



Morang South Primary School
Student Engagement, Well Being and Inclusion Policy
2022-2024

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



Help for non-English speakers

If you need help to understand the information in this policy please contact the office staff.

Introduction

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, Well Being and Inclusion 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, Wellbeing and Inclusion policy also supports Morang South Primary School to address their legal obligations under relevant legislation.

Definitions

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 Training 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, Wellbeing and Inclusion 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

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Morang South Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Scope

This policy applies to all school activities, including camps and excursions.

Contents

1. School profile
2. School values, philosophy and vision
3. Engagement, Wellbeing and Inclusion strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management (*see Code of Co-operation*)
7. Engaging with families

Policy

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 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 Mernda Park Primary School. We have a kindergarten, with two sites located within walking distance of the school. Children generally 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, two basketball courts, a soccer sized oval of synthetic turf, cricket nets and spacious grassed and hard surface areas. In 2010, 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 a wide diversity in cultural and ethnic background. The school currently has a School Family Occupation Index of 0.3816. This index has fallen in recent years and this indicates the levels of disadvantage due to parental education, parental occupation (income) and the general concentration of disadvantage has lessened. 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. Our current enrollment numbers are now at 390 students. We expect to maintain if not have a small increase of numbers in the next few years.

School Structure and Organisation

Since 2004 we have been a Values 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, Wellbeing and Inclusion 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, then with students below level at Year 1 and Year 2. We run a Language Support Program to cater for the students identified as experiencing difficulty with expressive and

receptive language, along with an English as Additional Language (EAL) program and also Literacy and Numeracy Intervention programs.

Teachers in the early and middle years develop programs to meet the needs of children with special abilities and those experiencing difficulties. In 2010, in conjunction with Noah's Ark - 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 2021, over 120 children have successfully completed this program and been well supported to move on to the next phase of their learning journey.

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, Glee Club and sporting competitions. Keyboard and guitar programs operate through an external Music School with a number of students 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 run from Foundation (Prep) to Year 6. Graduation for our Year 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 Year 2 classrooms. A 1:1 netbook program is available to students in Year 3 to 6. 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 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 G-Suite for Education- Google Domain operates across the school. The school also uses uEducateUs as a Student Management and Communication system with our students and families. Our staff confidently and routinely use their notebook computers to communicate, plan, research and carry out other work related functions electronically.

The Future Focused Learning inquiry approach is the model used for planning and the Victorian Curriculum forms the basis of this. Training in Professional Learning Communities is ongoing. Previously, Action Learning Teams had been operating during the last seven years. This year they are English, Mathematics, Student Engagement and Learning, 21C Learning and Curiosity.

Specialist areas operating at the moment are: Science, Health and Physical Education, and Performing and Visual Arts. In addition, Italian is taught from Prep to Year 6.

Section 2: School values, philosophy and vision

Morang South Primary School's Statement of Values and Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is also available on our school website. <http://www.morangsouthps.vic.edu.au/>

Philosophy

At Morang South Primary School our students learn in a safe, vibrant and caring environment that promotes acceptance, confidence, curiosity, friendship, fun and respectful relationships.

We will:

1. Provide an engaging, stimulating and fun learning environment
2. Implement consistent whole school teaching and learning practices through agreed systems and processes
3. Achieve individual success through differentiated teaching and learning opportunities, individual learning goals, reflection and feedback and ongoing assessment to monitor and inform teaching and learning
4. Respect all cultures and relationships. Embrace individuality and foster inclusiveness in a safe environment
5. Empower students through student-centred learning which is relevant, open ended, engaging, challenging and linked to real life experiences
6. Encourage students to take responsibility for their learning and provide constructive feedback
7. Use a variety of tools and strategies for all learning experiences, for feedback to students and feedback from students to improve student outcomes
8. Value our role as educators and through targeted professional development strive for continuous improvement
9. Acknowledge the importance and impact of all aspects of our school environment on educational outcomes for students and their personal growth
10. Provide explicit instruction with clear learning intentions, success criteria and high expectations of all students
11. Empower students to be intrinsically motivated and autonomous learners.

Our Vision

Our vision for Morang South Primary is to become a vibrant learning community where all members are challenged and empowered to strive for and celebrate personal excellence and continuous growth. The children will become positive, compassionate, able, creative, confident thinkers, and life long, socially responsible learners equipped to thrive in and shape the future of our evolving global society.

Vision - Inclusion

Morang South Primary School is an inclusive school for the community because it:

- Facilitates quality teaching and learning programs where differentiation and deep learning are valued
- Strives to attain excellent academic results
- Develops whole school curriculum programs which are embraced by skilled teachers
- Implements a diverse curriculum which caters for all students and provides opportunities to develop the whole child including critical thinking, creativity, problem solving, global citizenship, sustainability and indigenous studies

- Embraces digital studies which are delivered by all teachers in an environment where responsible cyber use is explicitly taught
- Actively involves and engages students in learning tasks connected to real life learning within the learning environments which challenge and empower students, allow for student choice, provide opportunities to be reflective and to receive feedback about their own learning
- Cares about all students and develops social competencies through the school values
- Actively promotes the rights and responsibilities and the engagement and wellbeing of all
- Has a zero tolerance of bullying
- Values community partnerships, relationships and spirit
- Facilitates strong leadership opportunities for collaboration in decision making processes.

