

MOUNT PLEASANT ROAD PRIMARY SCHOOL



Student Engagement & Well-Being Policy

To be read in conjunction with
*DET Student Engagement and Inclusion Guidance and
the MPRPS Statement of Values*

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<p>To ensure that the Student Engagement Policy continues to reflect the school community's expectations and aspirations it will be reviewed every year.</p>
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1. School Profile Statement

At Mount Pleasant Road Primary School we aim to provide a caring and challenging learning environment that equips students with the social, personal and thinking skills to become valued members of the community.

The values of Respect, Integrity, Tolerance, Responsibility and Life-long Learning are the basis of the school's Code of Conduct for School Council, Principal Class, Staff, Students and the School Community. Each value has associated behaviours which have been agreed upon by the school community.

RESPECT:	having worthy conduct and attitudes.
INTEGRITY:	acting ethically at all times.
TOLERANCE:	acceptance of differences
RESPONSIBILITY:	being accountable.
LIFE-LONG LEARNING:	acquiring knowledge and skills in order to accomplish group and personal goals both now and in the future.

All actions undertaken by Mount Pleasant Road staff and community members are focussed on developing and providing high-level teaching and learning. We place considerable emphasis on:

- Providing a caring and supportive teaching and learning environment
- Setting high-expectations for student behaviour and achievement
- Encouraging students to reach their potential by recognising and rewarding achievement, effort and success
- Fostering effective communication and strong partnership within the school community
- Creating and maintaining strong connections between the school and the local and global community
- Creating connections between student learning and 'real-world' events, environments and opportunities, such as sustainability projects, charity fund-raising opportunities or online conferences or webinars
- Ensuring students are aware of the importance of the environment through our involvement with school developed Sustainability Projects
- Preparing our students for the next stage of their learning through assessment and robust lesson structure
- Being proactive in Student Welfare matters, discipline and addressing behavioural issues
- Providing Professional Learning to meet the needs of staff, parents and community by researching and implementing updated and relevant teaching practices and learning strategies
- Developing and implementing innovative programs for the benefit of student learning

Our goals are to provide a safe, happy and stimulating environment that enhances the feelings of well-being amongst staff and students and to ensure a smooth transition for students from home/pre-school to school, from primary to secondary school and between levels within the school. To do this we need to have teaching practitioners of the highest calibre with a commitment to the school and its programs.

Mount Pleasant Road Primary School encourages the development of positive interpersonal relationships between students, teachers and parents. The high level of parent participation, student involvement and professional collaboration of staff is a reflection of the cooperative and democratic character of the Mount Pleasant Road Primary School Community – a community which strives to offer excellence in all aspects of primary education and a community which works tirelessly to create a place where there is a shared sense of friendship, mind and purpose. A strength of spirit and generosity that is both welcoming and supportive is recognisable.

The school is committed to continuous improvement and uses performance data, including parent opinion, to inform improvement initiatives. Staff members offer experience, enthusiasm and passion. They are committed to their own learning and are proud to be members of the school community. Staff is cognisant of being exemplary role models in their relationships with colleagues, parents and students.

We recognise each student has individual learning needs, which are identified and monitored through assessment data and teacher judgement, and catered to through extension and support opportunities. Students with special talents are challenged by classroom and external provider programs. Those who require additional support are assisted within the classroom and through individual support programs.

The school expertly provides for students with disabilities and impairments with appropriate support and specialised learning programs. Parents attend Student Support Group meetings each term to discuss the student's progress and make programming and planning decisions. Students are supported to access learning programs best suited to their needs and which let them pursue achievable pathways.

Students in Years Foundation to Six are provided with the opportunity to become leaders and contribute to the school as members of the Student Representative Council, as elected school and house officials and as monitors with specific duties. All students have the opportunity to contribute to student voice through reflections, goal setting and feedback sessions.

Many of our families speak a Language Other Than English at home, enriching the cultural diversity of the school. Community interaction and the engagement of all parents as partners in education are key focus areas. Staff members assist students in the acquisition of the English language.

