (forcing children to stay in uncomfortable positions, or punishment that is degrading, threatening or humiliating is regarded as corporal punishment and will not be allowed).

Warrnambool East Primary School is committed to Child Safety:

- We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.
- We are committed to the safety, participation and empowerment of all children.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child’s safety, which we follow rigorously.
- Warrnambool East Primary School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- Warrnambool East Primary School has human resources and recruitment practices for all staff and regular volunteers.

- Warrnambool East Primary School is committed to regularly training and educating our staff and regular volunteers on child abuse risks.
- We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have specific procedures and training in place that supports the principal, staff and regular volunteers to achieve these commitments.

2. Whole School Prevention Statement

Our school believes that children learn best in an environment that fosters personal responsibility and accountability. Our primary rights at Warrnambool East Primary School are for the students to learn, teachers to teach and for everyone to feel and be safe, valued and included.

We actively follow the Positive Education philosophy, explicitly teaching character traits that relate to the school values of Trust, Caring, Honesty and Respect. Strategies for developing emotional intelligence, social skills and problem solving are visible across the school.

We provide opportunities for leadership, encourage the student voice, link students to engaging activities to build on their strengths and encourage them to develop new interests and connections. Positive behaviour and personal growth is celebrated. Parents are encouraged to have a voice and are also encouraged to share the strategies to use with their children.

We work to achieve this by:

- Quality teaching and learning that is meticulously planned, implemented and evaluated to maximize students' access to learning and to build their love and passion for learning.
- Positive reinforcement and acknowledgment of achievement with recognition at School Assemblies, in the Newsletter, with notes and calls to parents at home, gaining of extra opportunities or privileges and reward certificates including Aussie of the Week, and weekly Value Award.
- Involvement of students in the decision-making and problem solving processes of the school through Year 6 leadership roles, and the Year 5 Healthy Together leadership roles.
- Through modelling of behaviours, we aim to develop a culture where all staff, parents, visitors and students demonstrate the values we expect. These include dress and uniform codes, punctuality, use of appropriate language, giving appreciations, modelling respect and acknowledging differences.
- Acting consistently and fairly in implementing discipline measures and articulating these to all parties.
- Making expectations explicit and working with children on what these expectations look like, sound like, feel like.
- Explicit teaching of social skills including role plays, in small groups and classes using the personal and interpersonal domains of the Victorian Essential Learning Standards as a guide.
- A range of programs are offered to extend student engagement, including Specialist classes in Science, Visual Arts, Performing Arts, and Physical Education. Opportunities are explored as they arise to build on student strengths, extend experiences and build self-esteem. Examples of partnerships include those with Deakin University, Melbourne Zoo, SWLLEN, WCC mentors, Read to Dog program and Lyndoch.

- Dedicated units of work around health and wellbeing which are supported by programs such as True Grit, Community Mentoring, Nurturing Program, and Sensory Programs.
- Student Safety Plans will be developed for children presenting with safety concerns.
- Individual Learning Plans for students working below the expected academic level, Koorie students, and students in out of home care.
- Utilising Jo Laing's Three Strikes and Exit process followed by one on one reflection, lunchtime Reflection sessions, weekly whole school social and emotional themes based on school values, and regular Wellbeing Audits allow for students to take responsibility for the choices they make at school, and give them opportunities to modify their behaviour.

3. Rights and Responsibilities

Warrnambool East Primary School creates an environment where the entire school community can feel safe, secure and supported. It is about building an environment where the diversity of staff, students and their families is recognised and respected.

A safe and inclusive school has:

- a principal and other school leaders who are committed to promoting equal opportunity for the whole school community
- teaching and learning practices that incorporate the diversity of the school community
- processes and systems in place that uphold and communicate school values
- strategies to ensure that all are accountable for maintaining the highest standards of behavior, teaching and learning.
- programs to actively discourage discrimination, harassment, bullying, vilification or victimisation, and where to seek help if behaviours occur
- mechanisms for complaints to be addressed and resolved in a fair and consistent manner.
- a principal and other school leaders who are committed to publicly promoting school values and equal opportunity to the wider school community.

