Effective Schools are Engaging Schools
Student Engagement & Well Being Policy
2015-2018

Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential.

Introduction

Definition

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural engagement refers to students’ participation in education, including the academic, social and extracurricular activities of the school.

Emotional engagement encompasses students’ emotional reactions in the classroom and in the school and measures a students’ sense of belonging or connectedness to the school.

Cognitive engagement relates to a students’ investment in learning and their intrinsic motivation and self-regulation.

Rationale

The Department of Education and Early Childhood Development is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools.

Our students are able to reach their full potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

Our school is a committed and unified partnership of teachers, parents and children. We value diversity and strive for excellence. We are committed to providing a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential. We strongly believe in the importance of celebrating our students’ achievements and in acknowledging and enjoying the positive aspects of their personal development.

Our school values of respect, learning, trust, honesty, tolerance, caring and cooperation are deeply embedded in our practice and code of cooperation. We have a strong and growing reputation for the strategic support and relevant programs we provide for the children and their parents, in our growing Inclusion Program. The partnership between home and school is encouraged at all levels of school operation. Parents are actively involved in classroom programs and a range of other school activities.

Morang South Primary School would prefer our Student Engagement and Wellbeing Policy to be a living document. This document may be periodically updated in order to capture and reflect our school, while ensuring the most current and effective practices are in place. This living document may also evolve through new DET initiatives or successive updates and be expanded as needed.
**Purpose**

Research shows that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. Intentional design involving creative and thoughtful planning are essential to achieving this. Morang South Primary School’s Student Engagement Policy reflects our school community’s aspirations and our unique local context which is critical to developing a positive school culture and supporting our school council’s strategic aims.

Developing a Student Engagement policy also supports Morang South Primary School to address their legal obligations under relevant legislation.

**Engagement**

We have continued to focus on improving levels of student engagement through reflection upon practices and analysing feedback in student surveys and classroom visits. Staff participate in professional discussions and undertake Professional Learning as identified as part of their Performance review process. Interactive Whiteboards/Televisions and the recently implemented Netbook Program, Junior School Council and the development of Student Voice forums have been implemented to allow greater student voice in their learning and increased engagement.

Gifted and Talented Programs also allow opportunities for students to engage in enrichment and extension activities in a small group structure and include programs such as Tournament of the Minds (TOM), chess, Math’s enrichment and Gifted and Talented, Art Program and Victorian State School Spectacular (VSSS). Individual Learning and/or Behaviour Plans are developed in conjunction with parents and students, where appropriate. These plans detail strengths, areas to improve and what home and school need to do to maximize student learning. We also seek to involve as many students as possible in the operation of the school through School and House Captaincy, Junior School Council, Student Voice, PREPIC Buddies and other leadership roles throughout the school, particularly in grade 6 where students are flag monitors, work in the office and library and School Photographer and Reporter.

**Wellbeing**

We have introduced and continued with a number of ongoing supportive programs which promote student wellbeing. Individual Learning Plans are formulated in conjunction with staff, parents and students as necessary. The school continues to utilise Educational Support (ES) and a number of outside agencies to further enhance Student Wellbeing. These include: Psychologist from NIRODAH, Speech Therapist, Hearing Impaired Specialist and VACCA who support students and their families with social and emotional issues. When appropriate we have also accessed Guidance Officers, Mentors and the CASEA team (from the CAMS unit of the Austin Hospital)

Other programs Morang South Primary School has initiated to further support students include:

| Class meetings / Circle Time | Buddies F-6 |
| Multi-age days F-6 | Student-led assemblies |
| Lunchtime activities program | Junior School Council and Student Voice |
| Whole school concert or Victorian State School Spectacular Mass Dance group. | Student Voice |
| School and House Captains | Interschool Sports |
| Leadership courses for students | Footy Day |
| Leadership opportunities for all grade 6 students | KidsMatter Initiatives e.g. R U OK? Day |
| Wise Ones | Inquiry sessions |
| Math’s Extension | Carols |
| Chess Club | Arts Crew |
| Cross Country | Athletics Days (F-2 and 3-6) |

All these programs are underpinned by the importance place on the School Values by all members of the Morang South PS community.
**Attendance**

Morang South Primary School endorses full attendance as a key priority for school engagement in order to maximize every student’s ability to learn and our teacher’s ability to teach effectively. We have adopted the “Every Day Counts” approach to promoting school attendance. We have actively liaised with parents to establish partnerships to promote regular and positive attendance.

The following strategies have been developed and implemented to positively promote school attendance and minimize absences of at-risk students:

- Attendance practices reflect DET philosophy (refer to DET ‘School Attendance Guidelines 2014 - Every Day Counts’.)
- All student absences are recorded twice a day (morning and afternoon) by teachers, are aggregated on to our CASES database and communicated to DET.
- The school recognises illness as a reasonable ground for an absence.
- Clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations.
- The Principal will closely monitor student attendance through the evaluation of student absence reports on CHESS/CASES21.
- If within three days of the initial absence parents/carers have not provided an explanation/satisfactory explanation, contact will be made by the classroom teacher or nominated representative.
- Classroom teachers or Principal Class Officers will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences. A home visit may also be required.
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group.
- This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
- Student attendance figures will appear on the student’s mid-year and end of year reports.
- All absence notes and records of communication will be retained and stored at the school for a minimum of seven years.
- DET and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modelling of punctuality and attendance is expected and regularly monitored.
- “Every Day Counts” weekly award will be present at assembly.
- Newsletter articles will highlight year level attendance.
- Newsletter articles reinforcing the importance of school attendance and the impact that absence has on achievement (academic and social).
- Comments will be included in the mid and end of year reports related to absence and the impact it has on achievement (social and academic).
Implementation:

This policy is closely linked to and should be read in conjunction with the following documents:

- Accidents and incident register
- Attendance policy
- Communication policy
- Critical incident plan
- Distributing medicine policy
- Effective Schools are Engaging Schools – Student Engagement Policy Guidelines
- Emergency management plan
- Enrolment policy
- eSMART policy
- First aid policy and procedures
- Internet use policy
- Managing Complaints and Grievances policy
- Mandatory reporting policy and procedures
- Program for Students with Disabilities policy
- Student medical conditions and management policy
- Student Supervision policy
- Transition policy

Prevention programs:

KidsMatter

In 2014, Morang South Primary School officially began its’ participation in a national initiative KidsMatter. MSPS formed a parents & teachers Action Team to facilitate the implementation of KidsMatter. We aim to increase Student Voice’s role in this team.

KidsMatter is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. KidsMatter provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced children.

Through KidsMatter, MSPS will undertake a two to three year cyclical process that will create opportunities for all members of our school community to play an active role in the planning, development and implementation of a whole school approach that complements our Student Engagement and Wellbeing policy. The KidsMatter framework is one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

For more information on KidsMatter: http://www.kidsmatter.edu.au/primary
Bucket Filling

Bucket filling is a strategy we have introduced in 2015 with our grade 1/2 students to help promote positive behaviours and relationships. The premise is that we all carry an invisible bucket in which we keep our good thoughts and feelings - when our buckets are full, we are happy; when they are empty, we are sad - and students learn that we can fill, or dip into, our own bucket or the buckets of others. The idea of bucket filling is to encourage students to make positive choices, personally and interpersonally. Many Grade 1/2 teachers choose to continue the concept of bucket filling in their classrooms throughout the year.

Bounce Back! Program

To complement our School Values program and to explicitly teach Social and Emotional Learning Skills, as promoted by KidsMatter, in 2015 Morang South PS started using the Bounce Back! Program. It is a wellbeing and resilience class-based program for children and young people from Kindergarten to Middle School. Bounce Back! offers practical strategies to help children and young people function well at school and in life. It promotes positive mental health, wellbeing and resilience for students and teachers plus safe and supportive class and school learning environments.

Buddy systems

Morang South Primary School proudly has an effective buddy systems which promote friendship and support between older and younger peers through regular collaboration, which also fosters a sense of whole-school community. The key characteristic of this buddy system is the participation of older students in positive, supportive, regular structured and facilitated one-on-one relationships with younger students. Our buddy system creates feelings of connectedness that enable both older and younger ‘buddies’ to bond more closely with their school within a psychologically safe environment, thereby increasing the likelihood of more positive school behaviour and less bullying or unacceptable behaviour. Foundation students have grade 3/4 buddies and grade 1/2 have grade 5/6 buddies.

eSmart Schools

Morang South is an eSmart school. The Alannah and Madeline Foundation developed eSmart, which “aims to make cybersafety a normal part of every young person's life by equipping them to use technologies in ways that protect them from the associated risks” (esmartschools.com.au). The initiative is designed to reduce cyberbullying and bullying and to positively engage students (by illustrating that expected behavioural norms still exist within our new technological landscape).