Values

Values are the moral code of our rights and responsibilities by which we live each day to guide our attitudes, actions and behaviours.

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.

Our core values include:

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

Whole School Values

Teaming for success. Striving for excellence.

	Respect	Learning	Trust	Honesty	Caring	Tolerance	Cooperation
Definition	Treating everybody and everything with consideration and courtesy	Gaining knowledge, skills and understanding through endeavour and experience	Confidently relying on someone believing they will make the appropriate choices for both the individual and the group	Being truthful, sincere and open so others can trust you	Showing concern for others and being thoughtful and understanding of their feelings	Being fair towards and accepting of other people's beliefs, differences and opinions	Working together towards a common goal and being able to work and act positively with others
This means	Caring about myself, others and the environment	Knowing and understanding more	Doing the right thing and having faith in others	Your thoughts, words and actions reflect what you say or do	Thinking with the heart.	Finding ways of allowing for and celebrating differences	Working together to get the job done
In the context of Morang South PS this happens when	<ul style="list-style-type: none"> • I interact positively with others • I am loyal to and supportive of my community • I show courtesy to everyone – using manners. • I treat others the way I wish to be treated • I am responsible for my own property • I am careful with the property of others • I take care of the environment • I have a positive and resilient approach to life 	<ul style="list-style-type: none"> • I reflect on my learning • I ask questions I focus on ideas and tasks • I learn from mistakes I try to solve problems • I take responsibility for my learning • I help others to learn • I allow others to learn • I use my learning in different ways • I celebrate my learning • I take risks and challenge myself with my learning • I apply myself to my learning • I persevere to achieve my goals 	<ul style="list-style-type: none"> • I can be relied upon • I act in a responsible manner • I make appropriate choices • I have faith in others • Others have confidence in my choices 	<ul style="list-style-type: none"> • I tell the truth • I take responsibility for my actions • When I am honest, I feel clear inside. • I encourage others to be truthful • I acknowledge others when they are truthful • I demonstrate my honesty by my thoughts, words and actions • I truthfully report the words and actions I am concerned about 	<ul style="list-style-type: none"> • I consider the feelings of others • I am supportive • I am kind and considerate • I am forgiving • I am understanding • I treat others the way I wish to be treated • I think before I speak and act • I show appreciation for the care I receive • I acknowledge other's work and efforts 	<ul style="list-style-type: none"> • I accept and respect other's differences and beliefs • I value and listen to opinions • I do my best to get on with others • I am patient • I treat others equally • I see each person I meet as a unique being • I stay calm in difficult situations 	<ul style="list-style-type: none"> • I contribute positively to the team • I consider other's ideas • I support others • I share the load – knowledge, skills and responsibility • I use time wisely • I stay on task • I take turns • I encourage others • I am willing to negotiate and compromise • I can be a leader and a participant

Section 3: Engagement, Wellbeing and Inclusion Strategies

Engagement and Wellbeing Strategies

Morang South Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive, and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Morang South Primary School use common instructional practices to ensure an explicit, consistent and shared model of instruction that is evidenced-based, high yield teaching practices are incorporated into all lessons

- teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and the values are promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs are in place to support students moving into different stages of their schooling
- positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies and communication to parents
- student attendance is monitored and attendance improvement strategies implemented at a whole-school, cohort and individual level
- students are encouraged to speak with their teachers, the Assistant Principal and Principal whenever they have any questions or concerns. We are proud to have an 'open door' policy where students and staff are partners in learning.
- create opportunities for cross—age connections amongst students through Harmony day activities, athletics and swimming days, peer support (Buddies) programs
- all students are welcome to self-refer to the Student Mental Health and Wellbeing Coordinator, School Nurse, Welfare Coordinator, Team Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Resilience, Rights and Respectful Relationships (RRRR)
 - Be You
 - Ramon Lewis – Restorative Practices
 - The Cybersafety Project
 - The Zones of Regulation
- a strong Social and Emotional Learning (SEL) program is in place and implemented across the school
- opportunities for student to be involved in inter-school sporting teams and lunchtime clubs is also provided

Targeted

- teachers monitor the health and wellbeing of students in their classroom, and act as a point of contact for students who may need additional support
- additional support for mental health and wellbeing is available through the Mental Health and Wellbeing Coordinator who supports teachers, students and families in building capacity, knowledge and understanding on Mental Health and provides information on support services in this area
- a Koorie Engagement Support Officer has been allocated to the school and is available to students and families as required
- all families with students with Koorie backgrounds will be offered regular SSG and Individual Learning Plans
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. Strategies for supporting Koorie students are outlined in our Child Safe Policy.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through strategies identified in our Child Safe Policy

- we support learning and wellbeing outcomes of students from refugee background through SEL programs, MHWC support, EAL programs and our Child Safe Policy
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#) including the development of a Student Support Plan in consultation with the student, their parents and carers
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-Of-Home Care including being appointed a Learning Mentor, have a SSG and Individual Learning Plan and will have a designated teacher. Each child in OHC will have an Educational Needs Assessment completed
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- the school will undertake health and wellbeing promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see: <https://www2.education.vic.gov.au/pal/student-support-groups/policy>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Orange Door, Headspace(12+)
- Lookout services

Morang South Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and youth mental health (CYMHS) services or Orange Door
 - Accessing re-engagement programs

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- *engaging with our regional Koorie Engagement Support Officers*

- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

School Practices for Engagement and Wellbeing

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.