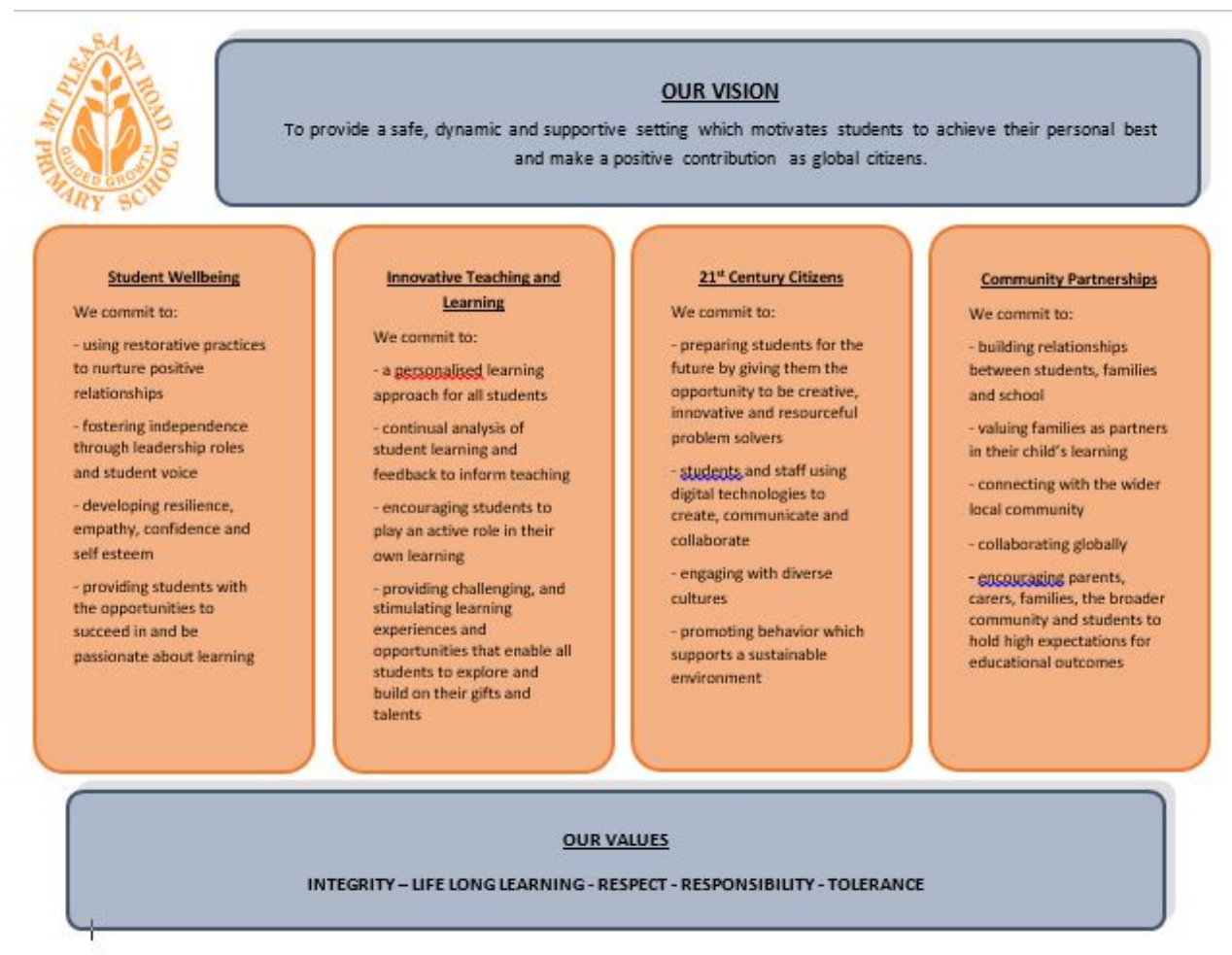
Our priority is for our students to be engaged in their learning and to feel connected to the school community. We have developed a whole school approach to welfare and discipline in the belief that students grow and learn when they feel safe and valued at all times. Everyone strives to embody the core values of respect, integrity, tolerance, life-long learning and responsibility and all successes are acknowledged and celebrated.