You Can Do It! Education

You Can Do It! Education is a system for helping children to develop social, emotional and behavioural wellbeing. You Can Do It! Education involves a number of educational programs based on research which identifies four necessary foundations for all children to possess in order for them to achieve and experience social, emotional and behavioural wellbeing: confidence, persistence, organisation and getting along with others. Four blockers that contribute to poor psychological health, under-achievement and disaffection are also identified: low self-esteem–anxiety, general work avoidance, general disorganisation and rebelliousness–anger. More information about You Can Do It! Education is available from http://www.youcandoiteducation.com
Transition

Morang South Primary School’s Strategic Intent is to provide effective and supportive transition programs for all students entering, moving through, and departing the school. The programs have been refined over a number of years and as such, are clearly defined and working well. There are three areas of transition which we focus on.

1. **Pre-School** children are invited to participate in a Transition Program involving parents in information/educational sessions whilst their children attend their Kinder to Foundation students transition sessions. Local preschools are also invited and encouraged to visit the school throughout the year.

2. **Within the School** we continue to support students as they move between home groups by ensuring they have time in their new grade area and future grade in the preceding year. (i.e. Foundation students-1, 1-2, 2-3, 3-4, 4-5, 5-6). They work with other students and staff within the units to familiarise themselves with their new learning environment and help reduce the anxieties students may have as they move through the school and grade 5 students have the opportunity to visit local secondary schools for ‘taster’ days.

3. **Year 6** students are given targeted support in a lead up to their Orientation Day in December and through visits by relevant Secondary College staff. We maintain close links with our neighbouring secondary colleges.

Values Program

Morang South Primary School aims to provide a safe, happy and secure environment that meets the needs of all members of the school community. This is modelled through our School Values Program and commitment to our Code of Cooperation which endorses Restorative Practices. The teaching of values will be used to develop a sense of personal responsibility, confidence and the ability to risk-take and to develop strategies to eliminate bullying and Foundation students are students to be resilient in their future life. Please refer to page 9 for detailed definitions of our each value.

Our core values include:

RESPECT, COOPERATION, LEARNING, TRUST, HONESTY, CARE & TOLERANCE

Literacy and Numeracy Strategies

Literacy and Numeracy continue to be the key focus of learning. Literacy and Numeracy skills are fundamental for each student’s development and future success. Morang South PS aims to improve levels of achievement in Literacy and Numeracy for all students through the implementation of small, targeted group teaching, like-ability group instruction, extension and support opportunities, team planning, appropriate resourcing and budgeting.

Professional Learning

Professional Learning is given high priority at Morang South Primary School. Educational research advocates ‘Professional Development works when it is “school-based and embedded in teachers’ daily work.”’ (Fullan, Hill & Crevola, 2006, p.24) In 2010/2011 Morang South PS will continue to participate in the Northern Metropolitan
Region Achievement Improvement Zone, focusing on Literacy, Numeracy and Developmental Behaviour Management. This initiative also reinforces the concept that the best professional learning happens in schools. This model centers on the idea of the members of the School Improvement Team who attend regional professional learning sharing the latest pedagogical practices with the staff at a whole school and team level. Thus providing opportunities for everyone to implement additional strategies in the classroom, resulting in increased consistency across the school with regard to teaching practice, team planning and whole school documentation. The AIZ model and professional learning will also assist the development of such consistency at both a Network and Regional level. Where appropriate staff are further encouraged to develop their teaching and learning through actively seeking professional development opportunities relevant to their situation (e.g. Graduate teacher Program, Hearing Impairment). Staff are expected to present an overview to colleagues at regular staff meetings. All staff have involvement in professional learning teams. In 2010 and 2011 these will focus on the AIZ initiatives.

**Wellbeing Action Learning Team**

Morang South has an Action Learning Team (ALT) dedicated to Wellbeing. The Wellbeing ALT is made of up teachers from Prep to Grade 5/6 and members of our specialist teaching staff. The team meets several times throughout the year to look at whole school wellbeing issues (like policy review and incident management procedures) and to discuss how social and emotional learning is accommodated in classrooms for all our students from Foundation students to Grade 6. A consistent approach to wellbeing is in our students best interests and, via the Wellbeing ALT, we can ensure that new wellbeing initiatives are introduced, promptly and consistently, to all school levels.

**Working in Partnership with Families**

Morang South extends a voice to families within the school community, and actively seeks family involvement, via a number of avenues. These include formal posts (for example, a position on School Council) and less formal roles (for example, helping in class, volunteering with sports or school banking). Morang South PS communicates opportunities for family involvement in our fortnightly newsletter, website, school Facebook group, grade newsletters and notices, information nights and emails.

**How we support positive behaviour and relationships**

Each classroom, specialist and OSHC program will negotiate a classroom agreement (using specific language common to all grades) based on the school values, rights and responsibilities and School Student Code of Cooperation guidelines. Regular class meetings are held which encourage students to reflect, question and evaluate their learning and wellbeing. All teachers are working from a common term 1 planner that promotes personal and communal responsibility. Throughout the year teachers will also integrate the school values and personal and communal responsibility into their teaching and learning programs.

There will continue to be an increased emphasis on our Social competencies program: “Teaming for success-Striving for excellence”. The program focuses our school values, rights and responsibilities, restorative practices, different forms of bullying (including cyber bullying) and socially effective behaviours.
Section 1: School profile

Location

Morang South Primary School was established on its present site in 1996 and is located at 77 Gorge Road, South Morang. It is a fringe suburban school and part of the rapidly growing Plenty River corridor. Since then it has achieved its own unique identity in the local and wider community. The closest nearby schools are The Lakes South Morang, Plenty Parklands in Blossom Park and Meadow Glen in Epping. We have a kindergarten, with two sites located within walking distance of the school. Children either walk to school or are driven by their parents.

Environment

There are ample playing areas for the children that include two sets of play equipment, creative play areas, a developing Maths and Science garden sponsored by Telstra, two basketball courts, a soccer sized oval of synthetic turf, cricket nets and spacious grassed and hard surface areas. During the last five years the Paringa complex was added, which includes a full size gym, Performing Arts Centre, canteen and an area large enough to house our Out of School Hours program. All the playground equipment is shaded and so is a large area of the quadrangle. We have six water tanks which enable us to water the gardens. We also have a twelve seater school bus, which is used extensively by us and loaned to other schools in the Whittlesea Network. The bus is located in a garage and attached to the garage is a large storage shed. We have a canteen that operates five days a week and conforms to DET guidelines.

Demographics

Children attending our school are drawn from both the immediate area and beyond. There is an increasing diversity in cultural and ethnic background. The school has a School Family Occupation Index of 0.5113. This index has risen in recent years and this indicates that the number of children who speak a Language Other than English at home, who are of Aboriginal or Torres Strait Islander background, or children who frequently change schools is increasing. Enrolments rose to 610 in 2005, and since the opening of a number of new schools in the area they gradually declined to an enrolment of 360. On the strength of our positive reputation we have grown to 450 in the past two years. There are a number of small housing developments in the immediate area and we expect to maintain if not have a small increase of numbers in the next five years.

School Structure and Organisation

Since 2004 we have been a Values based school and have a comprehensive Code of Cooperation that is consistent across the school. In 2010, we reviewed our Code of Cooperation in the light of Restorative practices and Ramon Lewis behaviour management theory and developed this Student Engagement policy. We are committed to using Quality Processes and Tools as part of our Continuous Improvement Cycle.

We place great emphasis on children being taught at their individual instructional level with flexible groupings in English and Mathematics. We provide a challenging and comprehensive curriculum that aims to meet the needs of every child. Early Years operates in the F – 4 areas. The English Online assessment is conducted with every child at the beginning of their Foundation, grade 1 and grade 2 year. We run Language Support Program to cater for the students identified as experiencing difficulty with expressive and receptive language, along with an English as Additional Language program and Literacy and Numeracy Intervention.
Teachers in the early and middle years develop programs to meet the needs of children with special abilities and those experiencing difficulties. This includes catering for children in our effective and renowned Inclusion Program who are warmly welcomed into our school. Currently we have thirteen children on the program and employ Literacy support staff and six Integration Aides to cater for their needs.

