Westgarth Primary School

Student Engagement & Wellbeing Policy

Produced in consultation with the school community

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

November, 2010
# Table of contents

1 **Westgarth Primary School Profile Statement**  &nbsp; 3  
2. **Whole-school prevention statement**  &nbsp; 5  
2.1 **Student Learning**  &nbsp; 5  
2.2 **Student engagement and wellbeing**  &nbsp; 6  
2.3 **Student pathways & transition**  &nbsp; 6  
2.4 **Preventative School Culture**  &nbsp; 6  
2.5 **Preventative Programs**  &nbsp; 7  
2.6 **How we support positive behaviour and relationships**  &nbsp; 9  
3. **Rights & Responsibilities**  &nbsp; 10  
3.1 **Guiding principles**  &nbsp; 10  
3.2 **Equal Opportunity**  &nbsp; 11  
3.3 **The Charter of Human Rights and Responsibilities Act 2006**  &nbsp; 11  
3.4 **Students with disabilities**  &nbsp; 12  
3.5 **Bullying and Cyber Bullying**  &nbsp; 13  
3.6 **Rights and Responsibilities of Students**  &nbsp; 15  
4. **Shared Expectations**  &nbsp; 16  
4.1 **Restorative Practices**  &nbsp; 17  
4.2 **Diversity in the school community**  &nbsp; 17  
5. **School Actions and Consequences**  &nbsp; 17  
5.1 **Appropriate Behaviour**  &nbsp; 17  
5.2 **Inappropriate Behaviour**  &nbsp; 18  
5.3 **Ongoing Behaviour Issues**  &nbsp; 20  

**REFERENCES**  &nbsp; 21
1 Westgarth Primary School Profile Statement

Westgarth Primary School (W.P.S) is nestled in the inner city suburb of Northcote. W.P.S occupies two adjacent sites with the junior campus, Prep to Grade two, on Brooke Street and the senior campus, Years 3-6 on Clarke Street. At W.P.S 35 equivalent full time staff are employed including a Principal, an Assistant Principal, 26 teachers and 7 Education Support Staff. There are 451 students currently enrolled. A rich inquiry-based curriculum is offered together with Music, LOTE, Art, Physical Education, and a kitchen-garden program started up with a seeding grant from the Stephanie Alexander Kitchen Garden Foundation. An emphasis on student success in literacy and numeracy is the school’s core focus. The school community is highly engaged with a high socio-economic profile and a medium proportion of students with English as a Second Language.

Staff aim to develop a love of learning in all children in an environment of cooperation; positive social, emotional and physical wellbeing; confidence, persistence, independence, resilience; high level communication and thinking skills including information and communication technology; appreciation and active involvement in the arts, personal responsibility and knowledge about and respect for the environment.

W.P.S provides a seven-year developmental program based on the Victorian Essential Learning (VELS) curriculum framework comprising the following interrelated components:

1. Core knowledge, ideas and skills drawn from broad disciplines such as language, mathematics, science, the arts and humanities

2. Communication and thinking skills that can be applied across the curriculum and in real life situations

3. Inter-personal and social skills - such as organisational and citizenship skills and physical development

The “Inquiry Learning Model” provides a framework for designing a thinking curriculum that includes higher-level thinking, information skills, multiple intelligences, learning styles.

A key feature of our schools’ accountability program is the development and implementation of learning portfolios as a strategy for monitoring and tracking student achievement and reporting student achievement to parents.

The school motto, Be Safe, Be Fair, Be Friendly and Be Your Best, form the language that staff and students use to promote cooperation, fair play and student resilience essential for the wellbeing of students. Four key elements: learning to get along, learning to be organised, developing confidence and persistence are central to the You Can Do It and Bounce Back programs implemented at WPS. A Student Welfare Policy and Program is used to support student wellbeing.

