Newport Lakes Primary School

Policy Name: Student Well-Being and Engagement Policy
Date Adopted: 2015
Review Date: 2017
Referred Documents: As listed in policy

School Profile
Newport Lakes Primary School is a dynamic teaching and learning environment with a strong connection in the local community. Part of the Hobsons Bay network of schools, it is the oldest continually operating government school in the Western Metropolitan Region. With strong local community support, together with the growth in the number of young families in the Newport area, enrolments have significantly increased over the past few years. The school has increased significantly in size from 140 children in 2008 to 398 in 2015. Most of our students live in the immediate residential area and many walk and ride to school on a daily basis.

With 17 classrooms, planned specialist programs in PE, Art, LOTE (Indonesian), Drama and Music, the staff comprises a balance of experienced and less-experienced staff who share a strong commitment to individual and whole school shared professional learning. A before and after school care program operates at the school which is independently managed by a not for profit organisation. The program also offers full day care during school holiday periods. A recent allocation of funds has been used to upgrade and refurbish the school’s administration area to create necessary staff and office space for the school's growing needs. The multipurpose building space in the front of the school accommodates the whole school community for shared events. This space is available to community groups such as the Hobsons Bay City Band and the Williamstown RSL Pipe Band for use out of school hours. In 2014 a double-storey portable was constructed in order to provide an additional four teaching & learning spaces.

The school vision and five values support our student code of conduct and form the basis for our approach to student welfare.

Newport Lakes Primary School Vision:
The vision of Newport Lakes Primary School is to develop students that are resilient, responsible, respectful and compassionate, within a safe and nurturing learning environment. We provide a rigorous educational program that empowers students to excel, take action and become lifelong learners. We believe all students can learn and as members of diverse communities we can make a difference to the world around us.

Newport Lakes Primary School Values:
RESPECT: We think about and act in a positive way towards ourselves and others.
RESILIENCE: We keep on trying.
CRITICAL THINKING: We solve problems and use our minds well.
RESPONSIBILITY: We take care of ourselves, our community and our world.
COMPASSION: We always treat each other well.
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. A comprehensive education program in relation to bullying will continue to be implemented at Newport Lakes Primary School. The school’s approach including cyberbullying and bullying and harassment will be supported through a range of whole school preventative programs including Circle Time, Buddies, Lunchtime Clubs, Junior School Council and the School Wide Positive Behaviour Strategy (SW-PBS).

**SCHOOL-WIDE POSITIVE BEHAVIOUR STRATEGY**

**Belief**

Introducing, modelling and reinforcing positive social behaviour is an important component of a student’s educational experience. Teaching behavioural expectations and rewarding students for following them is a more positive approach than waiting for misbehaviour to occur before responding.

The purpose of school-wide positive behaviour support (SW-PBS) is to establish a school climate in which appropriate behaviour is the norm for all students. It provides schools with a well-researched, evidence-based framework for improving the engagement of all students, including those with behavioural difficulties. It provides school communities with an effective, evidence-based approach to creating positive, safe and engaging school environments and focuses on three levels of implementation.

*Primary prevention:* a 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 at-risk behaviour.

*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 approach to behaviour management aims to create a positive, engaging and safe school environment, a culture of student competence and an open, responsive management system for school leaders, staff, students and parents/carers.

The principles that underpin SW-PBS align with the Department’s Effective Schools Model. SW-PBS focuses on promoting:

- professional leadership
- establishment of shared vision and goals
- high expectations of all learners
- accountability – evidence-based systems and interventions
- learning communities
- stimulating and secure learning environments.

SW-PBS provides a school with an improvement framework for ensuring that the learning environment of their school is focused on creating positive regard and engagement. The framework requires the establishment of school-wide expectations that are developed in collaboration, explicitly taught prior to errors occurring, and reinforced with all school community members. SW-PBS focuses on data and inquiry to drive continuous improvement in the school’s behaviour management processes and policies.
## EXPECTATIONS & VALUES MATRIX