Regular attendance is expected of all students as absence has a detrimental effect on student learning and achievement. Where a student has a legitimate reason for school absence or lateness, such as illness or loss, families are expected to notify the school in a timely manner. Absences are recorded each morning and afternoon by the class teacher, and attendance is summarised in each semester's report. Where a child is absent for more than two days without notice, the school will

contact the student's family to enquire about the student's welfare. Families are discouraged from withdrawing their child for birthdays and vacations during school terms.

Transition sequences exist at all year levels, from a thorough Kinder Transition program to strong communication with Secondary Schools, to ensure students have the smoothest possible transition between year levels. Buddy programs across all levels of the school and the communication between parents and the school is paramount to the success of these programs.

2. OUR VISION STATEMENT



3. Whole-school Wellbeing Statement

Promoting and teaching positive social skills and behaviours helps students to engage with school, their peers, their teachers and their learning. We acknowledge that students, at times, experience personal, educational and social issues and that sometimes they may need to speak to someone in confidence and privacy.

3.1. Our Goals are:

1. To provide a safe, happy and stimulating environment that enhances the feelings of wellbeing amongst students and staff.
2. To provide stimulating programs which cater for the needs of individual students.

These goals will be measured by data analysis of the Parent Opinion Survey, Student Attitude to School Survey, Yr. 6 Exit Survey, Staff Opinion Survey and additional feedback through school generated surveys of staff and students.

3.2. Our Strategic Intent is to:

- Develop student voice in the school.
- Develop student leadership across the school.
- Develop a whole school approach to student wellbeing
- Develop student engagement
- Develop community connections

3.3. Key Improvement Strategies:

- Review and reinforce practices relating to the school's Statement of Values.
- Restorative Conferencing to seek resolution to student issues.
- Further develop student leadership and the role of the SRC in the school and their relationship with School Council.
- Expand support for students with learning difficulties and programs for the extension of gifted and talented students.
- Enhance student transition programs.
- Understanding the link between teaching and learning and ensuring the teaching practice is relevant to student needs.

3.4. Achievement Milestones:

- Improved student behaviour and connectedness to school and peers as reflected in the Student Attitude Survey.
- Embedded student leadership practice.
- Improved student leadership profile in school community
- Improved student motivation and attendance as indicated in Student Attitude Survey.
- Individual Learning Improvement Plans for students 12 months ahead or 6 months behind in core academic areas.
- Increased understanding of student behavioural expectations.
- Protocols in place for managing student behaviour.
- Ongoing staff training in Restorative Practices.
- Successful implementation of the Personal and Social Capability standards in the Victorian Curriculum.
- Annual review of Student Opinion Survey results and relevant improvement targets set.

The following strategies and programs are in place to achieve our goals in order to promote student engagement and wellbeing:

3.5. Absenteeism:

We have high expectations for attendance at school and adopt consistent, rigorous procedures to monitor and record student absence. Student absences are followed up promptly and consistently. Students at risk for non-attendance are identified early and intervention is made. Absenteeism includes constant late arrival and early leavers. Strategies used:

- Clear written and verbal statements made to the school community about attendance expectations
- Whole school modelling of punctuality
- Promotion of awareness that absence results in lost learning time through a report at mid and end of year and newsletter articles
- A class structure which encourages connectedness to individual teachers and peers
- Individual Learning Improvement Plans for students which may include attendance and punctuality goals
- Encouragement of parents to attend school activities and become involved

3.6. Big Futures Program:

<http://www.bigbrothersbigsisters.org.au> The Big Futures program gives community members the opportunity to connect with vulnerable young people in a school setting. The adult mentor supports and encourages their mentee to take full advantage of what schools offer and develop a positive relationship with a trusted adult. By connecting a disadvantaged child to a positive adult role model we can help break the cycle of disadvantage.