Through staff meetings and parent and student forums the following mutual values are revisited and promoted:

- Open communication at all times
- Honesty and integrity in our actions
- Encouragement of achieving personal and whole school goals
- Recognition and celebration of achieved goals and milestones that have been reached
- Shared expectations that we listen and be listened to, support and be supported
• Decisions about school organisation are based on what is best for the students we teach
• Recognition that we are all different and that we have different needs
• Understanding that students learn when they are engaged, have clear boundaries and guidelines and operate within a fair, safe and friendly environment
• Recognition that we all take responsibility for our actions, thoughts, words and choices
• Recognition that teamwork is central to establishing positive relationships and getting along is important for our work in a global community
• Understanding that individuals can make a difference
• Understanding that through persistence we can exceed the expectations we have of ourselves
• Caring for our environment and living and working sustainably

Our aim is to develop an awareness of and respect for our cultural world through an integrated approach to teaching the Arts involving:

• Developing individual skills
• Drama/dance
• Singing/choir
• Keyboard
• Elements of art
• Exploration of multimedia
• Instrumental instruction

At W.P.S we are proud of our student learning achievements as they demonstrate a significant accomplishment for a school with inner-city characteristics. Students at W.P.S participate in Music, Art, Physical Education and Sport, Greek language. Students in Years 3-6 participate in cooking and gardening. The computer lab and library are additional facilities that serve to enhance and provide extra curricula opportunities so that all students are able to be their best in more than one learning context. Student achievements in the arts and sport are celebrated through whole school assemblies, newsletters, concerts, major triennial stage productions, triathlons, zone and state sporting competitions, art exhibitions and special activity days. The school boasts an enviable ‘specialist’ program with a teacher assigned or dedicated to a particular specialist area. W.P.S welcomes visits from various parts of Victoria, Australia and has recently hosted international students, parents and educators wishing to gain a perspective on sustainability, the Arts and the kitchen garden program. W.P.S is a member of Australian Sustainable Schools Initiative, (AUSS) and regularly participates in professional learning through CERES to promote sustainability, water conservation, energy, biodiversity and waste programs. Over the past triennium the following initiatives were implemented:

• Solar energy panels and a power use monitoring system
• Water tanks and rain water collection system – used for the kitchen garden and toilet flushing
• Solar hot water system
• The Kitchen Garden program as an organic garden
• Promotion of rubbish free lunches
• Promotion of walk/ride to school
• Composting/recycling of waste
• Audits of energy consumption in classrooms

Community Involvement is a priority for W.P.S. There are many parents and community members involved in supporting the school in diverse ways on a daily basis. Volunteers are warmly welcomed and add value to the schools programs. There are over 40 volunteers who work in the kitchen garden on a regular basis, including parents, grandparents and community members, some of whom have children attending neighbouring schools. Many parents also help in classrooms, including those that assist with the Early Years literacy program and listening to students read. The learning of W.P.S students is enriched by the level of support provided. Under the auspices of School Council, parents organise many successful fundraisers throughout the year, including the annual Fete. This requires a huge commitment on their part, meeting throughout the year and organising stalls, donations and community activities.

In 2010 two new building projects were completed seeing 6 new classrooms and a multi-purpose area on Clarke street under the Building Education Revolution Program and on Brooke street 3 new classrooms under the Building Better Schools Today Program. Both these projects will ensure that students at W.P.S will learn in spacious facilities that will provide an inspirational backdrop to inspiring teaching and learning programs and the development of learning communities within the school.

2. Whole-School Prevention Statement
Over the past three years the school has achieved significant successes and improvements in the specified goals and priorities identified in the 2007-2010 Strategic Plan. The school is driven by strong values and the belief that every student can achieve success. This belief underpins a productive and highly inclusive culture that is focused on ensuring effective and enriched teaching and learning for all students and a continuous improvement of teaching pedagogy to improve student learning outcomes. Changes that have been implemented are being continually assessed and evaluated and have paved the way for a culture of continuous improvement.

Staff members are dedicated advocates for change and improvement and are willing to take on board new initiatives. Our teachers consistently display evidence of innovation and creativity in improving teaching performance, consequently leading to improved student outcomes. We take pride in creating an environment that enables all staff to sustain teaching performance at a high level. We are committed to a cycle of ongoing review and improvement.