In 2010, in conjunction with EPIC we commenced a Transition to Foundation students program to cater for the needs of students with special needs that are not ready to enter the main stream component of the State Primary system. This program is continuing and operates each year with 10 students, one full time teacher and two teacher aides and regular volunteers. Morang South PS is very proud of this program, as PREPIC, continues to be a great success for key stakeholders. At the end of 2015 sixty children will have successfully completed this program and been well supported to move on to the next phase of their learning journey.

We have also developed a range of strategies and programs to meet the needs of gifted children and this has become a feature of our school. We determine who our gifted children are by assessment and then develop Individual Learning Plans for them and ensure they are grouped with children of like minds. Some specialist programs are offered to extend these children too - Visual Arts, Mathematics and Thinking Skills [e.g. Tournament of Minds and Maths Olympiad].

We also have a range of extension and enrichment programs for interested children – Some operate in school time and many at lunchtimes – Chess Club, Art/ Craft Club and sporting competitions. Keyboard and guitar programs operate with an average of thirty children participating each year. In the years between the concert years the teachers facilitate our school’s involvement in the Victorian State School Spectacular mass dance group. Our Performing Arts teacher has introduced ukuleles into the Music program. We also have an extensive and developmental camping program is run from Foundation students to grade 6. Graduation of grade 6 children, to celebrate the completion of their primary education, has become a school tradition.

Our school proudly promotes and utilises eLearning to create engaging and active learning opportunities which act as a catalyst for authentic, meaningful learning experiences. There are at least six laptops and at least six iPads in all Foundation to grade 2 classrooms. Initially, 1-1 notebook computers were trialled in 2 classrooms. Due to the success of the 1-1 program trial, students in grades 3-6, now participate in the program. There are also a variety of peripheral devices, including interactive whiteboards and televisions used across the school. ICT is used extensively across all areas in a variety of contexts. We are currently developing an eLearning Plan which includes a Victorian Essential Learning Standards (VELS) based set of competencies for each grade level. We have comprehensive ICT policies and an eLearning Code of Cooperation which parents discuss with their children and sign.

The whole school is networked and connected to the Internet and an effective Intranet operates across the school. We are currently in the process of trialing Web 2.0 tools as another means of communication, collaboration and co-creation. Our staff confidently and routinely use their notebook computers to communicate, plan, research and carry out other work related functions electronically.

The Integrated Curriculum inquiry approach is the model used for planning and the AusVELS form the basis of this. Professional Action Learning Teams have been operating during the last five years. These have been based around the AusVELS levels. This year they are English, Mathematics, Student Engagement and Wellbeing, ICT and Curiosity. We have a strong focus on the Middle Years and many of the strategies to engage and motivate students are utilised.

Specialist areas operating at the moment are: Physical Education, Performing Arts, and Visual Arts. Italian is taught to Foundation students in 2015. We hope to expand this to grades 1-6 in coming years.

We have a very enthusiastic and extremely competent School Council. They oversee the budget, curriculum development, Strategic Plan and Annual Implementation Plan, Annual Reports, Self-Assessment and Reviews. They are supported by an active Parents and Friends Association, who work hard to support the school and raise much needed funds for ICT and special projects.
All planning is strongly data driven with assessment data collected regularly throughout the year. An assessment schedule has been developed and the results form the basis for informing planning and teaching, reporting to parents and to DET. Team information nights and three-way interviews are conducted during term one for Foundation to grade six students, one information evening for Foundation student parents which is held in December prior to their children commencing and another in term one when Foundation students commence. Three-way interviews are also conducted in term 3 at all grade levels and all children have portfolios. Students in grades 3-6 produce digital portfolios.
### Section 2: Whole School Prevention

#### Whole School Values

<table>
<thead>
<tr>
<th>Respect</th>
<th>Learning</th>
<th>Trust</th>
<th>Honesty</th>
<th>Caring</th>
<th>Tolerance</th>
<th>Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Treating everybody and everything with consideration and courtesy</td>
<td>Gaining knowledge, skills and understanding through endeavour and experience</td>
<td>Confidently relying on someone believing they will make the appropriate choices for both the individual and the group</td>
<td>Being truthful, sincere and open so others can trust you</td>
<td>Showing concern for others and being thoughtful and understanding of their feelings</td>
<td>Being fair towards and accepting of other people’s beliefs, differences and opinions</td>
</tr>
<tr>
<td><strong>This means</strong></td>
<td>Caring about myself, others and the environment</td>
<td>Knowing and understanding more</td>
<td>Doing the right thing and having faith in others</td>
<td>Your thoughts, words and actions reflect what you say or do</td>
<td>Thinking with the heart.</td>
<td>Finding ways of allowing for and celebrating differences</td>
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<tr>
<td><strong>In the context of Morang South PS this happens when</strong></td>
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<tr>
<td>• I interact positively with others</td>
<td>• I reflect on my learning</td>
<td>• I can be relied upon</td>
<td>• I tell the truth</td>
<td>• I consider the feelings of others</td>
<td>• I accept and respect other’s differences and beliefs</td>
<td>• I contribute positively to the team</td>
</tr>
<tr>
<td>• I am loyal to and supportive of my community</td>
<td>• I ask questions I focus on ideas and tasks</td>
<td>• I act in a responsible manner</td>
<td>• I take responsibility for my actions</td>
<td>• I am supportive</td>
<td>• I value and listen to opinions</td>
<td>• I consider other’s ideas</td>
</tr>
<tr>
<td>• I show courtesy to everyone – using manners.</td>
<td>• I learn from mistakes I try to solve problems</td>
<td>• I make appropriate choices</td>
<td>• When I am honest, I feel clear inside.</td>
<td>• I am kind and considerate</td>
<td>• I do my best to get on with others</td>
<td>• I support others</td>
</tr>
<tr>
<td>• I treat others the way I wish to be treated</td>
<td>• I take responsibility for my learning</td>
<td>• I have faith in others</td>
<td>• I encourage others to be truthful</td>
<td>• I am forgiving</td>
<td>• I am patient</td>
<td>• I share the load – knowledge, skills and responsibility</td>
</tr>
<tr>
<td>• I am responsible for my own property</td>
<td>• I help others to learn</td>
<td>• Others have confidence in my choices</td>
<td>• I acknowledge others when they are truthful</td>
<td>• I am understanding</td>
<td>• I treat others equally</td>
<td>• I use time wisely</td>
</tr>
<tr>
<td>• I am careful with the property of others</td>
<td>• I allow others to learn</td>
<td></td>
<td>• I demonstrate my honesty by my thoughts, words and actions</td>
<td>• I treat others the way I wish to be treated</td>
<td>• I see each person I meet as a unique being</td>
<td>• I stay on task</td>
</tr>
<tr>
<td>• I take care of the environment</td>
<td>• I use my learning in different ways</td>
<td>• I have faith in others</td>
<td>• I think before I speak and act</td>
<td>• I treat others way</td>
<td>• I stay calm in difficult situations</td>
<td>• I take turns</td>
</tr>
<tr>
<td>• I have a positive and resilient approach to life</td>
<td>• I celebrate my learning</td>
<td>• Others have confidence in my choices</td>
<td>• I show appreciation for the care I receive</td>
<td>• I acknowledge other’s work and efforts</td>
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<td>• I encourage others</td>
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<td></td>
<td>• I take risks and challenge myself with my learning</td>
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<td>• I am willing to negotiate and compromise</td>
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<td></td>
<td>• I apply myself to my learning</td>
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<td>• I can be a leader and a participant</td>
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<td></td>
<td>• I persevere to achieve my goals</td>
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</table>
3.1 Guiding principles

At Morang South Primary School we believe that at the very foundation of student engagement are the following premises (Based on Ramon Lewis’ research):

- At our school, everyone has the right to work and learn.
- At our school, everyone has the right to feel safe and comfortable.

In line with our school values everyone deserved to be treated with respect and dignity, with every member of our school community being aware and demonstrating the underlying principles of these values.

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

3.2 Equal Opportunity

The Equal Opportunity Act 1995 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 DET 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

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.

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

In determining whether an adjustment is reasonable, an education provider should take into account information about:

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

This information might come from the student, an associate of the student, independent experts, or a combination of these people.
An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community. The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and any financial incentives, such as subsidies or grants, available to the provider if the student participates.