3.7. Bounce Back! Program:

The Bounce Back program forms the foundation of our Social and Personal Capabilities Curriculum, with classes across all year levels following a sequence incorporating instruction in resilience and interpersonal skills. This program promotes positive mental health and student wellbeing and provides students with practical strategies and life skills to handle challenges and adversity encountered.

Students are equipped with personal and social-emotional learning (SEL) skills with a variety of cooperative learning strategies and thinking tools. To explore topics, units incorporate high quality children's literature and use Circle Time discussions. Activities relating to this program are included in student portfolios each semester.

3.8. Buddy Program:

All students are paired up with a student from another level of the school and develop a special relationship which is nurtured through class activities and celebrations of special events.

3.9. Cooking Program:

Students from all year levels participate in this life skills program on a weekly or fortnightly basis. Students are engaged in learning about how to prepare and share food. Safety considerations are addressed and social skills are developed. Cultural awareness is also raised.

3.10. eSmart Program:

Mount Pleasant Road Primary has been eSmart accredited by the Alanna and Madeleine Foundation since 2012, and continues to maintain safe digital learning spaces and opportunities for students through education, observation and reflection of how to behave in online spaces.

3.11. Extra-Curricular Activities:

Thanks to the enthusiasm and dedication of staff, a vast array of activities is on offer for students to develop their talents and discover new interests. These are generally run during lunch times to give students options during play time. While these will change year by year depending on staff skill sets and interest, activities may include:

- Sports – Basketball and Football skills
- Investigate – Create – Express
- Performing Arts – Junior and Senior Choir, Dance Troupe and School Band
- Visual Arts – Art Club
- A variety of Lunch Time clubs which have included, mindfulness colouring, drama, coding, Library and garden

Participation in these activities gives students the opportunity to make new friends and feel engaged and connected to the school.

3.12. Guided Growth:

Bi-annually, Year Five and Six students take part in an in-house program run by the Year 5/6 teaching team aimed at addressing issues that arise from transitioning to young-adulthood, including:

- body-image
- friendships
- gender roles and stereotypes
- peer pressure
- hygiene
- life skills such as cleaning, sewing, using simple tools

3.13. Health and Fitness Programs:

To promote physical health and fitness, students are encouraged to take part in a variety of sport and wellbeing activities throughout the school. These include but are not limited to:

- Running Club
- Morning Yoga sessions
- Stretching Club
- Basketball, Netball and Football lunchtime sessions
- Walktober and Ride 2 School day
- Junior and Senior Dance Troupe

3.14. Investigate, Create, Express:

With the assistance of staff, community volunteers and non-teaching staff, students are able to choose from a continually changing selection of craft, I.T. and **Capabilities** activities that they partake in on Friday afternoons. These activities are multi-age and give the students the opportunity to work with students from right across the school, working on projects that would otherwise not fit in the school curriculum.

3.15. Lookout Centre:

When students live in out-of-home care they may suffer disrupted learning and may have missed extended periods of school. The gaps in their learning, and in many cases, the emotional impact of their experiences, are likely to present significant challenges to their education. To address this at least one teacher in the school will have Lookout Centre Program Designated Teacher Training to ensure that the school is engaging in excellent practice in supporting students in out-of-home care.

3.16. Orientation Activities:

The first Integrated unit for the year is “Identity” at all year levels. The units provide suitable activities for students at each Level so that teachers can work with their class to recognise the students’ preferred learning styles, identify immediate and long term learning and personal goals, establish class rules, review the school’s values and expectations and familiarise students and teachers with each other.

Valuing the differences and recognising the talents of others is emphasised and parents are encouraged to talk through the completed activities with their child. Clear expectations are set for classrooms and agreed work standards are made explicit. This helps to build good relationships between staff, students and families. The protocols are revisited at different times of the year to affirm the goals and expectations.

Included in the unit of work is an understanding of the school’s values and is based on the principle that each member of Mount Pleasant Road Primary School community has the right to be treated with respect and consideration. Each student has the right to learn, to be treated fairly and each teacher the right to teach in an environment that is positive, safe and productive.