W.P.S is a dynamic learning environment within the Northcote community supported by a committed and professional staff. Anecdotal evidence indicates that families strategically seek to move in to the Westgarth precinct so their children will become part of this thriving school community. Through an ethos of team work, the staff have been collectively responsible for enriching student experiences.

2.1 Student Learning
According to school data, the major priorities and student learning goals for the Strategic Plan 2007-2010 were successfully achieved. Student learning outcomes for students have improved, including those with high support needs.
A balanced, integrated curriculum, specialist programs and routine incorporation of ICT, effectively support and enhance students’ physical, social, personal, interpersonal, discipline based and interdisciplinary learning.

School data over the review period indicates an acceptable level of satisfaction with scores for each variable consistently above state benchmarks. During the next triennium there is scope to significantly raise the teaching expectations and overall student achievement results.
2.2 Student engagement and wellbeing

The school’s Student Services program is designed to provide the essential support to improve student learning outcomes, provide a differentiated curriculum and cater for the students’ well being. The school’s Student Services Co-ordinator assisted by the Guidance Officer, Speech Therapist and Integration/Program Aides provide support to class teachers and students with specific needs to achieve success at school.

Student welfare and wellbeing is provided through a range of support programs to ensure that the educational, social and emotional needs of students are met. Shared values and a strong commitment, by all staff, to ensuring the safety and wellbeing of all students have supported the achievement of student engagement and wellbeing aims. A safe, supportive and stimulating learning/playing environment has been provided.

Enhanced communication within the school community has led to greater parental support for student learning and the school’s curriculum program. The "Parents as Helpers" program continues to involve many parents in class programs. Student learning and participation beyond the classroom has been supported by a successful excursions program, ready access to ICT and visits to other schools. Specialist programs and the implementation of the Kitchen Garden Program, have promoted the development of positive behaviours, cooperative learning and resilience.

2.3 Student pathways & transition

At W.P.S, a smooth transition is planned from Kindergarten to Primary School, from year level to year level and from Primary School to Secondary School. Positive pathways and transition programs are essential in supporting students, enabling them to successfully continue their learning in a seamless manner. Positive partnerships have been established between W.P.S staff and local kindergartens/day care centres and the main feeder schools Northcote High School and Thornbury High School. Prep students who enrol also have attended pre schools further afield such as The Melbourne University Learning Centre and Alphington preschools. A small number of year six students also enrol in the private sector or travel outside the local area. Some examples include enrolling in select entry secondary settings such as University High School and Northcote High School High Achievers Program [ACE]. A particular focus places emphasis and support on the transition of students from the junior to the senior campus and also support for students entering the Middle Years Program.

2.4 Preventative School Culture

W.P.S seeks to provide a strong foundation for student learning, with student engagement and wellbeing as a whole school priority. We believe that student wellbeing is everyone’s responsibility and that social and emotional wellbeing underpin effective student learning and positive behaviour.

W.P.S seeks to encourage the active participation of all members of the school community so they feel respected, happy, safe, secure and successful.

At W.P.S we recognize that we are preparing young people for their adult lives and, as such, focus on the development of student social competencies by embedding such learning opportunities into our curriculum, pedagogy, behaviour management responses, expectations and structures.

Our positive/preventative school culture is reflected in our school’s statement of purpose:

- To develop in all children a love of learning in an environment that is Safe, Fair & Friendly and where all children are encouraged to be their best.
Further to this, our school values promote and reflect a strong commitment to student engagement and school connectedness.

Currently, the W.P.S values are identified under that school motto BE SAFE, BE FAIR, BE FRIENDLY as well as the following YOU CAN DO IT core beliefs.

RESPECT – developing each student’s knowledge and actions to demonstrate respect for staff, family members, each other and our school environment.

PERSISTENCE – encouraging each student to work hard at school and to achieve his or her personal best in all situations.