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 Victorian High-Ability Program, Victorian Challenge and Enrichment Series, chess, Math's enrichment and Victorian State School Spectacular (VSSS). Individual Learning 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 Year 6 where students are flag and gate monitors, playground duty monitors and School Photographer and Reporter.

We have introduced and continued with a number of ongoing supportive programs which promote student wellbeing. The school continues to utilise Educational Support (ES) and a number of outside agencies to further enhance Student Wellbeing. These include: Psychologist from DBT, Speech Therapist, Hearing Impaired Specialist and VACCA who support students and their families across a range of areas and concerns. When appropriate we have also accessed Guidance Officers, Mentors and the CASEA team (from the CYMHS unit of the Austin Hospital)

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 and Emotional Learning (SEL) competencies program: "Teaming for success-Striving for excellence". The program focuses on our school values, rights and responsibilities, restorative practices, cyber conduct, different forms of bullying (including cyber bullying) and socially effective behaviours.

Inclusion Strategies

Morang South Primary School is an inclusive school that understands, respects, welcomes, celebrates and honours the diversity of children, families and staff. Diversity comes in many different forms, for example culture, language, religion, lifestyle, family arrangements and circumstances, abilities and disabilities.

Morang South Primary School recognises that respecting diversity is important in creating a sense of belonging. The different backgrounds of the children, families and staff enrich our school's character and identity. Morang South Primary School believes schools that are responsive to individual differences and respect diversity benefit

everyone and help to build an inclusive environment. Every person, every child, needs to feel that their sense of self and their identity is valued in some way by the people and environments that surround them.

In Victoria, mandatory child safe standards have been introduced to help protect children from abuse in organisations. In complying with the standards, organisations must promote the cultural safety of children from culturally and linguistically diverse backgrounds. Like other aspects of child safety, creating and maintaining an organisation in which the cultural safety of children from culturally and linguistically diverse backgrounds is kept safe requires effort. Steps to ensure cultural safety include sharing knowledge, raising awareness, developing understanding that leads to cultural sensitivity and finally, cultural competence. This ongoing and dynamic process leads to sustainable philosophies and values within an organisation that promotes cultural safety for children from culturally and linguistically diverse backgrounds and benefits all children, families, staff and managers.

Cultural Safety

Morang South PS promotes the cultural safety of children from culturally and linguistically diverse backgrounds by:

- ensuring our organisation clearly demonstrates a zero tolerance of discrimination
- ensuring our policy and procedures specifically address cultural inclusion, sensitivity and competency
- providing training and development on cultural sensitivity and competency
- being respectful, inclusive and welcoming of families from a range of backgrounds
- asking children and families about their culture and cultural support needs
- recognising occasions which are important to different cultures and dietary requirements
- ensuring the physical environment reflects a positive and welcoming approach to diverse cultures, through decoration and artwork
- supporting environments of cultural resilience within the all communities
- employing staff that are representative of the diversity of your local community
- employing staff who display cultural sensitivity and cultural competency
- actively seeking out and talking to families about how they would like to be involved
- asking families about their preferred format for the provision of information, including translation or interpreting into community languages and audio-visual formats
- ensuring complaint and grievance processes are easily understood and provided in culturally relevant and sensitive ways.

Aboriginal Learning, Wellbeing and Safety

Morang South Primary School embraces the vision of the Marrung Aboriginal Education Plan and celebrates the culture, knowledge and experiences of First Nations Peoples. We are committed to creating and maintaining a school environment that empowers Koorie students to feel valued, respected and culturally strong.

Our school has a number of measures in place to ensure our community acknowledges and appreciates the strengths of Aboriginal and Torres Strait Islander culture. These measures are outlined below.

- Provide a welcoming, safe and inclusive environment for Aboriginal children and their families
- Begin assemblies with a Welcome to Country or an Acknowledgement of Country as a standing agenda item.
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Display messaging to Acknowledge Country and Traditional Owners.

- Make Aboriginal voice part of decision making in matters that affect Aboriginal students.
- Build school wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.
- Implement the Koorie Education Policy to create a learning environment for all students that acknowledges, respects and values Aboriginal cultures and identities.
- Use Koorie Engagement Support Officers (KESOs) to provide advice to government schools about creating culturally inclusive learning environments and build our capacity to support Koorie students attending our school.
- Use the Marrung Aboriginal Education Plan 2016–2026 to guide the school's support for Aboriginal self-determination.
- Actively address and express zero tolerance of racism in everyday practice and all relevant school policy
- Address racism from students, staff, volunteers or visitors directly. Make sure racist speech or actions are always dealt with, and the culture of the school works to prevent incidents from occurring.
- Train staff and volunteers to understand the importance of Aboriginal culture to the wellbeing and safety of Aboriginal students.
- Work with the local Aboriginal community to build staff, volunteer and student knowledge and respect for Aboriginal culture and to promote cultural inclusion.
- Arrange Community Understanding Safety Training (CUST) or equivalent for staff.
- Build knowledge of Aboriginal culture, history and perspectives in to school planning and curriculum
- Find out about the Traditional Owners of the land/s where the school is situated at the Map of Indigenous Australia and learn about the importance of acknowledging Traditional Owners.
- Arrange for incursions and excursions, and recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture

Safety of Children with a Disability

Morang South PS keeps children with a disability safe by:

- ensuring our school has a child safe culture in which abuse and harm is not tolerated and diversity is welcomed
- pre-empting unsafe situations via our risk assessment processes
- ensuring we have sound recruitment and screening processes in place for staff and volunteers.
- ensuring our code of conduct for staff and volunteers clearly outlines boundaries about staff and volunteer interaction with children with a disability, including personal care assistance
- having a robust complaint process, encourage feedback and be responsive if problems arise
- empowering children with a disability by assisting them to build their self-esteem and confidence
- teaching children about their bodies and their safety, including online activities (sex and relationships education).
- enabling and facilitating independence with dressing and toileting and personal care where possible
- communicating directly with children with a disability about how safe they feel
- being inclusive and collaborative with families
- raising awareness about abuse and ways to seek help. Ensuring children with a disability know who they can go to if they feel unsafe or have a concern or complaint – ensuring these processes take into account the child's developmental level and communication requirements.
- ensuring vigilance in organisational procedures to identify indicators or warning signs, if children have communication difficulties.
- listening to children, no matter how they communicate their thoughts, views and concerns.

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 DET *School Attendance Guidelines* in our approach to promoting school attendance. We have actively liaised with parents to establish partnerships to promote regular and positive attendance.

Morang South PS promotes school attendance of all children and children at risk by:

- attendance practices reflect DET philosophy (refer to DET 'School Attendance Guidelines 2021 - and <https://www2.education.vic.gov.au/pal/attendance/policy> .)
- 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 CASES21 and Compass
- 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 Families, Fairness and Housing (DFFH)
- 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 punctuality and attendance is expected and regularly monitored
- Newsletter articles will highlight 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

In implementing this policy it should be read in conjunction with the following closely linked documents:

- Accidents and incident register
- Attendance policy
- Child Safe policy
- Communication with School policy
- Critical incident plan
- Administration of Medication policy
- [Student Engagement Policy Guidelines](#)
- Emergency management plan
- [Enrolment policy](#)
- Digital Technologies Policy
- First Aid (including arrangements for ill students) policy
- Complaints and Grievances Resolution policy
- Mandatory Reporting policy
- [Program for Students with Disabilities guidelines](#)
- [Health Care Needs policy](#)
- Yard Duty and Supervision policy
- Duty of Care policy
- [Transition 6-7 policy](#)
- [Transition Early Childhood to School policy](#)

Prevention programs

Be You (previously Kids Matter)

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

Be You is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. Be You 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 (Be You), MSPS created a two to three year cyclical process that provided 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 Be You 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 Be You: <https://beyou.edu.au/>

Bucket Filling

Bucket filling is a strategy we have introduced 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, Morang South PS started incorporating 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 system which promotes 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.

Cybersafety Project

Morang South is an Cybersafety Project school. The Cybersafety Project 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. The project is designed to develop positive cyber conduct and to reduce cyberbullying by positively engaging students and by illustrating that expected behavioural norms still exist within our technological landscapes.

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 Year 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.

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). Morang South PS continues to participate in the Whittlesea School Network's Communities of Practice. This initiative reinforces the concept of building collegiate practices between schools to ensure that the best professional learning happens in schools.

Where appropriate staff are further encouraged to develop their teaching and learning through actively seeking professional development opportunities relevant to their situation and through professional engagement in PLCs and educational networks. All staff have involvement in year level teams and professional learning communities.

Wellbeing - Action Learning Team

Morang South has a Social and Emotional Learning Action Learning Team (ALT - SEL) dedicated to wellbeing. This team is made up of teachers from Prep to Grade 5/6 and members of our specialist teaching staff and is led by the school's Mental Health and Wellbeing Coordinator (MHWC). 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 SEL – ALT team (wellbeing team) we can ensure that new wellbeing initiatives are introduced, promptly and consistently, to all school levels.

Section 4: Identifying students in need of support

Morang South Primary school is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Leader plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

Morang South will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records and data
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with student families
- self-referrals or referrals from peers
- DBT counselling services
- DET Speech Pathology services
- SSSO psychologists
- Lookout
- Koorie services

Section 5: Student rights and responsibilities

Guiding principles

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our *Statement of Values and Philosophy* highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, comfortable, secure and happy at school
- learn and work in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

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.

Morang South Primary School Rights and Responsibilities

Everyone has the right to work and learn.

Everyone has the right to feel safe and comfortable.

Rights	Responsibilities
Students have a right to work and learn. Students have a right to feel safe and comfortable.	Students have a responsibility to: -be prepared to learn -explore their full potential -respect the rights of others -adhere to the eLearning Agreement
Staff have a right to work and learn. Staff have a right to feel safe and comfortable.	Staff have a responsibility to: -build positive relationships with students as a basis for engagement and learning -use and manage the resources of the school to create stimulating, safe and meaningful learning -treat all members of the school community with respect, fairness and dignity
Rights	Responsibilities:
Parents/carers/members of our school community and visitors have a right to work and learn. Parents/carers/members of our school community and visitors have a right to feel safe and comfortable.	Parents/carers have a responsibility to -take an active interest in their child's educational process -model positive behaviour -ensure their child's regular attendance -maintain open communication -support the school in maintaining an effective learning environment for all students.