Principal and Teachers

Every student has a right to feel safe at school. Every staff member has the right to expect that schools will be free of discrimination and harassment. A safe and supportive school begins with strong leadership. Principals, administrators and managers and school councillors have a responsibility to put effective strategies in place to provide students and teachers with positive and safe environments and real learning outcomes for all students.

Students

In Victoria, the right to a 'fair go' is one of our most important values. However some people treat others unfairly (discriminate against them) or harass (hassle or pick on) someone because of their race, religious beliefs, sex, age or sexual orientation.

Every student has a right to be part of a safe and inclusive school that is free of bullying, discrimination, sexual harassment, and vilification.

Families

Every student has a right to feel safe at school. Every parent has the same right to expect that schools will be free of discrimination and harassment.

Bullying & Cyber Bullying

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.

All forms of bullying at WEPS (including cyber bullying) are not tolerated. The Anti-Bullying Policy clearly states aims, and the promotion of positive student behaviour.

4. Shared Expectations

STAFF

Engagement

Staff at WEPS will:

- Uphold the right of every child to receive an education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- Collaborate with the Warrnambool East community to develop policies and procedures consistent with its values and aspirations and DET guidelines.
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra- curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.
- Develop flexible pedagogical styles to engage different learners.
- Deliver curriculum and assessment that challenges, supports and extends students learning.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student voice developing a positive school culture in and outside the classroom.

Attendance

In compliance with DET procedures WEPS staff will:

- Promote regular attendance with all members of the school community
- Monitor and follow up on absences – on the second consecutive day of absence without explanation the school will contact parents by phone. Teachers and the principal will contact parents by letter if a student has been absent for an unusually high number of days without explanation.
- When it is necessary for a child to be absent for legitimate reasons, the school will provide suitable work.
- Use resources from “It’s not okay to be away” and “It’s cool to be at school” programs

Behaviour

WEPS will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole

school responses to behavioural issues. Right and responsibilities will be developed by students with their teacher at the beginning of the school year. These learning plans will outline the behavioural expectations within the classroom as negotiated between the students and the teacher.

WEPS is committed to engaging all students, however where a student is preventing the teacher from teaching and the class from learning, Jo Laing's strikes and exit strategy will be employed.

Staff at WEPS will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business.
- Monitor the profile of behavioural issues and the effectiveness of implemented strategies through Reflection tracking, and termly Wellbeing audits.
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.
- Teach students social competencies through curriculum content and pedagogical approach
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- Involve appropriate specialist expertise where necessary – School Social Worker/Welfare Officer, Chaplain, Warrnambool Network Staff, CAMHS.

STUDENTS

Expectations

All students are expected to understand and enact the school values of:

Trust

Honesty

Caring

High expectations

Respect

- Respect, value and learn from the differences of others.
- Have high expectations that they can learn.
- Reflect on and learn from their behaviour.
- Willingly participate in teaching and learning opportunities.
- Accept the consequences of their actions in a composed manner.
- Act in a courteous manner.

Attendance

All students are expected to come to school every day that the school is open to students. If students can't come, an explanation from their parents/carers must be provided. Students should arrive at each class on time and ready to learn.

Behaviour

Students are expected to:

- Support each other's learning by behaving in a manner that allows all learners to learn.
- Have high expectations that they can learn.
- Be considerate and supportive of others.
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all.
- Contribute to a positive school environment that is safe, inclusive and happy.
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
- Be aware of and comply with the school's Anti-bullying policy.

PARENTS/CARERS

Engagement

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school.
- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student/parent/ teacher meetings, student activities, school celebrations, student support groups, and responding in a timely manner.
- Parents/carers are expected to support the agreed consequences.
- Parents/carers to model acceptable behaviour in the school environment.

Attendance

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and punctually and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

Parents/carers should understand the school's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school – including travel to and from school. Parents/carers to help with organisation which promotes attendance and punctuality.