GETTING ALONG – to work cooperatively with each other to achieve the best possible results for all members of our school community.

RECOGNITION – the success and effort of all school community members are acknowledge and celebrated.

CONFIDENCE- Encouraging children to take risks, to be independent and accepting of themselves and to view themselves as successful learners

ORGANISATION – encouraging students to set goals to do their best in their school work and planning the use of their time.

At W.P.S our staff, programs and processes seek to promote the behavioural, emotional and cognitive engagement of every student and staff to encourage all students to ‘be their best.’ We consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students’ social, emotional, cognitive and cultural needs.

Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through professional learning teams that encourage innovative pedagogy developed using the Departments E5 instructional model and VELS.

2.5 Preventative Programs

2.5.1 Restorative Practices

At W.P.S, we recognise that positive relationships form the basis for emotional, behavioural and cognitive engagement and connectedness.

The school utilises Restorative Practices to encourage engagement, respect and responsibility in each individual student. This philosophy forms the basis for respectful communication, relationships and how to respond to behavioural issues.

2.5.2 Whole School Primary Prevention/School Connectedness/Attendance Programs

W.P.S seeks to encourage, develop and maintain student connectedness to school through various extra curricula programs and encouragement activities:

- Before and After School Programs where students can participate in cross-age activities in a familiar and supportive environment before and after school times.
- Parent Groups and Forums – including Parent Helper workshops, First Aid training for staff, support groups/education programs for various sections of the school community and Parents & Friends social activities all of which assist to build strong relationships between parents/carers and the school, as current research recognises this as strongly linked to positive student outcomes.
- Whole School Assemblies and Newsletters – to help celebrate successes, share school news and promote communication between students, families and the whole school community.
- School Leadership program – to provide opportunities for all students to contribute to the school community through: Year 6 Leadership opportunities, including School Captains/Vice Captains, House Captains and other special duties; Junior School Council, accessible to all children from Years 2 – 6.
- Promotion and inclusion of all students in the bi-annual outdoor camping program and financial support for those in need. The camp focus is based on the keys to success from the You Can Do It program – Resilience, Organisation, Getting Along, and Persistence
- Buddy Program P-6 to encourage interaction between students across the school
- Buddy reading Program where 3-6 students are paired up with a Grade 1 student to support their acquisition of reading strategies and skills.
- Working together with student services officers like Speech Pathologists, Psychologists and other health related professionals and the classroom aides to support students' learning and wellbeing.
- Intensive Literacy and Numeracy support/enrichment programs – Reading Recovery, classroom literacy intervention, Individual Learning Plans, speech pathology, aide support, Multi-lit program and other specific Literacy & Numeracy programs.
- Parent information sessions to inform the community regarding special curriculum programs such as Family Life and Camps.

2.5.3 Inclusion, Wellbeing & Transitions
W.P.S acknowledges the need for inclusive and supportive approaches to student wellbeing, as the programs listed previously reflect.

Further to this, W.P.S understands the importance of school transitions and has developed and implemented transition programs for entering Prep and exiting Grade 6 students.

- Prep – an extensive transition program has been implemented in the school year prior to entering which has proven extremely successful in developing student connectedness and wellbeing in the first year of schooling, as evidenced in increased Prep attendance and decreased student anxiety. The program includes extensive parent education and participation.
- Grade 6 – an intensive transition program consisting of specific lessons around social and emotional resilience and the development of an understanding of expectations, rights and responsibilities in a secondary school context. Extra transition support is provided for students who are identified as at risk. The program includes a parent information session to support decision making and school selection.
- Whole School – transitions from grade to grade for each student, including a Leadership Day for all Year five students in December.
2.5.4 Professional Learning

W.P.S gives a high priority to teacher and other staff Professional Learning. This ensures that the strategies and approaches adopted by school professionals are current, well researched and implemented with integrity. School management openly encourages Professional Learning through review processes and ongoing evaluation of individual staff Professional Learning needs. Professional Development is provided for staff, in teaching and learning, through the Principles of Learning and Teaching (PoLT). Future PD will focus on the E5/ Instructional Rounds and the implementation of the Ultranet and developing innovative teaching and learning pedagogies that will support student learning in the new learning spaces.