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).

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

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.

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.

Section 6: Student behavioural expectations

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.

Student bullying behaviour will be responded to consistently with Morang South Primary School's *Bullying and Harassment* policy.

When a student acts in breach of the behaviour standards of our school community, Morang South Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- restorative practices
- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Team Leader or Senior Teacher (LT or LS)
- detentions
- behaviour support and intervention meetings or reviews
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Morang South Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

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

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 DET 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 DET guidelines MSPS staff will:

- Promote regular attendance with all members of the school community, using the Every Day Counts 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, Wellbeing and Inclusion Policy and School Values as a basis for negotiating a class-based set of shared expectations with students
- Teach students social competencies through the SEL curriculum content, including the Values program
- 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

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 through the Student Management System (uEducateUs), or in writing 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

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 through the Student Management System (uEducateUs), or in writing to the teacher/school.

Behaviour

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

Parents/carers will 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.

Creating respectful and safe schools

Definitions

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

Bullying

The DET resources, *Victorian Anti-Bullying and Mental Health Initiative* supports schools to develop a whole school approach to preventing and responding 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.

- 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 staring, 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 staring, 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 Cybersafety Project and Be You 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 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:

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:

1. 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.

2. 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.

3. 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 non-dangerous 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, the Cybersafety Project 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, Wellbeing and Inclusion Policy, including the Digital Technologies 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.

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.

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

Incidents of unacceptable behaviour or bullying 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 unacceptable behaviour or bullying 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 Management and Security 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 Management and Security Unit should be consulted by the Principal or delegate. School's can seek advice from the Department's Incident Support and Operations Centre (ISOC) which ensures appropriate supports are in place to maximise the safety and wellbeing of students involved in a significant incident, including online incidents. Further guidance can be accessed at:

<https://www2.education.vic.gov.au/pal/occupational-health-and-safety-management-system-ohsms/guidance/edu-safe-edusafe-plus>

Preparation

At Morang South Primary School we have an Emergency Management Plan which includes 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 leadership staff ensure that the level of response is appropriate to the incident. Specialist support professionals such as Student Support Services are used to assist our school to identify the most appropriate response.

Most incidents of unacceptable behaviour or bullying 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, Wellbeing and Inclusion Policy, as well as through use of 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. 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, Wellbeing and Inclusion Policy.

Documentation

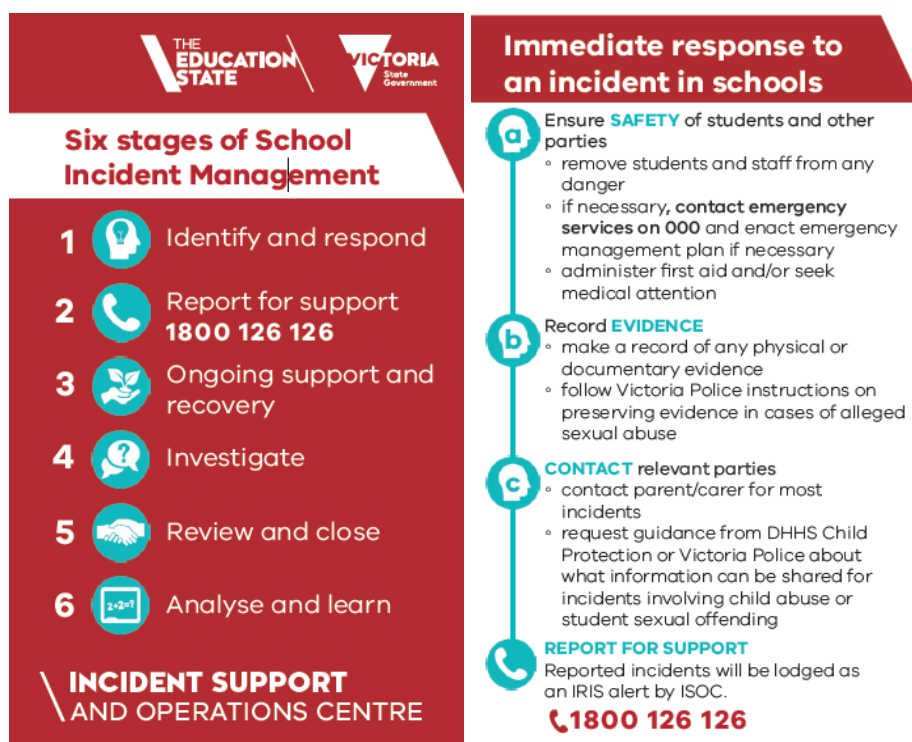
Documenting bullying at Morang South Primary School is an important element of any bullying prevention effort. Our documentation and collated data allows us to:

- 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/Compass Chronicles (please refer to Appendix)
- Student reflection conversation sheets (please refer to Appendix).
- Playground Behaviour Log (please refer to Appendix)
- Minutes from meetings: Staff, School Improvement Team, Team Leaders, Student Support Group
- Edusafe Plus