5. School Actions & Consequences

The whole school prevention statement outlines preventative and early intervention measures to create a positive school culture. Examples of these techniques follow:

Stage 1: Preventative and Early Intervention

Suggested Strategies	School Actions
<p>Establish consistent school wide processes to identify students at risk of disengagement from learning.</p>	<ul style="list-style-type: none"> • Planning of quality learning to progress and engage all learners which include Learning Intentions and Success Criteria, differentiation, small clinic groups and reflection on learning. • Engage ES staff to assist in classrooms • Student Attitude to School survey • ACER Social and Emotional Wellbeing survey
<p>Establish consistent school wide processes and programs for early intervention.</p>	<ul style="list-style-type: none"> • Positive Education program implemented during week 1 of Term 1 each year, and revised at the beginning of each term • Implementation of Nurturing Room • Engage ES staff to assist in classrooms • Quality communication and transition with Kindergartens • Utilise Network staff, social worker, CAMHS, to assess students and act on recommendations. • Intervention and acceleration programs • Lunchtime Activities

Stage 2: Direct Intervention

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

Suggested Strategies	School Actions
Establish an understanding of the life circumstances of the student	<ul style="list-style-type: none"> • Review previous school/class files • Parent contact • Actively developing a positive relationship with students • Students undertake effective transition programs throughout school life – including extra transition for some students as required • Student induction – <u>Day 1</u> tour of the school and enrolment, <u>Day 2</u> one hour familiarisation visit to classroom, <u>Day 3</u> full day at school if appropriate. Students with special needs of any kind may have a longer transition into WEPS
Establish data collection strategies	<ul style="list-style-type: none"> • Use documentation to determine patterns of attendance/behaviour (rolls, reflection records, yard duty incidents, wellbeing audit, Compass) • Student surveys
Establish a student support group	<ul style="list-style-type: none"> • SSG meetings held each term for PSD students • Ongoing communication with parents via Compass, phone calls • Parent meetings as needed • Regular student welfare meetings with social worker, chaplin, AP to discuss students in need.
Develop a plan for improvement based on data, and review regularly	<ul style="list-style-type: none"> • Individual Learning Plans • Pathways to Success • Behaviour Management Plans • Safety Plans • Return to school plan • Student Engagement and Wellbeing Team to work towards AIP targets.
Explicitly teach and/or build replacement behaviours	<ul style="list-style-type: none"> • Through Positive Education program at beginning of the school year, and beginning of each term • Participation in alternative lunchtime programs • Participation in Nurturing Room • Revised timetable for individual students if required • True Grit program

Determine strategies for monitoring and measurement of student progress	<ul style="list-style-type: none"> • Yearly evaluation and adjustment, if necessary, of Learning Strategy • Analyse data and use to inform teaching • Review NAPLAN data and respond to improve student learning • Analysis of student behavioural data – reflection tracking, wellbeing audit, Compass entries • Use of SPA to analyse data
Establish inclusive and consistent classroom strategies	<ul style="list-style-type: none"> • Jo Laings' <i>3 strikes and exit policy</i> implemented across the school • Use of classroom Compass to document behaviours and consequences • Parents notified of behavioural issues via notes or phone calls •
Establish out of class support strategies	<ul style="list-style-type: none"> • Engage ES staff (aides, Social Worker, Chaplain) and AP and Principal • Involve Network staff and outside agencies such as CAMHS • Use of 'safe place'

Regular review

This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

Ratified by School Council

February 2019

Appendices

Implementation Support

1. Student Behaviour Management Processes
2. WEPS Behaviour Management Plans
3. Statements to use with challenging students
4. Classroom Management Plan
5. Personal Reflection
6. Individual Learning Plans (see Intervention Policy)
7. School Discipline Plan
8. WEPS Anti-bullying Policy
9. DHS and Child First notification proforma
10. WEPS Child Safe Policy (see Student Welfare)