2.6 How we support positive behaviour and relationships

2.6.1 Parents/Carers

W.P.S encourages and appreciates the active involvement of parents/carers in the learning and behaviour of each student. We seek to foster cooperative relationships with parents/carers through Parent Questionnaires, Parent Education programs/ workshops, Volunteer Induction processes, Parent - Teacher Interviews, meetings, phone calls, reports, Parents Support Meetings and the use of Communication Books. Parents/carers are actively encouraged to communicate with the principal, teachers and other staff whenever required. Student strengths and positive behaviours and achievements are communicated regularly to parents/carers.

2.6.2 Restorative Approach to Positive Relationships

In encouraging and building a cooperative approach between all members of the school community, we acknowledge that there will be behaviours and events that compromise this ideal. When this occurs, we at W.P.S use a Restorative Approach to repair damaged relationships between individuals and groups. When appropriate, the school informs and involves parents in these processes through meetings or Student Support Groups.

The following restorative approach is used:

<table>
<thead>
<tr>
<th>In conjunction with the use of the reflection sheet, our school motto Be Safe, Be Fair, Be Friendly the staff will have the following conversation with students ......</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To all:</strong></td>
</tr>
<tr>
<td>✓ We are here to sort out the incident over.....</td>
</tr>
<tr>
<td>✓ Only one person talks at a time</td>
</tr>
<tr>
<td>✓ Everyone will get an opportunity to speak</td>
</tr>
<tr>
<td><strong>To the person who has done the harm:</strong></td>
</tr>
<tr>
<td>✓ What did you do?</td>
</tr>
<tr>
<td>✓ What were you thinking/feeling at the time?</td>
</tr>
<tr>
<td>✓ Who has been affected by what you did?</td>
</tr>
<tr>
<td>✓ Why was it wrong?</td>
</tr>
<tr>
<td>✓ What can you do to put it right?</td>
</tr>
<tr>
<td>✓ Who can help you?</td>
</tr>
<tr>
<td><strong>To the person who has been harmed:</strong></td>
</tr>
<tr>
<td>✓ How did you feel about what happened?</td>
</tr>
<tr>
<td>✓ What did you think at the time?</td>
</tr>
<tr>
<td>✓ What have you thought about since then?</td>
</tr>
<tr>
<td>✓ How have you been affected?</td>
</tr>
<tr>
<td>✓ Who could help you?</td>
</tr>
<tr>
<td><strong>To both:</strong></td>
</tr>
<tr>
<td>✓ The person who did the harm first</td>
</tr>
<tr>
<td>✓ What do you think you need to do to make things right or</td>
</tr>
</tbody>
</table>
A Staged Response:

- The restorative approach is conducted in an informal way for minor incidents and is embedded in classroom teaching and learning.

- Serious incidents require a more formal restorative session that may involve the principal, co-ordinator, teachers, parents/carers and/or the school health & wellbeing officer and all persons affected/involved.

- There may be situations where a formal conference is required, necessitating the inclusion of parents/carers. Any consequences will be based on the restorative process and require a response that “makes things right” in relation to those who have been affected – encouraging the restoration of wellbeing for all involved.

- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will devise strategies and approaches to address the behaviour, which may include intervention from specialist staff—Social Skills Groups, Anger Management, Counselling, staff/student mentoring and external agencies.

- A parent meeting will be initiated by the principal and or student welfare co-ordinator.

At all times, the use of restorative practices is intended to move the focus from punitive punishment based on the establishment of wrongdoing. Rather, at Westgarth Primary School, we seek to value and support all people involved so that they feel empowered to take positive action to address the situation and move forward. This approach encourages and develops mutual respect for every member of the school community – ensuring that personal pride and dignity is maintained.