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
- 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 addressed and to debrief around the incident 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, MHCW, Student Welfare Coordinators, Student Support Services Officers, 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 DET resource, **Building Respectful and Safe Schools: A resource for school communities**’ links below:

<https://www.vic.gov.au/education-information-parents>

https://hpsc.vic.edu.au/wp-content/uploads/2014/11/respectfulsafeparent_factsheet.pdf

Child Safe Standards at Morang South

The Child Safe Standards (the Standards) are compulsory minimum standards for all organisations that provide services to children including Victorian schools. Morang South Primary School and its community place the safety and wellbeing of our students as central to our practices. Links to our school policies related to these Child Safe Standards can be located on our school website at:

<https://www.morangsouthps.vic.edu.au/policies-and-strategic-planning/>

Section 7: Engaging with families

Morang South Primary School values the input of parents and carers, and we will strive to support families to engage in their child’s learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website

- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

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 fundraising activities). Morang South PS communicates opportunities for family involvement through Compass volunteer requests, the school Facebook group, year-level newsletters and notices, Compass announcements, information nights and emails.

School Council

We have a very enthusiastic and extremely competent School Council. They oversee the budget, curriculum development, Strategic Plan and Annual Implementation Plan, Annual Reports, School 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 various projects.

Morang South PS values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

Informing Parents and Carers

Team information nights and three-way interviews are conducted during Term One for all students. One information evening for parents of Foundation students is held in December prior to their children commencing, and another in Term One when Foundation students have commenced. Three-way interviews are also conducted in Term 3 at all grade levels. Recently, the addition of SeeSaw has also provided parents with insight into both classroom and whole school activities. Formal reports are issued on student progress at the end of each semester.

Developing Connectedness and Community

The school supports families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school creates successful partnerships with parents/carers and families by:

- ensuring parents/carers have access to the school's Student Engagement, Wellbeing and Inclusion Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with home learning and other curriculum-related activities
- involving families in various year level and whole school events to celebrate learning, diversity and community connectedness
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Section 8: Evaluation

Morang South Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that can be used for assessment on an annual basis include:

- student survey data
- incidents data
- school performance reports
- parent survey data
- case management
- CASES21, including attendance and absence data
- SOCS

Morang South Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways [please delete the options below in yellow if you do not intend to use these methods. Note that the first two methods are strongly recommended]:

- Available publicly on our school's website
- Included in staff induction processes
- Referenced/linked in the annual staff handbook
- Included in transition/enrollment pack information
- Included as annual reference in school Compass bulletin
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)
-

Further information and resources

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)

- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing, Engagement and Inclusion Policy:

- Child Safe Policy
- Child Safe Code of Conduct
- Child Safe - Statement of Commitment to Child Safety
- Bullying and Harassment Prevention Policy
- Statement of Values and School Philosophy

REVIEW CYCLE

Evaluation:

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

Date Implemented	2022
Approved By	School Council - 7/9/2022
Consultation	SEL Team/ Staff/ Student Voice/ School Council (2022 -2024)
Date Reviewed	26th June 2022
Responsible for Review	Acting Principal
Next Review Date	June 2024

Appendix



Morang South
Primary School

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.

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) 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 Appendix) 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.

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.

Playground Behaviour:

A Developmental Behaviour Management Process for outside was implemented in consultation with staff, students and parents. This process is based on Ramon Lewis' research and similar to our Classroom Behaviour Management Process.

□ 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. The resource, **Building Respectful and Safe Schools: A resource for school communities** link is below:

https://hpsc.vic.edu.au/wp-content/uploads/2014/11/respectfulsafeparent_factsheet.pdf

□ 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

Victorian anti-Bullying and Mental Health Initiative -

<https://www.education.vic.gov.au/about/educationstate/Pages/antibullying.aspx>

Anti-Bullying Network (Scotland) <http://www.antibullying.net/>

Bullying. No Way! (Australia) <http://www.bullyingnoway.com.au/>

Bullying.org (Canada) <http://www.bullying.org/>

Bullying UK (United Kingdom) <http://www.bullying.co.uk/>

Australian Parents Council (Australia) <https://austparents.edu.au/>

Kidscape (United Kingdom) <http://www.kidscape.org.uk/>

No Bully (New Zealand) <https://www.police.govt.nz/search-results/bullying>

Racism no way (Australia) <http://www.racismnoway.com.au/>

rightsED: Human rights education resources for teachers (Australia)

<http://www.humanrights.gov.au/education>

Safe Caring and Orderly Schools (Canada) <http://www.bced.gov.bc.ca/sco/resources.htm>

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

Bullying. No Way! (Australia) <http://www.bullyingnoway.com.au/>

Kids Helpline (Australia) <http://www.kidshelp.com.au/>

Websites on cyber-safety and cyberbullying

Australian Communications and Media Authority Cyber safety website (Australia)

<http://www.cybersmart.gov.au/>

CyberBullying UK (United Kingdom) <http://cyberbullying.co.uk/>

Cyberbullying.ca (Canada) <http://www.cyberbullying.ca/>

Books

Berne, S. (1996), *Bully-Proof Your Child*, Lothian, Melbourne.