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

3.6 The Education and Training Reform Act

The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that:

(i) realises their learning potential and maximises their education and training achievement;
(ii) promotes enthusiasm for lifelong learning;
(iii) allows parents to take an active part in their child's education and training.
### Morang South Primary School Rights and Responsibilities

_Everyone has the right to work and learn._

_Everyone has the right to feel safe and comfortable._

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>• Students have a right to work and learn.</td>
<td>Students have a responsibility to:</td>
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<tr>
<td>• Students have a right to feel safe and comfortable.</td>
<td>- be prepared to learn</td>
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<td>- explore their full potential</td>
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<td>- respect the rights of others</td>
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<td>- adhere to the eLearning Agreement</td>
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<tr>
<td>• Staff have a right to work and learn.</td>
<td>Staff have a responsibility to:</td>
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<tr>
<td>• Staff have a right to feel safe and comfortable.</td>
<td>- build positive relationships with students as a basis for engagement and learning</td>
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<td></td>
<td>- use and manage the resources of the school to create stimulating, safe and meaningful learning</td>
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<td></td>
<td>- treat all members of the school community with respect, fairness and dignity</td>
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<tr>
<td>Rights</td>
<td>Responsibilities:</td>
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<tr>
<td>• Parents/carers/members of our school community and visitors have a right to work and learn.</td>
<td>Parents/carers have a responsibility to</td>
</tr>
<tr>
<td>• Parents/carers/members of our school community and visitors have a right to feel safe and comfortable.</td>
<td>- take an active interest in their child’s educational process</td>
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<td>- model positive behaviour</td>
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<td>- ensure their child’s regular attendance</td>
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<td>- maintain open communication</td>
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<td>- support the school in maintaining an effective learning environment for all students.</td>
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At Morang South Primary School we have shared expectations across our whole school community. These expectations have been developed to ensure that the learning, safety and rights of all stakeholders are respected. Our shared expectations are encapsulated in our school mission statement:

*Morang South Primary School is a committed and unified partnership of teachers, parents and children. We value diversity and strive for excellence. We are committed to providing a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential.*

Our expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Effective schools share high expectations for the whole-school community.

Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

Morang South PS’s shared expectations and behaviours are reflected in the values the school have determined as being at the core of our beliefs for teaming for success and striving for excellence.

**Expectations – Staff**

**Engagement**

The school staff will:

- Set high, yet realistic expectations for every child while maintaining the philosophy that all students can succeed given sufficient time and support.
- Ensure compliance 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 MSPS community to develop policies and procedures consistent with its values and aspirations and DEECD guidelines
- Develop flexible pedagogical styles to engage different learners
- Deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs
- Deliver curriculum and assessment that challenges and extends student learning
- Provide opportunities for student voice in developing a positive school culture in and outside the classroom
**Attendance**

In compliance with DEECD guidelines MSPS staff will:

- Promote regular attendance with all members of the school community, using the It’s Not OK to be Away initiative
- Monitor and follow up on absences

**Behaviour**

Morang South PS 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 in line with DET Student Engagement Policy Guidelines.

The school staff will:

- Promote preventative approaches to behavioural issues by incorporating student well being
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Attend relevant Professional Learning opportunities to build their capacity to promote positive behaviours
- Use the Student Engagement Policy and Values program as a basis for negotiating a class-based set of shared expectations with students
- Teach students social competencies through curriculum content, Values program and pedagogical approach
- Employ behaviour management strategies (Restorative Practices and Ramon Lewis 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

**Expectations – Student**

**Engagement**

Students are expected to:

- Approach their learning in a positive and curious way
- Have high expectations that they can learn
- Allow others to learn
- Allow the teachers to teach
- Respect, value and learn from the differences of others
- Reflect on and learn from their own differences

**Attendance**

All students are expected to come to school every day that the school is open to students. If students are unable to attend school, they must provide an explanation in writing or via phone call from their parents/carers to the teacher. Students are expected to arrive on time and be ready to learn.
**Behaviour**

Students are expected to:

- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a positive school environment that is safe, inclusive and happy
- Understand that bullying, including cyber-bullying, unsafe behaviour, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Comply with school and class agreements

**Expectations – Parents/Carers**

**Engagement**

Parents/Carers are expected to:

- Assist the school to provide student centered responses by providing all relevant information to the school
- Actively participate in supporting their child’s learning by -
  - building a positive relationship with the school,
  - supporting class programs through homework,
  - assisting where possible in the classroom,
  - reading and responding if necessary to term planners, diaries, notices
  - communicating with the child’s class teacher
  - making time to discuss what is happening at school with their child
  - ensuring their child has the time and energy to work, learn and enjoy school
- Attendance at three-way interviews (parent/teacher interviews), student activities, school celebrations, student support groups
- Support the school’s efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity at home

**Attendance**

Parents/carers are expected to ensure:

- Enrolment details for their children are correct
- Their children attend school regularly and arrive on time
- If the child is absent, to provide an explanation in writing or via phone call from their parents/carers

**Behaviour**

Morang South Primary school is committed to providing opportunities to celebrate appropriate and positive behaviour.

Parents/carers should understand the school’s behavioural expectations and work with the staff to promote a consistent approach that supports their child’s learning, engagement and endeavour both in and out of the school.

When necessary, parents/carers are expected to take part in discussion with the school to resolve issues and agree on consequences of inappropriate behaviour of their child.
Definitions

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

**Bullying**

The DET resource, *Building Respectful and Safe Schools: A resource for school communities* supports schools to prevent and respond to bullying and all forms of unacceptable behaviour including harassment. This publication defines bullying as the following:

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

(Page 7)

- There are four types of bullying:
  - Direct Physical Bullying
  - Direct Verbal Bullying
  - Indirect Bullying
  - Cyberbullying

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying 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 them that they witnessed the incident and advise them to report it to an appropriate adult. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.
Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (The most common)**

They include:

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

**Explicit: (obvious)**

They include:

- grabbing, aggressive starring, hitting, pinching kicking, pushing 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 also involve such things as**

- grabbing, aggressive starring, hitting, pinching kicking, pushing and shoving, etc.
- 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

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

**Examples of cyberbullying behaviour are:**

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

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.
Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people’s property (e.g. copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it ‘stranger danger’)
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is ‘not quite right’. At home this would be a parent or carer, at school a teacher.

What bullying is not:

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

**Mutual Conflict:** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

**Social rejection or dislike:** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

**Single-episode acts:** of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

(Taken from the 2010 DEECD resource, *Building Respectful and Safe Schools: A resource for school communities* )

Strategies to prevent bullying:

The key success factors that help make schools safe parallel the eight elements contained in the Effective Schools model.
**Professional leadership**

Morang South Primary School acknowledges safe and effective schools start with school leaders who are committed to a shared and well-developed vision of a safe, caring, respectful, supportive and inclusive school community, which sends clear messages that bullying and unacceptable behaviour are not tolerated.

**Focus on teaching and learning**

Morang South Primary School is a respectful and safe school, where there is a focus on the teaching and learning of interpersonal and respectful relationship skills within the domains of the Victorian Curriculum. Helping students understand the role of power, and the different uses of power in relationships will assist them to develop better relationships.

Our schools utilises specific programs such as *Friendly Kids Friendly Classrooms, Bounce Back!, You Can Do It!* and personal safety programs. Morang South Primary School will continue to seek out innovative ways to tackle community issues and promote respectful behaviours and relationships.

**Purposeful teaching**

The method of teaching, or pedagogical approach, is also a key element in building our respectful and safe school environment. The *e5 Instructional Model* provides a framework to define and promote high-quality instruction in our school. It focuses on what the teacher is doing in the classroom rather than on student behaviour. There are five phases of instruction – Engage, Explore, Explain, Elaborate and Evaluate where relationships are the basis for teaching.

In order to prepare students for the innovation and knowledge economy of the 21st century, we provide students with access to environments and information and communication technologies that increase their participation, engagement and achievement in education. The increasing use of digital technologies and the internet by children and young people highlights the importance of schools developing policies that are inclusive of digital and online environments and are explicit about the teaching of safe and responsible online behaviours. As a school we are seeking eSmart and KidsMatter accreditation. This involves an Action Team comprising interested staff, student, and parent representatives to oversee the school’s approach and initiatives to enhance student engagement and wellbeing, including cyber safety.

**Shared vision and goals**

At Morang South Primary School, the prevention and management of bullying and unacceptable behaviour is through our caring and supportive school culture. It promotes positive relationships and pro-social values. We have a clearly stated philosophy, translated into practice, that student wellbeing is a high priority underpinned by effective student learning and behaviour.

Our Vision:

Morang South Primary School is a committed and unified partnership of teachers, parents and children. We value diversity and strive for excellence. We are committed to providing a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential.