3. Rights & Responsibilities

3.1 Guiding principles

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

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and The Charter of Human Rights and Responsibilities Act 2006 outlines a vision of Human Rights for all Victorians.

We, at W.P.S, affirm the Charter and the belief that all people are born free and equal in dignity and rights. In upholding the belief in equality for all, we also acknowledge and affirm the intrinsic value of difference. The W.P.S community will always seek to act
compatibly with human rights and equal opportunity and will consider them when making decisions and delivering services.

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:
• Encourage compliance with the Charter
• Support others to act compatibly with the Charter, and
• Respect and promote human rights

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

### 3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

At W.P.S ‘reasonable adjustments’ will be made to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, we at W.P.S will take into account information about:

• the nature of the student’s disability
• his or her preferred adjustment
• any adjustments that have been provided previously
• any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

The school will ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The school will also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The school may consider all likely costs and benefits, both direct and indirect, for the School, the student and any associates of the student, and any other persons in the learning or wider community, including:

• costs associated with additional staffing, providing special resources or modifying the curriculum

• costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers

• benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and

• any financial incentives, such as subsidies or grants, available to the school if the student participates.

The Disability Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.
3.5 Bullying and Cyber Bullying

Definitions:

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

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

**Cyber-bullying** is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyber-bullying behaviour are:
- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- Defamation.

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

The staff at W.P.S will provide a safe and friendly environment for students and staff and will encourage care, courtesy and respect for others by educating staff, students and the wider community of the issues related to cyber-bullying.

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

The effects of harassment or bullying include:
- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they have witnessed the incident and advise them to report it to an appropriate person. The person harassing another person should be told their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

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)**
Includes:
- 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
- Threats and psychological intimidation

Explicit: (obvious)
Includes:
- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material – pornography.
- Requests for sexual favours.
- Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as
- grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

If someone is being harassed or bullied they should:
- Tell the person they don't like what is happening and ask them to stop.
- Discuss the matter with a trusted adult.
- All concerns will be taken seriously. All complaints will be treated confidentially

W.P.S has a comprehensive Anti-Bullying Policy, designed to reduce the incidence of and increase the awareness of bullying and cyber bullying and the ability of the school to deal with these incidences in a timely and appropriate manner.

Policy Guidelines:
- A safer school environment to be developed through a whole school approach.
- Include anti-bullying education in the curriculum by use of role plays, assertiveness training, staff role model appropriate skills, peer support and buddy schemes. Posters which have been made by students promoting friendship to also be displayed in classrooms.
- Close supervision of students during break times especially in possible “hot spots”.
- Celebrate examples of positive student behaviours and relationships through ‘Student of the Week’ award.
- Maintain the physical environment of the school in order to promote friendship and connectedness.
- Promote social skills and assertiveness with the students e.g. You Can Do It Program / Social Skills Groups / Bounce Back stories and literature
- Educate parents so that they can support their child/children if their child/children are the victim of bullying or the bullying child.
- Encourage students to report incidents of bullying. Explain to children that telling an adult is helping someone in trouble rather than "dobbing" in someone.
3.6 Rights and responsibilities of students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</td>
<td>• Participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</td>
</tr>
<tr>
<td>• participate fully in the school’s educational program</td>
<td>• Demonstrate respect for the rights of others, including the right to learn, and contribute to an engaging educational experience for themselves and other students.</td>
</tr>
<tr>
<td></td>
<td>• As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</td>
</tr>
</tbody>
</table>