**AT NEWPORT LAKES PRIMARY SCHOOL WE VALUE...**

<table>
<thead>
<tr>
<th>AT NEWPORT LAKES PS I WILL...</th>
<th>ALWAYS</th>
<th>COMMUNICATION TECHNOLOGIES</th>
<th>SCHOOL YARD</th>
<th>QUIET YARDS</th>
<th>IN THE CLASSROOM</th>
<th>CORRIDORS, STAIRS, TOILET AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESILIENCE</strong></td>
<td></td>
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<tr>
<td>• choose to have a positive outlook</td>
<td>• tell an adult if I find or see anything that makes me uncomfortable or worries me</td>
<td>• make the most of my break times</td>
<td>• make the most of my break times</td>
<td>• do the best I can</td>
<td>• take my time and use stairs correctly</td>
<td></td>
</tr>
<tr>
<td>• have a go and do my best even if I find things difficult</td>
<td>• attempt to solve issues myself before seeking help from others</td>
<td></td>
<td></td>
<td>• stay positive and focused on the task at hand regardless of any distractions or outcomes</td>
<td>• wait patiently for others when at the lockers and in corridors</td>
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</tr>
<tr>
<td>• be accepting of other people’s interests and backgrounds</td>
<td>• be accepting of other people’s interests and backgrounds</td>
<td>• care for and look after all ICT equipment</td>
<td>• respect choices made by the individual or group</td>
<td>• value each others’ privacy and property</td>
<td>• consider the privacy of others</td>
<td></td>
</tr>
<tr>
<td>• treat other people’s property and documents with care and consideration</td>
<td>• treat other people’s property and documents with care and consideration</td>
<td>• respect choices made by the individual or group</td>
<td>• adjust voice volume to suit location</td>
<td>• respect other people’s right to learn</td>
<td>• consider the learning taking place in classrooms</td>
<td></td>
</tr>
<tr>
<td>• communicate respectfully when using all forms of ICT</td>
<td>• communicate respectfully when using all forms of ICT</td>
<td>• acknowledge that all students have the right to share the space</td>
<td>• select appropriate activities for the area</td>
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<tr>
<td>RESPONSIBILITY</td>
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<tr>
<td>- take ownership for my actions</td>
<td>- keep food and drink away from ICT equipment</td>
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<tr>
<td>- make smart choices</td>
<td>- keep personal information secret</td>
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<tr>
<td>- be a positive and sensible role model for others</td>
<td>- report any issues or instances of cyber bullying</td>
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<tr>
<td>- be ‘Smart, Safe and Responsible’ when I use ICT</td>
<td>- be mindful of other people in the space where I am playing</td>
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<tr>
<td>- pack up and return resources that I use</td>
<td>- move appropriately</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>- use equipment sensibly</td>
<td>- pack up resources that I use</td>
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<tr>
<td>- be mindful of other people in the space where I am playing</td>
<td>- use equipment sensibly</td>
<td></td>
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<tr>
<td>- select appropriate activities and use suitable voice volume</td>
<td>- be accountable for equipment – both school and personal</td>
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</tr>
<tr>
<td>- be ‘Smart, Safe and Responsible’ when I use ICT</td>
<td>- make positive choices to support my learning and that of my peers</td>
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<tr>
<td>- pack up and return resources that I use</td>
<td>- use areas appropriately for their specific purpose</td>
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<tr>
<td>- use equipment sensibly</td>
<td>- move suitably for the area</td>
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<tr>
<td>- be mindful of other people in the space where I am playing</td>
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<table>
<thead>
<tr>
<th>COMPASSION</th>
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<tbody>
<tr>
<td>- consider the needs and feelings of others</td>
<td>- understand that everyone has varied access and abilities to learn in terms of using ICT</td>
</tr>
<tr>
<td>- be inclusive</td>
<td>- treat others online how I would treat them face to face</td>
</tr>
<tr>
<td>- notice and take appropriate action when other students need help or assistance</td>
<td>- be inclusive</td>
</tr>
<tr>
<td>- be kind</td>
<td>- be inclusive</td>
</tr>
<tr>
<td>- notice and take appropriate action when other students need help or assistance</td>
<td>- treat others the way that I would like to be treated</td>
</tr>
<tr>
<td>- be kind</td>
<td>- consider the privacy of others</td>
</tr>
<tr>
<td>- notice and take appropriate action when other students need help or assistance</td>
<td>- consider the learning of others</td>
</tr>
<tr>
<td>- notice and take appropriate action when other students need help or assistance</td>
<td>- consider the safety of others</td>
</tr>
<tr>
<td>- notice and take appropriate action when other students need help or assistance</td>
<td>- celebrate everyone’s successes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITICAL THINKING</th>
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</thead>
<tbody>
<tr>
<td>- be inquisitive and ask questions</td>
<td>- use ICT as a tool to research, communicate and collaborate</td>
</tr>
<tr>
<td>- evaluate information to find an answer</td>
<td>- remember to use multiple sources when researching</td>
</tr>
<tr>
<td>- reflect on my thinking</td>
<td>- only submit my own work</td>
</tr>
<tr>
<td>- make sure everyone is aware of how the activity is going to run</td>
<td>- make sure everyone is aware of how the activity is going to run</td>
</tr>
<tr>
<td>- make sure that everyone understands the rules</td>
<td>- make sure that everyone understands the rules</td>
</tr>
<tr>
<td>- try to solve the problem myself</td>
<td>- try to solve the problem myself</td>
</tr>
<tr>
<td>- look for another option before I seek teacher assistance</td>
<td>- look for another option before I seek teacher assistance</td>
</tr>
<tr>
<td>- contribute to the creation of a positive learning classroom</td>
<td>- use the area for its intended purpose</td>
</tr>
<tr>
<td>- contribute to the creation of a positive learning classroom</td>
<td>- use my time wisely</td>
</tr>
<tr>
<td>- contribute to the creation of a positive learning classroom</td>
<td>- make sure that learning is my number one focus</td>
</tr>
<tr>
<td>- contribute to the creation of a positive learning classroom</td>
<td>- contribute to the creation of a positive learning classroom</td>
</tr>
<tr>
<td>- contribute to the creation of a positive learning classroom</td>
<td>- use the area for its intended purpose</td>
</tr>
<tr>
<td>- contribute to the creation of a positive learning classroom</td>
<td>- use the stairs in the correct manner</td>
</tr>
</tbody>
</table>
Positive Strategies