STUDENT BEHAVIOUR MANAGEMENT PROCESSES

In the classroom

- Positive acknowledgement of all students
- Strategies to use with students who are not on task, or whose behaviour is inappropriate:
 - Remind a student that they need to listen/complete their work/ their behaviour is inappropriate
 - use eye contact, give “the look”
 - ask the student why they are not listening/completing their work
 - direct the student to move to another seat within the classroom.
- Give strikes with the statement “You are stopping the other students from learning”. After the second strike, remind the student that if they receive a third strike they will be exited from the classroom.
- Exit process to be employed after three strikes. Exit arrangements:
Prep (Discovery 2) to Discovery 3 Discovery 1 to Discovery 2 (Prep)
Discovery 3 to 3/4 3/4 to 5/6
5/6 to Discovery 1
- Before an exited student returns to the classroom they need to complete a reflection of their behaviour with the teacher who exited them.
- A note is to be sent home after an exit. The Discipline Folder in each classroom contains relevant paper work to document exits. This includes notes to be sent home to parents. If the student does not return the signed note, teachers need to follow this up with a phone call to the parent. Returned exit notes go into the student files.
- The exit should be recorded on Compass.
- If student or teacher is angry, do not engage in discussion, merely say “I will follow this up with you later.” Then walk away.
- After three exits a Behaviour Management Plan needs to be developed through a meeting with the parent, classroom teacher and principal or AP.
- Regular Student Welfare meetings to take place with Social Worker, Chaplain and AP

- A Nurturing Room will run each day from 9-11am to assist selected students who find the transition from home to school challenging.

In the playground

- Yard Duty staff to follow the Student Discipline Plan as outlined in yard duty folders.
- If the incident is a level 2 or 3 incident then it will be recorded on the yard duty record – minor incidents sheet. These incidents are then documented onto the student’s Compass page.
- If an issue cannot be sorted out within 5 minutes, or the bell to end recess/lunchtime goes before an issue can be sorted out, a blue slip will be filled in for a Reflection the following lunchtime.
- If the incident is a level 4 or 5 on the student discipline plan a blue slip will be filled out for a reflection the following lunchtime.
- The Reflection process allows time for issues to be sorted out – involving witnesses if necessary. Students who have infringed or abused the rights of others will complete a Reflection note with a teacher which aims for students to take responsibility for their behaviour, and supports them to modify their behaviour.
- Reflection notes are to be sent home and signed by parents, then returned to the classroom teacher the following day. If a note is not returned, the classroom teacher needs to phone the parents and clarify that they received the note.
- The Reflection teachers enter the details on the “Reflection Record” and on Compass to enable tracking of students, behaviours, and problem areas and times in the playground.
- When the note is returned the classroom teacher must tick the return box on ‘staff on server’ ‘reflections’ (word document).

Structured Activities

- Teachers run activities each lunchtime to support children who do not cope in the yard.
- There will be a different activity each day of the week and the activities will be developed in consultation with the children involved with the program. They will be high interest activities that have a social aspect to enhance the development of these skills with this particular group of children.
- The children who participate in this program are nominated by the staff of the school and the Welfare Team decide if this program would be beneficial for each specific nomination.
- The children are placed in the program in either a compulsory or an optional capacity. At the beginning of each term the children will be given a fresh start and may go from compulsory to optional attendance.
- The children are expected to read a Code of Conduct and sign a contract saying that they will follow the code of conduct. If they break the Code of Conduct they will be removed from the activity and have to go through a reflection process with the principal or assistant principal.
- The Structured Activities folder, that has a roll and a copy of the Code of Conduct in it, will be kept up to date with names of current participants as they join or leave the program.

Positive Play (including Lego Club)

- Children who have been identified by staff as having low self-esteem or poor social skills will have the option to attend 'Social Play' during the 2nd half of lunch on Mondays, Wednesdays and Fridays.
- During this time they can chat, play board games or cards with other children. The activities that they are involved in must promote social interaction and are supervised by a duty teacher.
- There is a roll taken each day and the list of children is reviewed regularly by the Welfare Team.