Rights and responsibilities of parents/carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td></td>
<td>• promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.</td>
</tr>
<tr>
<td></td>
<td>• ensure their child’s regular attendance</td>
</tr>
<tr>
<td></td>
<td>• engage in regular and constructive communication with school staff regarding their child’s learning.</td>
</tr>
<tr>
<td></td>
<td>• support the school in maintaining a safe and respectful learning environment for all students.</td>
</tr>
</tbody>
</table>
Rights and responsibilities of teachers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have a right to:</td>
<td>Teachers have a responsibility to:</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an orderly and cooperative</td>
<td>• fairly, reasonably and consistently implement the engagement policy.</td>
</tr>
<tr>
<td>environment</td>
<td>• know how students learn and how to teach them effectively.</td>
</tr>
<tr>
<td>• be informed, within privacy requirements, about matters relating</td>
<td>• know the content they teach.</td>
</tr>
<tr>
<td>to students that will affect the teaching and learning program for</td>
<td>• know their students.</td>
</tr>
<tr>
<td>that student</td>
<td>• plan and assess for effective learning.</td>
</tr>
<tr>
<td></td>
<td>• create and maintain safe and challenging learning</td>
</tr>
<tr>
<td></td>
<td>environments.</td>
</tr>
<tr>
<td></td>
<td>• use a range of teaching strategies and resources to</td>
</tr>
<tr>
<td></td>
<td>engage students in effective learning.</td>
</tr>
</tbody>
</table>

4. Shared Expectations

Westgarth Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. W.P.S has a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The values of W.P.S are demonstrated by the following shared expectations and behaviours for all staff and students.

The school’s values are based on the Australian Government’s nine values, for Australian schools, which are:

- **Care and Compassion**
  Care for self and others

- **Integrity**
  Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

- **Doing Your Best**
  Seek to accomplish something worthy and admirable, try hard, pursue excellence

- **Respect**
  Treat others with consideration and regard, respect another person’s point of view

- **Fair Go**
  Pursue and protect the common good where all people are treated fairly for a just society

- **Responsibility**
  Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

- **Freedom**
  Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
• **Understanding, Tolerance and Inclusion**  
  Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

• **Honesty and Trustworthiness**  
  Be honest, sincere and seek the truth

W.P.S expectations also include:

• inclusive teaching practices
• accessible educational provision for all students
• parent/carer partnerships and liaison
• community partnerships which engage families and the community in ways that support student achievement and success
• provision of appropriate student services
• development and provision of appropriate, relevant and challenging curriculum that provides students with the opportunity to experience success in their learning.

4.1 **Restorative Practices**  
The school is committed to the use of restorative practices with students. Restorative practices:

• are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
• promote awareness of others, responsibility and empathy (Hopkins 2002)
• involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
• promote relationship management rather than behaviour management (Cameron & Thorborne 2001)
• separate the deed from the doer (Marshall et al. 2002)
• are systematic, not situational (Armstrong 2004)
• are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person’s rights to equal dignity, concern and respect are satisfied (Morrison 2002).

4.2 **Diversity in the school community**  
W.P.S aims to address diversity by:

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

5 **School Actions and Consequences**

5.1 **Appropriate Behaviour**  
W.P.S encourages student engagement and regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:
- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students through the newsletter, assemblies, leadership opportunities, parent teacher interviews, school reports, verbal praise, awards and stickers in classrooms
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

5.2 Inappropriate Behaviour

When students do not meet the shared expectation, a staged response consistent with the restorative approach will be implemented. The restorative approach is used to address student behaviour to re-establish relationships – ensure consequences are relevant and meaningful – foster and develop individual responsibility and empathy.

Broader support strategies will include:
- involving and supporting the parents/carers of both the perpetrator, the victim and witnesses if required (i.e. a phone call or written explanation)
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.
Further to this behaviour management in the classroom and the playground would follow this procedure.

### BEHAVIOUR MANAGEMENT IN THE CLASSROOM

Students are reminded of the school values and expectations and the student rights and responsibilities. The following strategies and step-by-step procedures are to be utilised in all classes, including specialists, to encourage students to take responsibility for their behaviour.