3.17. Peer Mediation:

Since 2017 Year Five students have been trained as Peer Mediators. After attending an in-school training session, they will be trusted with assisting students in the yard to settle disagreements, or help them find a yard duty teacher for injuries or larger social issues. This will increase student voice, resilience and independence amongst the student body.

3.18. School Values:

RESPECT

- Accepting the rights of others to learn and teach
- Looking after our school environment
- Respecting the personal space and belongings of others
- Accepting the right of others to hold different views to your own
- Listening to and speaking with others courteously
- Displaying a positive attitude to other’s work and thinking
- Acknowledging the strengths and abilities of others
- Affirming cultural diversity within the school community
- Demonstrating social skills and valuing friendships

INTEGRITY

- Consistently doing what you know to be right
- Demonstrating honesty
- Doing what you say you will do
- Showing empathy to the needs of others

RESPONSIBILITY

- Reinforcing appropriate behaviour as well as ensuring consequences for breaking rules
- Self-discipline
- Setting high personal standards and modelling expected behaviours
- Keeping our school clean and tidy
- Persisting through difficulties and challenges
- Being punctual to all school activities
- Moving about the school and playing safely
- Following school and classroom expectations
- Contributing to community activities
- Contributing to consultation and respecting the decisions of the school

TOLERANCE

- Working co-operatively with others
- Treating everyone with respect and dignity
- Being helpful to others
- Using appropriate language
- Being sensitive to others

LIFE-LONG LEARNING

- Being self-motivated
- Actively seeking new opportunities
- Reflecting on performance and acting on feedback
- Working consistently and acknowledging improvement
- Expanding knowledge through independent work
- Maintaining high learning expectations
- Persisting through challenges and difficulties in learning
- Being organised

In addition to learning about the school values, programs to support students to be engaged and connected with the school and prepared for the future include:

3.19. Restorative Practices:

The school is committed to the use of restorative practices with students when solving interpersonal issues in the class or the school yard. All staff follow the ‘Restorative Chat’ prompt to effectively resolve problems with full involvement of any students involved.

3.20. Social Skills ‘Games Group’:

In consultation with parents, a social skills program is offered to selected students two lunchtimes per week. These sessions involve playing simple games or conducting fun tasks collaboratively, with a focus on positive interaction and language.

3.21. Student Leadership:

All Year Six students have a role of responsibility. Elected leaders for SRC, House, School, Sports and Arts Captains meet fortnightly with a supervising teacher to discuss issues, solve problems, instigate new ideas and celebrate successes. Elected School Captains and SRC Presidents participate in a Leader’s Day early in the year to complete activities and games in order to identify their roles, improve skills such as problem solving, co-operation, negotiation,

leading a group and planning and delegating to achieve a goal. The students also discuss some of the privileges and problems associated with being a school leader. The leaders have a very clear idea of what is expected of them, perform their duties well and set an excellent example for other students. They are easily identified as leaders because they wear distinguishing badges.

3.22. Student Representative Council:

Students from Years One to Six are elected by their peers to become representatives. The council is responsible for organising events for fund-raising such as dress-up days, talent quests, raffles, competitions and social service.

3.23. Transition Programs:

The on-site Kindergarten creates a natural transition for children into the Primary School setting and this, combined with our information meetings and formal transition program, means that our Prep students adjust quickly and easily to routines in the following year. Students from Years Four to Six are given the opportunity to participate in a variety of activities at the local secondary college, as well as using the facilities on a regular basis. Past students, from a range of secondary schools, visit for information sessions and parents are informed of, and encouraged to attend, Open Days. Intra-school transition sessions are held towards the end of the year when students move to the next year level and experience sessions in a classroom. The Year Five and Six teaching team delivers a transition program to Year 6 students towards the end of the year which focuses on the skills necessary to ease settling into secondary school such as reading timetables, making friends and following a school map. Guest speakers from local secondary schools are made available to answer any student questions.