- A Lego Club aimed at developing interpersonal skills will run each week

On the Bus

- A bus meeting for all students travelling to and from school on buses needs to be held during the first week of the school year to outline expectations in relation to safety and behaviour on the bus.
- A teacher is rostered on for bus duty each afternoon to supervise at the bus stop
- Bus drivers are provided with Red Cards to be given to students for unsafe/unacceptable behaviour on the bus. If a student receives a Red Card they are to present it to the Principal, AP on arrival at school. The student will then discuss their behaviour and expectations. If a student receives a third red card they will be banned from travelling on the bus for a period of one week, or at the discretion of the Principal.
- The red cards are reported to the office by the bus monitors.
- Red Cards can also be given to students by the Principal/AP as a result of unsafe/inappropriate behaviour at the bus stops.
- The school works in partnership with Warrnambool Bus Lines to ensure the safety and wellbeing of all.



Warrnambool East Primary School

Copies given to:

- Parents/Guardians Principal Assistant Principal
 Social Worker Coordinator Classroom Teacher



Warrnambool East Primary School

STATEMENTS TO USE WITH CHALLENGING STUDENTS

- You appear to be angry at the moment. I will follow this up with you later.
- I am angry at the moment. I will follow this up with you later.
- You have chosen to walk away. I will follow this up with you later.
- I notice that you have chosen not to work. I will follow this up with you later.
- I notice that you have chosen to ignore me. I will follow this up with you later.
- I notice that you have chosen not to do as I asked. I will follow this up with you later.

RESTORATIVE PRACTICES SCRIPT

Original Script	EY Modification
What happened?	What happened?
What were you thinking about when you...	
What have you thought since?	
Did you make a good choice or a bad choice?	When you ... was that a good choice or a bad choice?
Who's been affected by your behaviour?	How did you make ... feel when you ...?
	At school it's not okay to ... next time I need you to ...

What do you need to do to fix things up?	To fix this up you need to...
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Warrnambool East Primary School

CLASSROOM EXITS and RE-ENTRIES

After exit from class and prior to re-entry

1. Why do you think I'm talking to you? *(if response is "I don't know", try – "If I asked others in the group, what would they be saying?")*
2. What effect is this behaviour having on you, others in the group, my teaching?
3. What should you do or say to fix this situation?
4. What agreements are you prepared to make to improve the situation from now on?
5. Are you aware of what will happen if you choose to continue this behaviour?

CLASSROOM MANAGEMENT PLAN :

Personal Reflection

Student Name	Teacher	Date	Reflection No.

1. *Why do you think I'm talking to you?*

--

2. *What effect is this behaviour having on you, others in the group, my teaching?*

--

3. *What should you do or say to fix this situation?*

--

4. *What agreements are you prepared to make to improve the situation from now on?*

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<i>5. Are you aware of what will happen if you choose to continue this behaviour?</i>



Warrnambool East Primary School – *Student Discipline Plan*

Level	Description	Behaviours	Consequences
1	Acceptable conduct.	<ul style="list-style-type: none"> Displays caring and appropriate behaviour towards others Attends to school work Considerate towards others 	<ul style="list-style-type: none"> Allowed to participate in all school activities, including camps and excursions. Positive behaviour brought to the attention of the class, the school, through assemblies, the school community through the <i>LINK</i>, awards, etc.
2	Low level misconduct.	<ul style="list-style-type: none"> Displaying inappropriate manners Playing in the wrong area 	Any misbehaviour is treated by following natural consequences. ie <ul style="list-style-type: none"> Advising child behaviour is inappropriate. Discussion followed by a warning. Reminder of school rules.
3	Low level misconduct. Has infringed rights of others to a less than serious degree.	<ul style="list-style-type: none"> Teasing Inappropriate language Damage to property Out of bounds 	<ul style="list-style-type: none"> Parents/Guardians notified Oral and/or written apology Walk with yard duty teacher Withdrawal of privileges Restricted play areas Pay repair costs
4	Persistent or severe infringement of rights of others.	<ul style="list-style-type: none"> Dangerous play Stealing Fighting Refusal Swearing Bullying 	<ul style="list-style-type: none"> Reflection Immediate Parent Contact Support Personnel Involved Behaviour Management Plan
5	Very serious and/or persistent abuse of the rights of others.	<ul style="list-style-type: none"> Disrespect to Staff Bullying 	<ul style="list-style-type: none"> Reflection Suspension Referral to Principal / Assistant Principal Voluntary transfer to another school
6	Totally unacceptable conduct in a school setting. Wilfully violates the rights of others.	<ul style="list-style-type: none"> Failing to comply Danger to Staff/Students 	<ul style="list-style-type: none"> Suspension Expulsion