Field, E. (1999), *Bully Busting*, Finch Publishing, Sydney.

Fuller, A. (1998), *From Surviving to Thriving: Promoting Mental Health in Young People*, Australian Council for Educational Research, Melbourne.

Maines, B. and Robinson, G. (1992), *Michael's story: The 'No Blame' Approach*, Lame Duck Publishing, Bristol.

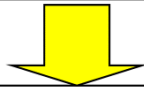
McGrath, H. and Noble, T. (eds.) (2005), *Bullying Solutions: Evidence-based Approaches to Bullying in Australian Schools*, Pearson Education, Sydney.

Rigby, K. (2010), *Bullying Interventions in Schools – Six Basic Approaches*,

Australian Council for Educational Research, Melbourne. — (2000), *Stop the Bullying: A Handbook for School*, available in Australia through Australian Council for Educational Research, Melbourne.

Non-verbal hints:

Teacher points to poster to remind student of appropriate behaviour

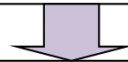


Verbal hints:

Teacher begins conversation with student to remind student of appropriate behaviour



Back on task



Choice conversation

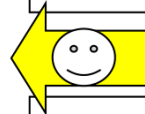
(And student is moved to a different place in own classroom)



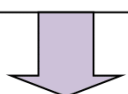
Removal to

Withdrawal class

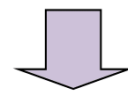
Student completes 'Make it right' reflection sheet)



Return to Class



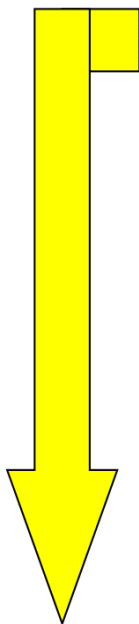
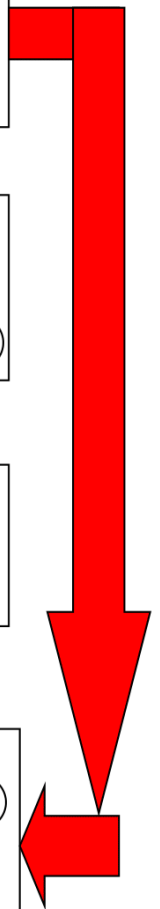
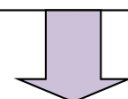
Choice conversation



Removal to Mrs Jones/Ms

Brayshaw

('Make it right' sheet **may** also be completed)



Return conversation/Restorative Practice and...

- Teacher & student review (or provide time for student to complete 'Make it right' reflection sheet)
- Teacher records incident in Behaviour Log
- Teacher copies and 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

Removal at this point is only for D type behaviour.

Removal at this point is only for D type 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 'Principal' or 'Assistant Principal' 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 'Principal' or 'Assistant Principal' 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 Principal or Assistant Principal.

Behaviour recorded in behaviour log



Student is **collected** from either the class or the yard by Principal or Assistant Principal



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 Prin, or AP
- 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

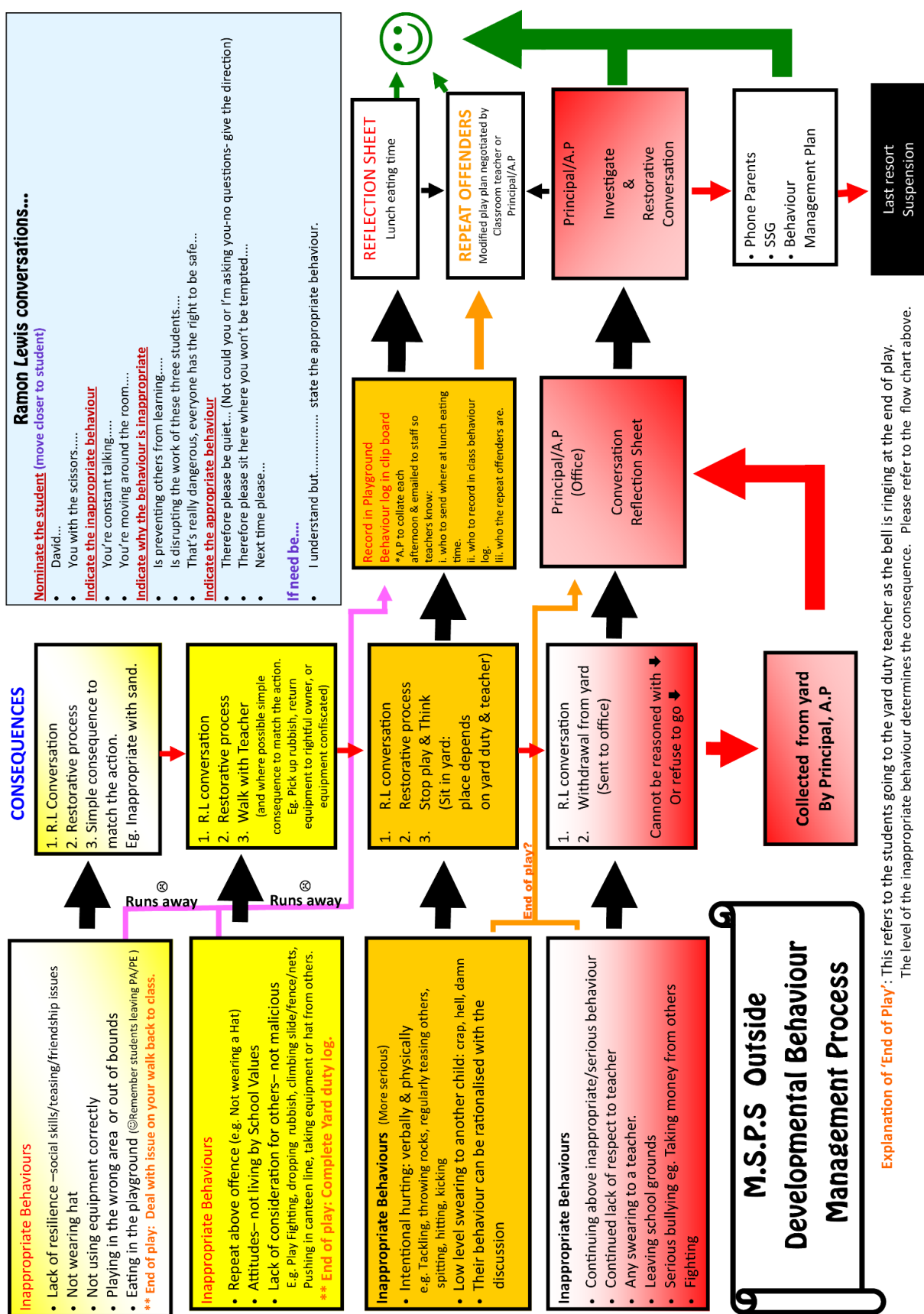
- Time Out Buddy Room
- Parent contacted to collect student
- ½ Day in-school suspension
- Whole day in school suspension
- Out of school suspension
- ** Expulsion