In an attempt to foster desired positive outcomes Newport Lakes Primary School is committed to utilising the following positive strategies:

- Positive reinforcement.
- Improve self-concept.
- Encourage friendship.
- Develop respect and acknowledge differences.
- Encourage sharing, tolerance and compassion amongst all students.
- Enhance and encourage parent / teacher contact.
- Be actively involved with the students.
- Make a special effort to observe, assist and involve all students.
- Be consistent and fair in applying logical consequences.
- Encourage organised and responsible play within our playground.

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 the management of relationships rather than behaviour management (Cameron & Thorsborne 2001)
- separate the behaviour from the person (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).

RIGHTS and RESPONSIBILITIES

Student responsibilities

- Be cooperative, considerate and courteous.
- Not bully or tease other students in the classroom or playground.
- Alert a teacher if they or another student is being bullied.
- Use acceptable language.
- Line up quietly and whilst moving between rooms.
- Use playground equipment and grounds safely.
- Take care of school and other peoples’ property.
- Not throw objects such as sticks, tanbark, stones, sand or anything that might injure others.
- Not bring inappropriate toys or belongings to school.
- Keep our playground clean.
- Behave on camps and excursions in a way that demonstrates our values.
- Always wear a hat during terms 1 and 4 when outside.
Staff Responsibilities

- Ensure that all students and fellow staff are safe and well in their school environment.
- Treat all students and staff fairly and respectfully.
- Promote a learning environment, which maximises the opportunity of all students to strive for excellence.
- Implement the Student Engagement Policy fairly, reasonably and consistently.
- Provide and promote positive role models for students at all times.
- Inform parents of their student's performance at school.
- Ensure that they meet all 'duty of care' obligations.
- Ensure that all Occupational Health and Safety requirements are met.

Parent Responsibilities

- Ensure your student attends school and is at school on time.
- Support the School Engagement Policy.
- Support the school in its efforts to maintain a positive teaching and learning environment.
- Support the Principal and staff in their efforts to maintain a safe teaching and learning environment.
- Communicate all matters that may affect your student's learning and wellbeing.
- For all 'early dismissal' during school time an approved adult must collect and sign out the student, from the main office.
- Engage in regular and constructive communication with school staff regarding their child's learning and wellbeing.
- Ensure that they model the student code of conduct and recognise that the school is a workplace as well as a school that is free of harassment and aggression.