Warrnambool East Primary School

ANTI-BULLYING POLICY

Definition:

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

Rationale:

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

Aims:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

Implementation:

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying.
- The school will adopt an esmart approach to cyber bullying.

Whole School Prevention:

- Professional development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying (including cyber bullying), its characteristics, its effects on victims and the school's programs and response.

- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Restorative practices implemented across the school as the process to manage student behaviour.
- Each classroom teacher to clarify with students at the start of each year the school position on building a positive school community.
- Students to be provided with individual and confidential computer and network log ins and passwords. Firewalls to be installed to eliminate outside traffic into the school's network and intranet.
- The curriculum to include anti-bullying messages and strategies.

Early Intervention:

- Promote children and staff utilising processes to report incidents involving themselves or others.
- Mid term Wellbeing Audit to take place in every classroom at least four times per year.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems e.g "Star of the Week", "Caught doing something good", "Aussie of the Month".

Direct Intervention:

- As an issue arises, each bully, victim and witnesses will be spoken with, and all incidents or allegation of bullying will be fully investigated and documented.
- Upon completion of the Wellbeing Audit each term, the co-ordinator, Principal and AP to meet and analyse data. Interviews involving students and parents to take place to address modification of bullying behaviour.
- Removal of cyber bullies from access to the school's network and computers for a period of time.
- If student bullying persists, parents will be contacted and invited to participate in the development of a Behaviour Management Plan with the student.
- If staff bullying persists, the principal will commence formal disciplinary action.

School Actions and Consequences:

- Consequences for students will be individually based and may involve ongoing counselling from appropriate agencies for both victim and bully; exclusion from class; exclusion from yard; withdrawal of privileges; school suspension.
- Reinforcement of positive behaviours.
- Restorative No Blame conferences
- Classroom meetings/conferences
- Support structures
- Ongoing monitoring of identified bullies
- Rewards for positive behaviour.

Evaluation:

This policy will be reviewed as part of the school's review cycle.



Warrnambool East
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NOTIFICATION – DHS & CHILD FIRST

NOTIFICATION FORM		
Students name		
Date of Birth		
<input type="checkbox"/> Male <input type="checkbox"/> Female	Other Agencies involved:	
Students Address:		
Students Phone Number		
Parents/Guardians:		
Siblings:		
<input type="checkbox"/> Aboriginal/Torres Straight Islander	<input type="checkbox"/> Interpreter required	<input type="checkbox"/> Language spoken at home

REPORTERS DETAIL		
Your Name:		
Occupation:		
<input type="checkbox"/> Male <input type="checkbox"/> Female		
Address:		
Phone Number		
Date of report:	Time of report:	Signed:

DETAILS		
Date/Time:	Disclosure and Observations	Consultation with whom and date.



Warrnambool East Primary School

The Chance to be

Curious - Enriched - United - Inspired - Supported

Ward Street Warrnambool Victoria 3280 Phone: 03 5562 4100 Fax: 03 5561 1841 Email: warrnambool.east.ps@edumail.vic.gov.au

REFLECTION NOTIFICATION

NAME OF CHILD: _____

DATE: _____

YEAR LEVEL: _____

Dear Parent/Guardian,

Your child was placed on reflection today.

Reflection is a short term remediation process whereby children are given a maximum of three opportunities to correct their inappropriate behaviour.

During the reflection session children are given the opportunity to record and discuss with the reflection teacher: -

1. The school rule that was broken
2. Their side of the story
3. The way they will respond next time they are in this situation

They then make a commitment not to repeat the misbehaviour a further time.