3.24. Values For Life:

Every second year students in Yr. 3/4 participate in four sessions over the first semester. This program is run by external providers who also run a Parent Information Session before the program commences. The student seminars are engaging, fun and educational on topics such as cyber-bullying, resilience, leadership, identity, friendships and transition. The aim is to empower students, providing learning outcomes that engender pro-social values, empathy and resilience through a lively combination of information and interaction.

3.25. Zones of Regulation:

Across the whole school students are introduced to the vocabulary of the Zones of Regulation, which allows them to express their emotional state with a shared terminology. This program also encourages students to identify and utilize methods for staying calm and in their 'Green Zone' which is optimal for learning and making positive choices. No judgment is made about the emotional zone students identify, and they are encouraged to make their own choices about their emotional regulation.

4. Rights and Responsibilities

4.1. Guiding principles

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

4.2. Principles for Health and Wellbeing

The Principles for Health and Wellbeing outlined below are a reminder of good practice when working with children and are intended to promote, nurture and support the health and wellbeing of Victorian children and young people.

Principle 1 – Maximise access and inclusion

At Mount Pleasant Road we deliver quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

Principle 2 – Focus on outcomes

A focus on health, learning, and development and wellbeing outcomes is upheld at the school when designing, delivering, evaluating and improving education and support services.

Principle 3 – Evidence-informed and reflective practice

Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

Principle 4 – Holistic approach

Teachers and support staff work collaboratively and use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children and families.

Principle 5 – Person-centred and family sensitive practice

At Mount Pleasant Road we see people in the context of their families and environment, and seek to support them to lead and sustain healthy lives.

Principle 6 – Partnerships with families and communities

We endeavour to support students to have good health and wellbeing and understand it is the collective responsibility of families, schools, the community and government

Principle 7 – Cultural competence

To effectively meet the needs of all students we understand that we will endeavour to communicate with people across cultures and recognise one's own world view.

Principle 8 – Commitment to excellence

At Mount Pleasant Road we establish high expectations for all students and continually assess work practices to find opportunities for improvement.

4.3. Equal Opportunity

The *Equal Opportunity Act 2010* 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
- disability
- employment activity
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race (including colour, nationality, ethnicity and ethnic origin)
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

4.4. 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

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

4.5. 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 DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

5. Bullying and Harassment

Definitions

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

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

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 cyber bullying behaviour are:

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

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

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

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

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

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as:

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

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. All students in Years 3-6 must sign the school's Acceptable Use Agreement and have this witnessed by their parents, before being given Internet access. The school is eSmart accredited and has cyber incident forms in place for reporting incidents. Students in Years 3 to 6 are awarded digital licences to represent their responsible choices when using digital resources.

This includes:

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

Behaving safely online means:

- protecting your own privacy and personal information
- 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.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a teacher

We address all concerns and will treat complaints confidentially where practicable.

6. Responsibilities of the whole School Community

Mount Pleasant Road Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. As outlined in the Statement of Values our behavioural expectations of all members in this school community are set out, including the Principal, all school staff, parents, students and visitors.

It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community. Unlawful discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school. Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to different opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS THE PRINCIPAL AND SCHOOL LEADERS, WE WILL:

1. Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
2. Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
3. Plan, implement and monitor arrangements for the care, safety, security and general wellbeing of all students in attendance at the school.
4. Identify and support students who are or may be at risk.
5. Do our best to ensure every child achieves their personal and learning potential.
6. Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
7. Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
8. Make known to parents the school's communication and complaints procedures.
9. Ask any person who is acting in an offensive and/or disorderly way to leave the school grounds or, if appropriate, contact authorities to assist..

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

1. Model positive behaviour to students consistent with the standards of our profession.
2. Proactively engage with parents about student outcomes.
3. Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
4. Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
5. Communicate with the Principal and school leaders in the event we anticipate or face any concerns or challenging behaviours from parents.
6. Treat all members of the school community with respect.