Pre-service Teacher, Parent and Visitor Rights

The Student Engagement and Well-Being Policy is based on the following principles:

- All students have the right to be valued and treated with respect.
- Students have a right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference.
- Teachers have the right to teach in an atmosphere of order and cooperation.
- Parents have a right to expect that their students will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- Positive relationships to be encouraged amongst all students.
- Rights are never enjoyed automatically. To enjoy these rights we must take into account our responsibilities.

The following measures may be applied when school expectations are not met.

Discussion, investigation and counselling

- Counselling will be of a positive nature and will give the opportunity for the student to work out a satisfactory solution to his or her problem.

Logical consequences

- The student is encouraged to see the connection between behaviour and taking responsibility for his / her choices and actions.
Detaining students
• Students may be detained at recess or lunch to complete schoolwork – these students will be supervised by issuing teacher in classroom or specialist area eg. Artroom.
• Students may be detained at recess or lunch to discuss a behavioural incident
• This will be no more than half the time of recess or lunch break

Meetings
• Informal meetings may be convened by schools at the request of teachers or parents to exchange information to seek solutions to behavioural problems / difficulties of students.
**Consequences of Inappropriate Behaviour**

Consequences occur as a result of behaviour. Consequences can be positive or negative depending on the type of behaviour. Consequences should be fair, predictable and certain to happen. They should, if possible, relate to the expectation of appropriate behaviour.

<table>
<thead>
<tr>
<th>Action</th>
<th>By Whom</th>
<th>Why</th>
<th>When</th>
<th>How ( examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1 Cautioning</strong></td>
<td>Duty Teacher</td>
<td>To refocus.</td>
<td>When student’s behaviour is disruptive. For example; spoiling games, calling out, interfering with others, not on task.</td>
<td>Remind student of appropriate expectation. Ask them to return to task.</td>
</tr>
<tr>
<td><strong>Step 2 Intervention</strong></td>
<td>Duty Teacher Classroom Teacher</td>
<td>To stop disruptive behaviour.</td>
<td>When Step 1 has been unsuccessful.</td>
<td>Relocate student within classroom. Walk with yard duty teacher. Extra time in class at recess.</td>
</tr>
<tr>
<td><strong>Step 3 Teacher and Student Action Plan</strong></td>
<td>Class Teacher Assistant Principal Principal</td>
<td>To assist student to modify unacceptable behaviour.</td>
<td>When student’s behaviour continues to intrude on other students’ wellbeing.</td>
<td>Establishing a plan or contract with student and communicating with parents.</td>
</tr>
<tr>
<td><strong>Step 4 External assistance</strong></td>
<td>Class teacher Assistant Principal Principal</td>
<td>To set up and monitor a formal action plan to manage concerns about student behaviour.</td>
<td>When the student’s behaviour intrudes beyond normal manageable limits.</td>
<td>Parents, leadership staff and external student support services to assist the teacher to develop a behaviour plan.</td>
</tr>
<tr>
<td><strong>Step 5 Suspension</strong></td>
<td>Principal</td>
<td>Action plan has failed to modify seriously disruptive behaviour.</td>
<td>When all of the above steps have been unsuccessful.</td>
<td>In line with DEEC guidelines.</td>
</tr>
<tr>
<td><strong>Step 6 Expulsion</strong></td>
<td>Principal</td>
<td>Student’s behaviour has not changed. Student is deemed to be an unacceptable risk to others.</td>
<td>When all of the above steps have been unsuccessful.</td>
<td>In line with DEEC guidelines.</td>
</tr>
</tbody>
</table>
Step 1 Implementing Preventative Strategies and Cautioning

Implementing preventative and early intervention strategies to support positive behaviours is a key part of our Student Engagement Policy. Prevention and early intervention strategies should:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour.

Step 2 Intervention

When concerns arise about a student’s behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the child or young person. It is important that intervention strategies meet the following criteria.

- Targeted interventions should be based on systemic collection and analysis of data.
- Intervention strategies should include the teaching and/or building of pro-social replacement behaviours.
- Progress should be measured and support reduced slowly and gradually.
- Intervention practices should occur in the classroom as the first option and should always involve the classroom teacher/s.
- Both academic and social strategies should be addressed.
- Partnerships should involve and support parents/carers.
- The formation of a student support group is a critical element in the staged response.