Enclosed is the copy of the reflection response sheet which I ask that you read, discuss again with your child, and then sign and return to school.

If you wish to discuss this matter further, please give me a ring.

Yours sincerely,

.....

Reflection Teacher



Warrnambool East Primary School

*The Chance to be
Curious - Enriched - United - Inspired - Supported*

Ward Street Warrnambool Victoria 3280 Phone: 03 5562 4100 Fax: 03 5561 1841 Email: warrnambool.east.ps@edumail.vic.gov.au

SENIOR SCHOOL REFLECTION

Name..... Room..... Date.....

1. What school rule did I break?

2. What happened? (my side of the story)

3. How will I make things better next time?

4. Reflection teacher comments:

Signed:

Student

Signed:

Reflection Teacher

Signed:

Parent



Child Safe Policy

Child safe standard 2

Our child safe policy is publicly available to help raise awareness about the importance of child safety in organisations and demonstrate our commitment to protecting children from abuse.

Our commitment to child safety

Warrnambool East Primary School is committed to child safety.

We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.

We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Warrnambool East Primary School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

Warrnambool East Primary School has robust human resources and recruitment practices for all staff and volunteers.

Warrnambool East Primary School is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

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

Our children

This policy is intended to empower children who are vital and active participants at Warrnambool East Primary School are committed to child safety. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal children

- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.

Our staff and volunteers

This policy guides our staff and volunteers on how to behave with children in our organisation.

All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the code of conduct.

Responsibilities regarding child safety

- Annual checks to ensure all teaching staff have current VIT registration
- Annual checks to ensure all ES staff have current Working With Children Checks
- Volunteer register updated each year to ensure current Working With Children Checks

These checks are the responsibility of the Business Manager

Training and supervision

Training and education is important to ensure that everyone in our organisation understands that child safety is everyone's responsibility.

Our organisational culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our staff and volunteers through ongoing supervision to: develop their skills to protect children from abuse; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be supervised regularly to ensure they understand Warrnambool East Primary School is committed to child safety that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate (please refer to this organisation's code of conduct to understand appropriate behaviour further). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

Recruitment

We take all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Warrnambool East Primary School understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check. Please see the [Working with Children Check](http://www.workingwithchildren.vic.gov.au) website <www.workingwithchildren.vic.gov.au> for further information

We carry out reference checks and police record checks to ensure that we are recruiting the right people. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. We do retain our own records (but not the actual criminal record) if an applicant's criminal history affected our decision making process.

If during the recruitment process a person's records indicate a criminal history then the person will be given the opportunity to provide further information and context.

Fair procedures for personnel

The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form¹, including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we as an organisation take.

Privacy

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

Legislative responsibilities

Warrnambool East Primary School takes our legal responsibilities seriously, including:

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.²
- **Failure to protect:** People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.³
- Any personnel who are **mandatory reporters** must comply with their duties.⁴

¹ See resource seven in this toolkit.

² A person will not commit this offence if they have a reasonable excuse for not disclosing the information, including a fear for their safety or where the information has already been disclosed.

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

³ Further information about the failure to protect offence is available on the [Department of Justice and Regulation website](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence) <www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence>.

⁴ Mandatory reporters (doctors, nurses, midwives, teachers (including early childhood teachers), principals and police) must report to child protection if they believe on reasonable grounds that a child is in need of protection from physical injury or sexual abuse.

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

Risk management

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media).

Regular review

This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

Allegations, concerns and complaints

Warrnambool East Primary School takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff and volunteers are trained to deal appropriately with allegations.

We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose above).

If an adult has a **reasonable belief** that an incident has occurred then they must report the incident. Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed⁵
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour.

Signed:

School Council President

Principal

Ratified by School Council

Feb 2019

⁵ For example behaviour, please see [An Overview of the Victorian child safe standards:](http://www.dhs.vic.gov.au/__data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc)
<www.dhs.vic.gov.au/__data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc>