**High expectations**

There are high expectations of everyone and a culture of inclusiveness in a respectful and safe in our school. Diversity is valued and everyone is treated with respect, fairness and dignity. By teaching the values of caring, respect for difference and treating others fairly, we support students to have more positive and successful relationships now and in their adult lives.

**Learning communities**

A whole-school approach to student safety and wellbeing is paramount at Morang South Primary School. This is reflected in policies and documentation, and consistency between the perceptions of staff, students, parents and the school’s leadership team. Strategies and practices are comprehensive and embedded rather than fragmented or ‘added-on’.
Stimulating and secure learning environments
At Morang South Primary School, we provide both stimulating and secure learning settings where there is a culture that promotes intrinsic motivation providing incentives for positive behaviour and that is firm about unacceptable behaviour. In this environment we would expect fewer students to bully or display unacceptable behaviour and fewer students who are prepared to support bullying behaviour.

Accountability
Processes to monitor and review policies, programs and practices are be in place at Morang South Primary School to ensure the continuous improvement of respectful and safety. Critical evaluation is undertaken of any prevention and management programs under consideration to ensure that they are theoretically sound, unbiased and evidence based in terms of content, pedagogy and delivery.

Responding to bullying and unacceptable behaviour:

The DET resource, Building Respectful and Safe Schools: A resource for school communities states:

Responding to bullying and unacceptable behaviour can be challenging- for students, teachers, school leaders and also for parents/cares. The best outcomes are likely to occur when all parties work together to manage the situation.

There is no clear answer about the best actions students can take when they are being bullied or unacceptable behaviour is directed towards them. It can be very difficult for students to stop it on their own. Some suggested responses to students when they ask for help in the first instance are:

• ‘Try asking them calmly and politely to stop and then increase this to telling them firmly and loudly to stop’
• ‘Consider putting on a “protective shell” by acting unimpressed. If you feel up to it, make a funny comment’
• ‘Keep notes (what, who, where and when) and make sure they know’
• ‘Talk to a friend and ask for support and ideas about what you could do to solve the problem’.

If these strategies do not work, other strategies should be utilised as soon as possible. At Morang South Primary School we utilise the following effective strategies:

Restorative practices

Restorative practices are used to respond to incidents of bullying and unacceptable behaviour in order to repair harm to relationships. The term ‘restorative practices’ refers to a range of processes that are underpinned by the following concepts:

• misconduct is a violation of people and relationships
• these violations create obligations and liabilities
• problem-solving focuses on healing and making things right.

Restorative practices involve the development and enhancement of relationships in our school and teaching conflict resolution and other problem-solving skills. They also involve classroom management that is participatory, democratic and focused on problem-solving.

Restorative practices require a shift in philosophy from traditional punitive models of behaviour management to those relational models which, as well as holding wrongdoers accountable for their behaviour, provide support for the community affected by the wrongdoing. Three specific restorative practices are outlined below:

Small group conferences are

• usually confined to a small group of students or an individual student who have been involved in an incident of harm that is determined to have a less serious impact.
• Typically conferences might be used by a teacher or staff member to deal with low-level bullying before matters escalate.
Parents, while not directly involved, are informed of the process and its outcomes. Follow-up is crucial for ongoing support and to ensure compliance with the agreement.

**Classroom conferences** involve a whole class in addressing issues such as classroom bullying and more generally, classroom disruption that has affected student wellbeing and teaching and learning in the classroom.

**Community conferences**

- Bring together, in the wake of a serious incident of harm, the wrongdoer and the student being bullied or harmed, as well as their families and appropriate school personnel.
- Are conducted by a restorative practices staff member within the school
- May include a series of scripted questions directed to participants in order to understand the incident and its antecedents and the effects of the incident on the community.
- Reach an agreement is reached whereby all participants feel there has been some restitution and relationships have been repaired.

The agreement also reflects plans to meet identified needs of the participants, such as counselling, and to implement necessary changes to school policy and practice. Follow-up is crucial for ongoing support and to ensure compliance with the agreement.

**The decision to use restorative practices should be made on a case by case basis as the views of those involved in an incident should be taken into consideration. Based on the circumstances of each individual incident, teachers and staff should consider whether it is appropriate to use restorative practices for matters relating to cyberbullying.**

**Code of Cooperation**

The purpose of our Code of Cooperation is to establish a school climate in which appropriate behaviour is the norm for all students. The Code of Cooperation is an evidence-based approach which promotes proactive and explicit teaching of behavioural expectations and rewarding students for following them rather than waiting for misbehaviour or unacceptable behaviour to occur before responding. The Code of Cooperation in conjunction with this Student Engagement and Wellbeing Policy provides our school with a school improvement framework which focuses on data and enquiry to drive continuous improvement in the school’s behaviour management processes and policies. The Code of Cooperation provides our community with an effective, evidence-based approach to create a positive, safe and engaging school environment for all students, including those with behavioural difficulties.

The continuum of our Code of Cooperation includes three levels of intervention:

- **Primary prevention**: universal provision of school and classroom-wide systems for all students, staff and school community members. The aim is to provide highly predictable school and classroom environments through the establishment of school-wide expectations of all members of the school community, and implementation of school-wide behaviour management strategies that focus on empowerment rather than control

- **Secondary prevention**: specialised group systems for students who demonstrate behaviours that are concerning or not acceptable

- **Tertiary prevention**: specialised and individualised systems of support for individual students who have not had their needs adequately met through universal and group support. This may result in individual students being referred to support agencies such as Austin Camhs or specialist settings such as Baltara.
Morang South Primary School utilises incursions to access the programs below:

Wellbeing oriented incursions play a valued role in our engagement strategy, as they help Morang South to promote its values and grow its positive school culture.

**Life Education**

Life Education is the largest, independent, Australian, health and drug education provider for school children. The Life Education Van visits Morang South Primary School on alternate years, delivering a program to empower students to make safe, healthy and positive lifestyle choices, which we see as beneficial to students ongoing social and behavioural wellbeing.

**Assertiveness training**

There is some evidence that training students to respond assertively can be a useful strategy. Responding assertively to an incident of bullying or unacceptable behaviour requires the student to be respectful towards themselves and others equally. Central to responding assertively is the student having confidence in themselves and their abilities and knowing their basic human rights.

Teachers at MSPS support students to be assertive by encouraging them to:

- plan and practise responses to incidents of bullying or unacceptable behaviour in a clear and polite manner
- respond using assertive body language such as standing up straight and keeping eye contact.

Teachers can help students to practise these behaviours through classroom-based role plays, where the students identify assertive, aggressive and passive behaviours.

**Bystander Training**

A popular strategy in the prevention of bullying and unacceptable behaviour is bystander training. This form of prevention strategy trains bystander students to behave in a supportive way to students who are being bullied or harmed, and to intervene where feasible. It is based on the notion that bad things continue to happen if good people do nothing. For students to effectively stand up for another student who is being harmed, they need to feel confident in their own skills to intervene and know they will have the support of teachers. Bystander training should build students’ skills and enable them to challenge the actions of those inflicting the harm.

The Bounce Back! program also includes a unit of work on Bystander training. Students are expected and supported to act responsibly and either challenge the bullying and unacceptable behaviour directly or indirectly and report the incident to a teacher.

MSPS will investigate Bystander actions which are particularly effective in incidents of cyberbullying, such as sending a supportive email or message to the person being bullied.

**To support bystander training, teachers at Morang South Primary School will:**

- elicit from students how they think they would react if they were observers of a bullying incident and ask students to give a reason for their reaction
- at the next social competencies lesson, feed back to them the results, reading out what students have said about why and how they would help the student being bullied
- discuss how students might distinguish between dangerous and nondangerous situations – and take appropriate action
- discuss what forms of discouragement could be effective without inflaming the situation
- discuss how students might get others to voice their disapproval together
- rehearse possible scenarios and actions using role-plays
- monitor what happens by getting the class to periodically review bystander strategies
Promoting cybersafety, eSmart and preventing cyberbullying

The internet and digital technologies are now very much a part of life and learning. As an increasingly interactive medium, digital technologies bring with them exciting new opportunities to engage children and young people in their learning. At the same time these technologies also bring some risks. Increasingly schools, and Morang South Primary School is no exception, are dealing with incidents of cyberbullying or unacceptable behaviour that have occurred in the online world or using technology such as mobile phones. The implementation of specific cyber safety initiatives in our school supports the safety and wellbeing of students and contributes to the prevention of cyberbullying or unacceptable behaviour via technology. Our holistic approach to the respectful and safe use of information and communication technologies includes:

- policies and procedures within the school’s Student Engagement and Wellbeing Policy, including the eSmart policy, to encourage cybersafe behaviour across the school including Acceptable Use Agreements
- access to professional learning opportunities for teachers
- specific teaching of the safe use of technologies for students
- internet safety awareness information or presentations for parents.