Step 3 Teachers and Student Action Plan

The action plan and student support group aims to:

- develop an understanding of the child or young person
- utilise data collection monitoring systems that will inform decision-making
- identify the child or young person’s learning, social, emotional, behavioural and environmental needs, and the support or resources the student requires for improvement
- involve key specialist learning and wellbeing support staff, for example the literacy coach, student welfare coordinator, primary welfare officer, reading recovery teacher and/or school psychologist
- develop an Individual Learning Plan or Student Behaviour Contract with the student’s classroom teacher/s and ensure support to implement the plan
- support referrals to community support agencies for specialist interventions delivered in partnership with the student support group school strategies.
Step 4 External Assistance

Meetings of student support groups must involve:
- school principal (or delegate)
- student (as appropriate)
- student’s main classroom teacher, or the year level coordinator
- parents/carers
- professionals who have been supporting the student or their family, for example the student welfare coordinator, psychologist, youth worker, etc.

Step 5 Suspension

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

a) Threaten or constitute a danger to the health, safety or wellbeing of any person

b) Commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property

c) Possess, use, or deliberately assist another person to use prohibited drugs or substances

d) Fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member

e) Consistently interfere with the wellbeing, safety or educational opportunities of any other student

f) Consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

In determining whether to suspend a student, the principal must ensure that this response is appropriate to:
(a) the behaviour for which the student is being suspended
(b) the educational needs of the student
(c) any disability or additional learning needs of the student
(d) the age of the student
(e) the residential and social circumstances of the student.

Reference: Effective Schools are Engaging Schools: Student Engagement Policy Guidelines (DEECD, 2009)

Step 6 Expulsion

A principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):
(a) the student does anything for which they could be suspended (see reasons for suspension (a) to (f) above)
(b) the student’s behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school’s educational programs, an expulsion is the only available mechanism.

Corporal Punishment is NOT PERMITTED at Newport Lakes Primary School under any circumstances.
BEHAVIOURAL SUPPORT

The following measures may be applied when school expectations are broken.

Discussion & Counselling

Counselling and discussions will be of a positive nature and will provide the opportunity for the student to work out a satisfactory solution to his or her problem.

<table>
<thead>
<tr>
<th>Restorative discussion prompts:</th>
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<tbody>
<tr>
<td><strong>To the wrongdoer...</strong></td>
</tr>
<tr>
<td>□ Tell me what happened.</td>
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<tr>
<td>□ What were you thinking at the time?</td>
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<tr>
<td>□ Who has been affected by this? In what way?</td>
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<tr>
<td>□ What do you think you need to do about it?</td>
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<tr>
<td>□ How can we make sure this doesn't happen again?</td>
</tr>
</tbody>
</table>

Positive Measures

- Positive reinforcement e.g. verbal praise, stickers, stamps
- Post cards sent home
- Lunchtime activities such as chess, library, Lego
- Student of the week awards
- Student leadership roles - School Captain, Vice Captain or Junior School Council representative
- Buddies/cross-age tutoring
- Classroom ‘circle time’ discussions
- Ongoing community-building activities in classrooms (starting with ‘Learning To Learn’ inquiry in first 20 days of each school year)
- Reading appropriate picture-story books to raise awareness of potential issues and solutions
- Values certificates each fortnight presented at assembly

Whole-School Reward Days

- School-Wide Positive Behaviour Intervention Reward, once per term, such as teachers joining students to play during an ‘extra recess’ when the container in the office is full.

Classroom & Team Rewards

- School-Wide Positive Behaviour Intervention Reward, once per term, such as a pyjama day, local walk, special lunch, sports reward, etc.
• Classroom blogs

<table>
<thead>
<tr>
<th>Negative Consequences</th>
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<tbody>
<tr>
<td><strong>Logical consequences</strong></td>
</tr>
<tr>
<td>• Through discussion the student is encouraged to see the connection between inappropriate behaviour and taking responsibility for his/her choices and actions.</td>
</tr>
</tbody>
</table>

**Detaining Students For Unfinished Work in Class Time**
• Students may be detained at recess or lunch to complete schoolwork. This will be no more than half the duration of recess or lunchtime.

**Office Lunchtime or Recess Detention**
• Lunchtime & recess detention operates in the first half of the break.
• Parents will be notified in writing when a child has been in office detention. Alternatively, parents may be contacted by phone if required.