*** Please refer to page 29.

Behaviour Log

Student Name: _____ Home Group: _____

Date/ Time	Behaviour Observed	Action Taken	M = 'Make it Right' completed ✓ R = Return conversation completed ✓ S = sent home and copied for self, team leader & rethink book ✓ P = Parent slip returned ✓or if not: x				✓ if follow up phone call required... Comment: re: parent response
			M	R	S	P	
			M	R	S	P	
			M	R	S	P	
			M	R	S	P	
			M	R	S	P	
			M	R	S	P	
			M	R	S	P	
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			M	R	S	P	
			M	R	S	P	
			M	R	S	P	
			M	R	S	P	
			M	R	S	P	
			M	R	S	P	



Date/ Time/ Teacher	Children involved	Home Group	Behaviour Observed Refer to Outside DBMP flow chart **Students should be made aware that their names are being recorded in this log.				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.	D TYPE BEHAVIOUR Referred to Julie/Sandi	E.S checked & emailed
			Lack of Resilience, hat, OOB, EIPG	Repeat offences, Attitude- not LBSV	Intentional hurting Low level swearing BCBR	Inappropriate serious behaviour -incl. swearing								
Date: Teacher:										HG_				
Date: Teacher:										HG_				
Date: Teacher:										HG_				
Date: Teacher:										HG_				
Date: Teacher:										HG_				

Zones Check In



Morang South
Primary School

Name: _____ Date & Time: _____

I feel...					
Silly 	Sad 	Frustrated 	Embarrassed 	Worried 	_____
Excited 	Tired 	Jealous 	Scared 	Confused 	

I am in the...			
Blue Zone 	Green Zone 	Yellow Zone 	Red Zone

My trigger was... (Why do I feel like this?)

A strategy that I can choose is...				
Have a drink of water 	Squeeze my hands 	Cuddle a soft toy 	Deep Breaths 	_____

3-6 Self – reflection Sheet

What happened?

I was in the...

Blue Zone



Green Zone



Yellow Zone



Red Zone



Now I am in the...

CONSEQUENCES OF MY BEHAVIOUR

REASON/S FOR MY BEHAVIOUR

How has my behaviour affected others?

How do I feel?

What school values, rights and responsibilities did I not follow/show?

What strategies can I use when I am in this zone?

How can I make this right?

Teacher signature

Restorative Conversation Solution Fluency Approach

Student name/s: _____

Students to complete Zones of Regulation/Student Reflection sheet prior to Restorative Conversation

Date: _____

Time: _____

Define

- What happened?
- Who was involved?
- Where?
- Why do you think this happened?

- What was happening before it happened?
- What rights and responsibilities do we need to consider?

Discover (Refer back to Zones of Regulation sheet/ Student reflection sheet)

- What were you thinking and feeling?
- Are you normally friends?
- What happened after?
- Was your behaviour on expected or unexpected behaviour?

- How would this have made the people around you feel?
- What school values were or weren't shown?

Dream

- What did you want to happen?
- What would you like to happen now?

- Why/How will this help everyone?
-

Design

- What could you have done differently?
- What toolbox strategy could you have chosen?

- How can we make it right?
- How can we work together?

Deliver

- What do we need to do now?
- How will we know how we are going?

- Who can help me if I have a problem along the way?

Debrief

- Has this experience changed how you feel about each other?
- And/or the school?
- Do you need to make any more changes to improve the situation?

- What have you learnt from this experience?
- Faced with the same problem, what would you do differently next time?