Morang South Primary School plays an active role in promoting the safe use of digital technologies by:

- encouraging students to not communicate with strangers online
- warning against providing a mobile phone number to a stranger
- cautioning against adding strangers as friends on social networking websites
- encouraging students to immediately report concerns of online stranger danger to parents/carers, teachers or another adult
- explaining why students should not send, or participate in, the production or forwarding of abusive or offensive digital materials.

The Department provides a website ‘Learning On Line’ with policy advice, resources, classroom activities and professional learning actions to support the safe and responsible use of digital technologies. This can be accessed at [http://www.education.vic.gov.au/learningonline](http://www.education.vic.gov.au/learningonline) Morang South Primary School intends to investigate further frameworks to complement classroom teaching and learning and promote cyber safety. These could include frameworks such as eSmart, programs such as SuperClubsPLUS Australia and CyberS@vvy, and professional learning available through the Australian Communications and Media Authority and ThinkUKnow.

It should be noted that incidents of offensive or suspicious online behaviour should be reported to the Australian Communications and Media Authority or the Australian Federal Police depending on the nature of the behaviour. Information about reporting problematic behaviour is available at [http://www.cybersmart.gov.au/Report.aspx](http://www.cybersmart.gov.au/Report.aspx).

Responding to incidents that have a serious impact on individuals or the school

Incidents of bullying and unacceptable behaviour do happen and these can have a serious impact on individuals or the school. In these instances, it is important that schools have clear response procedures in place. Incidents of bullying or unacceptable behaviour may be deemed a critical incident, particularly if the incident has a serious impact on individuals or the school. Deciding whether an incident has had or may have a serious impact on individuals or the school is often a matter of professional judgement by the principal or their delegate. Victorian government schools are required to report particular categories of incidents to the Department’s Emergency and Security Management Unit and the police if the nature of the incident may constitute a criminal offence.

Reportable incidents include:

- allegations of serious sexual or physical assault of a student, staff member or a visitor. As a general rule, a serious incident is one requiring medical attention (physical assault) or a police investigation (sexual assault)
• criminal activity, burglary, theft, vandalism and graffiti and minor property damage
• serious threats made against a student, staff member or visitor
• student, staff member or visitor behaviour that could result in potential risk to another student, staff member or visitor.

It should be noted that incidents away from the school must also be reported such as those occurring during camps, excursions or outdoor adventure activities, travel to or from school, non-school hours and weekends and holidays.

If a school is unsure whether an incident is a reportable incident, the Department’s Emergency and Security Management Unit should be consulted by the Principal or delegate. It may also be necessary for schools to seek advice from the Department’s Student Critical Incident Advisory Unit which ensures appropriate supports are in place to maximise the safety and wellbeing of students involved in sexually based incidents including online incidents. Further guidance can be accessed at:


Preparation
At Morang South Primary School we have an Emergency Management Plan which included agreed policies, strategies and procedures for critical incidents. The staff are briefed on the critical incident response action plans for serious incidents and are consequently confident about supporting the people affected.

Response
Morang South Primary School ensure that the level of response is appropriate to the incident, avoiding secondary problems. Specialist support professionals such as Student Support Services are used to assist our school to identify the most appropriate response.

Most incidents of bullying or unacceptable behaviour will not have a serious impact on individuals or the school and should be managed as quickly and effectively as possible guided by the school’s Student Engagement Policy as well as restorative practices such as the no blame approach, the method of shared concern or a formal apology.

When there are incidents that have a serious impact on individuals or the school, DET have developed a supportive flowchart which provides guidance on appropriate steps to take. (Refer to page 26) This flowchart will be considered alongside the school’s own critical incident response plan.

The rights of those involved should be supported while acknowledging the needs of the particular situation. Consequences should be activated in accordance with the school’s Student Engagement and Wellbeing Policy.

Documentation
Documenting bullying at Morang South Primary School is an important element of any bullying prevention effort. Our documentation and collated data allows us to:
• assess the nature and prevalence of bullying at Morang South.
• track suspected and confirmed incidents of bullying among our students

Bullying incidents (including cyberbullying) will be recorded with the following documentation:
• Class behaviour logs (please refer to page 40)
• Make it Right, student reflection sheets (please refer to page 43) These will be sent home, in addition to a copy being kept in the student’s file.
• Principal Class Officer’s recording incidents in their iPads.
• Playground Behaviour Log (please refer to page 42)
• Minutes from meetings: Staff, School Improvement Team, Leadership, Team and Student Support Group
• MSPS Student Engagement & Wellbeing Portal- investigate, create and trial portal for grades 3-6 students to report/record incidents.

Incidents and documents are tracked each term by the Leadership Team and Principal Class Officers.
Restoring wellbeing

Morang South Primary School concurs that repairing and rebuilding trust and relationships is essential following an incident that has had a serious impact on individuals or the school. Restorative practices are most effective in resolving issues and restore the sense of wellbeing for all involved. Strategies to restore wellbeing include:

- providing debriefing and support for those involved
- regularly monitoring the behaviour of the people involved in the incident
- ensuring that the person who was harmed has a clear plan to report any further concerns to someone they have chosen
- providing the opportunity for staff to have their questions answered and to talk about the incident among themselves if it has affected a broader group or the whole school
- enabling parents of the students involved to have the opportunity to discuss the incident with staff
- using specialist support staff – Primary Welfare Officers, Student Welfare Coordinators, Chaplains, Student Support Services Officers, Secondary School Nurses and other health and wellbeing professionals employed by schools to
- assist staff, students and parents in the medium to long-term
- reviewing incidents and implementing improvements to school responses and policies.

Advice for parents and carers:
There are a range of suggested actions that parents/carers can utilise when their children are being bullied or are bullying or harming others. Please refer to the 2010 DEECD resource, Building Respectful and Safe Schools: A resource for school communities’ link below:

Section 6: School Actions and Consequences

Appropriate Behaviour
Morang South PS acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined below.

Inappropriate Behaviour
When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below.

LOGICAL CONSEQUENCES

Where possible, a restorative approach is used to address student behaviour in various settings and levels to:

- Re-establish significant relationships
- Ensure consequences for misbehaviour are relevant and meaningful
- Foster and develop individual responsibility and empathy

For specific consequences please refer to MSPS Code of Cooperation page 32 of this document.

Discipline procedures: Suspension and Expulsion

Suspension and expulsion is perceived as a last resort.

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET 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.

Corporal Punishment is prohibited in all Victorian schools.
**Corporal punishment must NOT be used at Morang South Primary School under any circumstances**

References

- Effective Schools are Engaging Schools - Student Engagement Policy Guidelines
- School Accountability and Improvement Framework
- Effective Schools are Engaging Schools
- Disability Standards for Education
- Safe Schools

- Charter of Human Rights

- Equal Opportunity Act

- Education and Training Reform Act 2006

- VIT Teacher Code of Conduct

**Evaluation:**

This policy may have to be adjusted from time to time to allow for DET initiatives.

<table>
<thead>
<tr>
<th>Date Implemented</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Sandi Young and SEW Action Learning Team</td>
</tr>
<tr>
<td>Ratified By</td>
<td>School Council</td>
</tr>
<tr>
<td>Date Reviewed</td>
<td>14th October 2015</td>
</tr>
<tr>
<td>Responsible for Review</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Review Date</td>
<td>October 2018</td>
</tr>
<tr>
<td>References</td>
<td>Victorian Government Schools Policy Advisory Guide</td>
</tr>
</tbody>
</table>
Appendix
Student Code of Cooperation
Student Code of Cooperation

This Code of Cooperation has been formulated within and is consistent with Department of Education and Training guidelines and regulations. It reflects our commitment to the school’s Mission, Vision and Values.

Our Values are:

RESPECT LEARNING TRUST HONESTY CARING TOLERANCE COOPERATION

Our code of cooperation at Morang South PS has been developed as part of our Student Engagement policy.

- This code of cooperation aims to foster a healthy school culture, where an open, welcoming and safe environment promotes high levels of achievement.
- The overall intention of the code of cooperation is for students to make appropriate choices and take responsibility for their learning and behaviour.
- We see optimal learning and appropriate behaviour as being a shared responsibility between home and school.
- Our school community will work together to reflect and demonstrate the Values of our school.
- The main purpose of the code of cooperation is to provide an environment where every member of our school community has right.