#### STEP 1  1st Warning
Explain, nominate student, indicate inappropriate behaviour, indicate why the behaviour is inappropriate & indicate appropriate behaviour. 
*Jo, you’re talking, It’s disturbing others, They have the right to work, Please be quiet.*

#### STEP 2  2nd Warning
Using dialogue above

#### STEP 3
If the student repeats again with the same behaviour the student is reminded of the appropriate behaviour and of the consequences. 
*Either you work quietly or you will have to work in the thinking spot by yourself [nominated by the teacher within the room]*

#### STEP 4
If the inappropriate behaviour is repeated with the same or another inappropriate behaviour the teacher sends the student to the designated buddy teachers’ room. If necessary the AP will be called to assist. The student remains in the withdrawal room for the remainder of the session. The teacher will record the behaviour in the log book as soon possible after the incident [located in the assistant principal’s office] A phone call to the parents will be made at the discretion of the AP.

#### STEP 5
The student returns to his/her class/spécialist room for a brief restorative follow-up with the teacher focusing on–Were you being SAFE, FAIR or FRIENDLY?

#### STEP 6
If the student engages in a very serious behaviour the AP/Principal will be called immediately to remove the student and parents will be notified.

#### STEP 7
If a students’ name appears in the log book three times or more in a short period of time the student will have a meeting with the teacher, AP and the parents will be notified and asked to attend a welfare meeting.

### BEHAVIOUR MANAGEMENT IN THE PLAYGROUND

All yard duty staff will carry a bum bag with basic 1st aid equipment and wear a fluorescent vest for easy visibility.

#### STEP 1  Praise appropriate behaviour.

#### STEP 2  Discuss and identify the inappropriate behaviour
- *What were you doing?*
- *What should you have been doing?*
- *How can we fix this situation?*
- *Were you being SAFE, FAIR & FRIENDLY?*

#### STEP 3  Student and teacher discuss the choice of action.
Student may shadow yard teacher or sit in designated thinking spot. A reflection sheet may be filled out by the student in the thinking spot and signed by the yard duty teacher.

#### STEP 4  For serious breaches of the school rules the AP/Principal is contacted immediately.
Students will meet with the Principal/AP. Parents will be notified if their child has been involved in the incident and called to the office, including students who have witnessed the incident.
STEP 5  If repeated or severe breaches of the rules occur the parents/guardians will be contacted and a meeting will be arranged between the students/parents/guardians/AP/ teacher.

The following consequences may also apply:
1. Suspension from part of the playtime and completion of the think sheet.
2. Behaviour modification contract is negotiated.
3. Communication book with parents/guardian is established.
4. Students attend social skills program offered at Lunch Club conducted by senior staff.
5. Counselling by or referral to welfare support officer.
6. In-school suspension.

5.3 Ongoing Behaviour Issues
Where students exhibit ongoing behaviour patterns; as part of a staged response, a range of strategies will be used. These may include:

- Developing individual behaviour plans that reach an agreement for future behaviour.
- Developing positive goal setting to encourage appropriate behaviour.
- Explicit teaching of appropriate behaviours.
- Monitoring of and Feedback on inappropriate and appropriate behaviours (communication books).
- Withdrawal of a student and provision of an alternative educational setting within the school.
- Counselling with Primary Wellbeing Officer or SSO in order to modify inappropriate behaviour.
- Outside Agencies (eg. Foundation House, Community Health Service) engaged to offer individualised support programs.
- Parents called and/or invited for a Discipline/Student Support Group Meeting.
- Recess or lunchtime detention given for serious and/or continual misconduct.

Suspension & Expulsion for serious disciplinary measures (eg. Persistently hurting others), when all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action. W.P.S follows DEECD Engaging Schools are Effective Schools: Student Engagement Guidelines 2009 developed in response to Ministerial Order No. 184.

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

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

- **Withdrawal of privileges**

- **Withdrawal from class** if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- **Detention** - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any lunch recess may be used for this work.

- **Convening of a support group** (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required). Parent/carers will be informed and be part of this process.

### References


### Supporting Documentation

- Three ‘W’s of Behaviour – Prep Appendix 1
- Three ‘W’s of Behaviour – Grade 1/2 Appendix 2
- Three ‘W’s of Behaviour – Grade 3/6 Appendix 3
- Anti-Bullying Procedures (currently being reviewed under Prevention of Bullying – Students Policy) Appendix 4