AS PARENTS, WE WILL:

1. Model positive behaviour to our child.

2. Ensure our child attends school on time, every day the school is open for instruction and take an interest in our child's school and learning.
3. Work with the school to achieve the best outcomes for our child.
4. Communicate constructively with the school and use expected processes and protocols when raising any concerns.
5. Support school staff to maintain a safe learning environment for all students.
6. Follow the school's complaints processes if there are complaints.
7. Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

1. Model positive behaviour to other students.
2. Comply with and model school values.
3. Behave in a safe and responsible manner.
4. Respect ourselves, other members of the school community and the school environment.
5. Actively participate in school.
6. Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:

1. Model positive behaviour to the school community.
2. Treat other members of the school community with respect.
3. Support school staff to maintain a safe and orderly learning environment for all students.
4. Follow the school's community grievance policy when communicating with the school.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

1. Provide support and advice to the Principals to manage and respond to challenging behaviour of students, parents and staff.
2. Provide practical guidance and resources to support the school to manage and respond to challenging behaviour of students, parents and staff.
3. Provide practical guidance and resources to support the school to respond to and prevent bullying and promote cyber-safety and wellbeing.
4. Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
5. Provide the school with practical and legal support as required.
6. Provide parents with practical guidance and resources to resolve conflicts with the school.

School Values

The school values of Respect, Responsibility, Integrity, Tolerance and Life-Long Learning are based on the Australian Government's nine values, for Australian schools, which are:

1. **Care and Compassion**
Care for self and others
2. **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
3. **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence

4. **Respect**

Treat others with consideration and regard, respect another person's point of view

5. **Fair Go**

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

6. **Responsibility**

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

7. **Freedom**

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

8. **Understanding, Tolerance and Inclusion**

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

9. **Honesty and Trustworthiness**

Be honest, sincere and seek the truth

Restorative Practices

The school is committed to the use of restorative practices with students.

Restorative Practices:

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

Diversity in the School Community

The school aims to address diversity by:

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

7. School Actions and Consequence

7.1. Consequences for failing to uphold the statement of values

UNREASONABLE BEHAVIOURS	CONSEQUENCES
<p>Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school-related activities and that do not uphold the principles of this Statement of Values include when a person:</p> <ul style="list-style-type: none"> • is rude, aggressive or harasses others. • sends rude, confronting or threatening letters, emails or text messages. • is manipulative or threatening. • speaks in an aggressive tone, either in person or over the telephone. • makes sexist, racist or derogatory comments. • inappropriately uses social media as a forum to raise concerns/make complaints against the school. • is physically intimidating, e.g. standing unreasonably close. • attempts to inappropriately persuade others of a view they do not hold. 	<p>The Principal is responsible for determining what constitutes reasonable and unreasonable behaviour. Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate procedures and consequences. This may include, depending on the circumstances:</p> <ul style="list-style-type: none"> • utilising mediation and counselling services. • alternative communication strategies being applied. • formal notice preventing entry onto school premises or attendance at school activities (Written notice will follow any verbal notice given). • an intervention order being sought. • informing the police, which may result in criminal charges.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

7.2. Examples of engagement strategies and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- providing consistent school and classroom environments
- ensuring a clear understanding of expectations by both students and teachers
- restorative chat to determine ways to mend harm
- contact and conversation with parents/guardians
- reflect and rethink time

- developing an Individual Learning Program for the student.

Broader support strategies will include:

- involving and supporting the parents/carers,
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

7.3. Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures in the DET document **Student Engagement and Inclusion Guidelines**. The guidelines provide flowcharts and pro-formas for use in suspension and expulsion procedures.

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

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. That student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Where appropriate, parents/carers will be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See School Inclusion.)
- Disciplinary measures are always undertaken with the intention of improving learning and welfare outcomes for the student, in line with the principles of Restorative Practices. The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Vic

8. References

<i>Student Engagement and Inclusion Guidance</i>	http://www.education.vic.gov.au/about/department/vic/Pages/engagement.aspx
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
MPRPS Statement of Values	Statement of Values.docx