These rights are:

Everyone has the right to work and learn.

Everyone has the right to feel safe and comfortable.

It is important to understand that with human rights comes a responsibility to respect other human rights. Please refer to MSPS Rights and Responsibility page 13. These rights are displayed in every room across the school.

MAIN ELEMENTS OF THE PROGRAM:

- Teachers at each level will implement the agreed strategy for the way they are going to operate in the classroom. This includes use of a school wide planned approach for recognising and responding to appropriate behaviours that reflect our values and a step-wise plan for responding to inappropriate behaviour.
- Each teacher, in conjunction with the children, will develop a classroom agreement. This will go home to be signed by parents.
- The development of positive relationships between teachers and students is the core to this policy
- Through the promotion of personal and communal responsibility students are encouraged to take responsibility for their actions and as a result develop intrinsic fulfillment
- A response to behaviours, including verbal and non-verbal hints and a staged conversation will be used to encourage appropriate behaviours
- Individual behaviour modification plans will be developed for children when necessary
- Behaviour management procedures will be implemented calmly and consistently
- New and relieving teachers coming into the school will receive assistance to develop classroom plans and to implement our Code of Cooperation.
CONSEQUENCES FOR APPROPRIATE CHOICES:

Students will be encouraged to develop intrinsic appreciation for making the right choices and acting appropriately. Appropriate behaviour will also be acknowledged through:

- Reports
- Star of the Week awards
- Newsletter
- Leadership opportunities
- Positive feedback
- The privilege of representing the school
- Special assemblies
- Presentations at assembly

CONSEQUENCES FOR INAPPROPRIATE CHOICES:

Staged response

In dealing with issues related to student behaviours we have a staged response.

Minor incidents are dealt with in an informal way and are embedded in classroom teaching and learning through a Restorative Practices approach which is part of the Morang South PS Code of Cooperation.

In 2010, the strategies presented by Professor Ramon Lewis through the AIZ, will be implemented across the school. These reinforce identifying student behavioural characteristics and approaching each student in a positive, yet assertive manner, whilst reinforcing their right to learn in a supportive, safe and comfortable environment. (Please refer to the flow chart for Classroom Developmental Behaviour Management Process page 37)

More serious incidents are dealt with in a formal matter with all students affected discussing the issue with a staff member which is then documented as part of the ‘Make It Right’ reflection sheet process. (Appendix page 43 & 44) Restorative conversations are an essential part of this process and will take place when child returns to the classroom or at a time negotiated with the teacher. (The ‘Make It Right’ reflection sheet and the Behaviour Log have now replaced the previous tool “Serious Consequence” resulting in a more restorative and effective practice).

There will be situations where a formal conference will be required. This will involve the staff, parents and student to discuss the issue and formulate an appropriate documented response such as developing an action plan or individual learning improvement plans or individual behaviour improvement plans. This may include intervention from specialist services and external agencies. A record of behaviour will be maintained by classroom teachers and teams using the Behaviour Log. (Please refer to page 40) These behaviours may impact on the student’s right to participate in extra curricula activities. These records of behaviour will be available to be discussed, evaluated and reflected upon by the principal and assistant principal

Restoring wellbeing

Repairing and rebuilding trust and relationships is essential following an incident that has had a serious impact on individuals or the school. Restorative practices are most effective in resolving issues and restore the sense of wellbeing for all involved.

Strategies to restore wellbeing include:

- providing debriefing and support for those involved
- regularly monitoring the behaviour of the people involved in the incident
- ensuring that the person who was harmed has a clear plan to report any further concerns to someone they have chosen
• providing the opportunity for staff to have their questions answered and to talk about the incident among themselves if it has affected a broader group or the whole school
• enabling parents of the students involved to have the opportunity to discuss the incident with staff
• using specialist support staff – Primary Welfare Officers, Student Welfare Coordinators, Chaplains, Student Support Services Officers, Secondary School Nurses and other health and wellbeing professionals employed by schools to assist staff, students and parents in the medium to long-term
• reviewing incidents and implementing improvements to school responses and policies.

OTHER IMPORTANT ASPECTS TO NOTE

Suspension/Expulsion:

Suspension and expulsion is perceived as a last resort.

Detention and or Suspension will be given according to DET guidelines and at the discretion of the teacher, assistant principal or principal. (Please refer to Student Engagement and Wellbeing Policy page 29)

Consequences which may be used prior to suspension suggested by DET 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.
• Withdrawal from the playground when incidents occur at recess or lunch. Where appropriate, parents/carers should be informed of such withdrawals.
• Issuing of the school’s, “Red Slip Notification”. Parents are informed by phone and letter of the misdemeanour and process to be followed. A second incident that requires a “Red Slip” results in the convening of the Student Support Group. A third “Red Slip” in any one term will result in suspension.
• “Time Out” (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 recess may be used for this work.
• Convening of a student support group.

Suggestions taken from:  

Playground Behaviour:

In 2011, a Developmental Behaviour Management Process for outside will be drafted, trialed and implemented in consultation with staff, students and parents. This process will be based on Ramon Lewis’ research and similar to our Classroom Behaviour Management Process on page 37.
Advice for parents and carers:

There are a range of suggested actions that parents/carers can utilise when their children are being bullied or are bullying or harming others. Please refer to the 2010 DEECD resource, Building Respectful and Safe Schools: A resource for school communities link below:


Useful Resources:

Disclaimer: The Department of Education and Early Childhood Development, including Morang South Primary School provides these sources as information only. The Department does not necessarily endorse their content.

Websites for Teachers/Parents/Carers

Anti-Bullying Network (Scotland) http://www.antibullying.net/
Bullying.org (Canada) http://www.bullying.org/
Bullying UK (United Kingdom) http://www.bullying.co.uk/
Bullying UK (United Kingdom) http://www.bullying.co.uk/
Family – School and Community Partnerships Bureau (Australia) http://www.familyschool.org.au
Kidscape (United Kingdom) http://www.kidscape.org.uk/
No Bully (New Zealand) http://www.police.govt.nz/service/yes/nobully/
Safe Caring and Orderly Schools (Canada) http://www.bced.gov.bc.ca/sco/resources.htm
Stop Bullying Me (Canada) http://www.stopbullyingme.ab.ca/
Stop Bullying Now (United States) http://www.stopbullyingnow.com/
The Australian Research Centre in Sex, Health and Society (Australia) http://www.latrobe.edu.au/arcs/hs

Websites for students


Websites on cyber-safety and cyberbullying

Australian Communications and Media Authority Cyber safety Website (Australia) http://www.cybersmart.gov.au/
Australian Federal Policy and Microsoft Australia ThinkUKnow internet safety program (Australia) http://www.thinkuknow.org.au/site/index.asp
CyberBullying UK (United Kingdom) http://cyberbullying.co.uk/
Cyberbullying.ca (Canada) http://www.cyberbullying.ca/

Books

McGrath, H. and Noble, T. (eds.) (2005), Bullying Solutions: Evidence-based Approaches to Bullying in Australian Schools, Pearson Education, Sydney.
Non-verbal hints: Teacher points to poster to remind student of appropriate behaviour.

Verbal hints: Teacher begins conversation with student to remind student of appropriate behaviour.

Back on task

Choice conversation (And student is moved to a different place in own classroom)

Removal to Withdrawal class (Student completes ‘Make it right’ reflection sheet)

Choice conversation

Removal to Mrs Jones/ Mrs Young

Return conversation/Restorative Practice

and...

- Teacher & student review (or provide time for student to complete) ‘Make it right’ reflection sheet
- Teacher records incident in Class Behaviour Log
- Teacher copies & sends ‘Make it right’ reflection sheet home (student will take home or the teacher will post if necessary)
- The next day, the teacher collects the ‘Make it right’ return slip and records in student’s Behaviour Log.
- If ‘Make it right’ return slip is not received- the teacher will follow up with a phone call. (Documented in behaviour log)
Ramon Lewis conversation/verbal hint

1. **Nominate the student** (move closer to student)
   - David...
   - You with the scissors.....

2. **Indicate the inappropriate behaviour**
   - You’re constant talking.....
   - You’re moving around the room....

3. **Indicate why the behaviour is inappropriate**
   - Is preventing others from learning.....
   - Is disrupting the work of these three students....
   - That’s really dangerous, everyone has the right to be safe...

4. **Indicate the appropriate behaviour**
   - Therefore please be quiet.....(Not could you or I’m asking you-no questions- give the direction)
   - Therefore please sit here where you won’t be tempted....
   - Next time please...
   If need be....
   - I understand but............... state the appropriate behaviour
   - I hear you but ................... state the appropriate behaviour

**CHOICE** You’ve got a **choice** you’re either ______________ or ___________

Eg. If you’re not prepared to work over here you will have to sit over there (in the classroom)

**BUDDY CLASS** If still going.... Name, you’ll have to leave now. Please go to

**CHOICE** If they won’t leave...You’ve got a **choice** your either leave and go to ______ or I’ll have to ask Mrs Jones or Mrs Young to come and get you.

**Removal** If they still won’t leave...I can’t make you but I’m going to have to ask Mrs Jones or Mrs Young to come and get you. Your **choice** is...

Return Conversation

**Initial:** ▪ I’m glad your back. ▪ I hope you’re ready to make the right choice now.
▪ We’ll talk later at __________. E.g. lunch eating time.

**Later:** ▪ Before you were........it was inappropriate. ▪ Why was it inappropriate? (Student must agree they’ve done something wrong) ▪ Now, let’s evaluate your ‘reflection sheet’.
The process for dealing with students who demonstrate “D” behaviour

The student is exhibiting behaviour that can no longer be managed in the room or playground. The student is refusing to go to buddy class or teacher, they are enraged and/or irrational and the only option is to be **collected** and **removed**. These students seem unmanageable no matter what is tried and need to be **collected** by Mrs Jones or Mrs Young.

Student is **collected** from either the class or the yard by Mrs Jones or Mrs Young.

There will be time to allow the student to calm down before effective restorative conversations are held regarding the unacceptable behaviour. There will be an emphasis on the student accepting responsibility for their actions and ‘making it right.’

- Student has restorative conversation with Julie, Sandi or Kaye
- Student accepts responsibility taken for actions and makes it right with appropriate people.
- Student returned to classroom with return conversation and “Make it right” reflection sheet completed to be sent home with student.
- Teacher involved calls parents.

Staged response based on response of student and severity of behaviour exhibited

- Time Out Buddy Room
- Parent contacted to collect student
- ½ Day in-school suspension
- Whole day in school suspension
- Out of school suspension
- ** Expulsion

** Please refer to page 29.
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Behaviour Observed</th>
<th>Action Taken</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M=‘Make it Right’ completed ✓</td>
<td>✓ if follow up phone call required…</td>
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<tr>
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<td></td>
<td>R=Return conversation completed ✓</td>
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<td>S=sent home and copied for self, team leader &amp; rethink book ✓</td>
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<td>P=Parent slip returned ✓</td>
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<td>&quot;………or if not: ✗&quot;</td>
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</tbody>
</table>

Student Name: ____________________ Home Group: _____________
M.S.P.S Outside Developmental Behaviour Management Process

Inappropriate Behaviours
- Lack of resilience—social skills/teasing/friendship issues
- Not wearing hat
- Not using equipment correctly
- Playing in the wrong area or out of bounds
- Eating in the playground (Remember students leaving PA/PE)

**End of play: Deal with issue on your walk back to class.

Inappropriate Behaviours
- Repeat above offence (e.g. Not wearing a hat)
- Attitudes—not living by School Values
- Lack of consideration for others—not malicious
  e.g. Play fighting, dropping rubbish, climbing slide/fence/nets,
  Pushing in canteen line, taking equipment or hat from others.

**End of play: Complete Yard duty log.

Inappropriate Behaviours (More serious)
- Intentional hurting: verbally & physically
  e.g. Tackling, throwing rocks, regularly teasing others,
  spitting, hitting, kicking
- Low level swearing to another child: crap, hell, damn
- Their behaviour can be rationalised with the discussion

Inappropriate Behaviours
- Continuing above inappropriate/serious behaviour
- Continued lack of respect to teacher
- Any swearing to a teacher:
- Leaving school grounds
- Serious bullying eg. Taking money from others
- Fighting

**End of play?

CONSEQUENCES

1. R.L. Conversation
2. Restorative process
3. Simple consequence to match the action.
   Eg. Inappropriate with sand.

1. R.L. conversation
2. Restorative process
3. Walk with Teacher
   (where possible simple consequence to match the action)
   Eg. Pick up rubbish, return equipment to rightful owner, or equipment confiscated.

4. Principal/A.P
   (Office)
   Conversation

Record in playground
behaviour log in clipboard
* A.P to collate each afternoon & emailed to staff so teachers know:
1. Who to send where at lunch eating time.
2. Who to record in class behaviour log.
3. Who the repeat offenders are.

Reflection Sheet
Lunch eating time

Repeat offenders
Modified play plan negotiated by classroom teacher or Principal/A.P

Principal/A.P
Investigate & Restorative Conversation

Principal/A.P

- Phone Parents
- SSG
- Behaviour Management Plan

Last resort Suspension

Ramon Lewis conversations...

Nominate the student (move closer to student)
- Dribble...
- You with the scissors.....

Indicate the inappropriate behaviour
- You’re constant talking.....
- You’re moving around the room.....

Indicate why the behaviour is inappropriate
- Is preventing others from learning.....
- Is disrupting the work of these three students.....
- That’s really dangerous, everyone has the right to be safe.....

Indicate the appropriate behaviour
- Therefore please be quiet....(Not could you or I’m asking you-no questions-give the direction)
- Therefore please sit here where you won’t be tempted....
- Next time please.....

If need be.....
- I understand but.............. state the appropriate behaviour.

Explanation of ‘End of Play’: This refers to the students going to the yard duty teacher as the bell is ringing at the end of play.

The level of the inappropriate behaviour determines the consequence. Please refer to the flow chart above.
<table>
<thead>
<tr>
<th>Date/Time/Teacher</th>
<th>Children involved</th>
<th>Home Group</th>
<th>Behaviour Observed</th>
<th>Comments/Consequence</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
<td></td>
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<tr>
<td>Teacher:</td>
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<td><strong>Date:</strong></td>
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<tr>
<td>Teacher:</td>
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</tr>
</tbody>
</table>

*Students should be made aware that their names are being recorded in this log.*

**2015 Playground Behaviour Log**

**Morang South Primary School**

**2015 Term ___**

**Comments/Consequence**

- Dealt with on yard duty and follow up is not required.
- Request to see nominated student(s) at lunch eating time tomorrow for Restorative conversation.
- Please send student to this room at lunch eating time for Restorative conversation.
- Referring to classroom teacher for additional follow up.
- Request classroom teacher to put incident in their class behaviour log.
- Reflected in Behaviour log.
- E: checked & emailed

**Key:**
- **OOB** = Out of Bounds
- **EIPG** = Eating in the Playground
- **LBSV** = Living by School Values
- **CFO** = Consideration for others
- **BCBR** = Behaviour can be rationalised
<table>
<thead>
<tr>
<th>Morang South Primary School</th>
<th>Make it Right!</th>
<th>Reflection Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME:</strong></td>
<td><strong>GRADE:</strong></td>
<td><strong>DATE:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What happened? Where and when did it happen? (e.g. Chris took my ball)

<table>
<thead>
<tr>
<th>What did I want?</th>
<th>How did I feel? (E.g. angry, upset)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

What MSPS value didn’t I show?

- Respect
- Learning
- Trust
- Honesty
- Caring
- Tolerance
- Cooperation

What MSPS right didn’t I show?

- Everyone has the right to feel safe and comfortable.
- Everyone has the right to learn and work.

How did the other person feel?

What could I have done instead of not living by the school values and rights?

Three things I can do to fix things up:

1. 
2. 
3. 

What should be the consequence of this action?

Student Suggestion:                  Teacher Decision:

Teacher: ___________________________    Date: ___________

Dear Parents,
Please discuss the above incident with your child and return this section to school. If you would like to discuss the matter with me please contact me at school.

Thank you for your support.
Yours sincerely,

Parent/Guardian Signature   Date

Child's Name   Home group:
Make it Right!  Name: ___________________  Home group: ____  Date: _________

What happened?

What did you want?

How can I make it right?

What MSPS value didn’t I show?

Respect  □  Learning  □  Trust  □  Honesty  □  Caring  □  Tolerance  □  Cooperation  □

What MSPS right did I fail to show?

☐ Everyone has the right to feel safe and comfortable.

☐ Everyone has the right to learn and work.

What should the consequences be?

What will you do next time?

Teacher: ____________________________  Date: __________

Dear Parents,
Please discuss the above incident with your child and return this section to school. If you would like to discuss the matter with me please contact me at school.

Thank you for your support.
Yours sincerely,

Parent/Guardian Signature ...........................................  Date .................
Child's Name ........................................................  Home group: ............