**Parent Meetings**
• Informal meetings may be convened at the request of teachers or parents to exchange information to seek solutions to behavioural problems/student difficulties.

**Removal of Privileges**
• A student may be refused permission by the school to attend excursions, camps or use of ipads.

**WELFARE and ANTI-BULLYING**

**Purpose**
All members of Newport Lakes Primary School have the right to feel safe at all times. The school is committed to achieving this and each student and staff member has the responsibility to support and promote this right.

The school’s ‘Bullying’ policy ensures that each child feels safe in all environments within the school ground providing a support system for children who have been bullied, providing guidance to those who display bullying behaviours, providing staff with a workable, consistent approach to bullying behaviours and providing children with strategies to avoid becoming victims or perpetrators of bullying.

**Nature**

Being bullied means that someone is subjected to behaviour that is hurtful, threatening or frightening and the behaviour is repeated over time.

Bullying takes many forms:

*Face-to-face bullying* (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.

*Covert bullying* (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn’t easily seen by others and is conducted out of sight, and often unacknowledged by adults.

*Cyber bullying* occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove.

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own websites, post personal news in blogs (online interactive diaries), send text messages and images via mobile phones, message each other through IM’s (instant messages), chat in chat rooms, post to discussion boards and seek out new friends in community sites.
While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

Staff at Newport Lakes Primary School have the responsibility to ensure that:
- All forms of cyber bullying are prohibited at Newport Lakes Primary School.
- Staff are aware of cyber bullying and are able to identify and look for signs of its occurrence among students.
- Students are aware of the consequences of cyber bullying.
- A code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises.
- All cases of cyber bullying are reported to the Assistant Principal/Principal and responded to promptly.
- There is supervision of technology that is effective for monitoring and deterring cyber bullying.
- Teachers will be utilising programs and frameworks such as the “National Safe School Framework”, “Alannah and Madeline Foundation” and “Bullying No Way” to create and sustain a safe supportive school community.

Students at Newport Lakes Primary School have the responsibility to ensure that they:
- Do not participate in cyber bullying.
- Do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum program.
- Do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming.
- Do not disseminate inappropriate information through digital media or other means.
- Report incidents of cyber bullying to a member of staff.
- Advise students being victimised by cyber bullying to talk to an adult.
- Offer to speak to an adult on behalf of the student who is being victimised by cyber bullying.

**Teacher-Parent Communications and Visits to the School**

Students have the right to learn and teachers have a right to teach in a safe, secure environment with minimal disruptions. Parents and carers have the right to feel welcomed at Newport Lakes Primary School, participate in their student’s learning, and communicate with staff at appropriate times when the need arises.

To ensure that all members of the school community, parents, carers, teachers and staff communicate using the appropriate channels at times convenient to all parties.

- Parents have the right to feel welcomed at Newport Lakes Primary School and the right to participate in their student’s learning.

- Parents, carers and all visitors during class hours (9.00am – 3.30pm) will be required to register their arrival at and departure from the school in the Newport Lakes Primary School visitors book.

- Parents or carers who are collecting students before the end of the school day must report to the office and complete Early Leavers slip. Parent or carer will then go to the classroom to collect the child and hand teacher the Early Leavers slip to be placed in class roll.

- Communication in regards to students should occur directly between the teacher and parent. This may include phone calls, emails, notes or communication books to keep both parties updated.
• If a staff member needs to discuss issues regarding a student the issue is not to be directed at
  the student. A phone call is to be made to the parent of the student and an appropriate time
  made to discuss the matter.

• If a parent has issues with teaching and learning and wishes to discuss this matter with the
  teacher, the teacher may be approached either before or after the school day and an
  appointment made to discuss the matter.

• A teacher is available for discussion via appointment at a time convenient to both parties.
  Teachers should allow time before and after class for parents to discuss simple day-to-day
  issues. It is not appropriate for parents to contact a staff member at home.

• If allocated parent /teacher interview sessions do not cover all matters and further discussion is
  needed, a future appointment can be made.

• If a teacher or parent has any questions about School Council decisions, these questions must
  be directed to the Executive Officer of the School Council (Principal) at an appropriate time.

• If parents or staff feel they cannot converse with the other party, then the Principal should be
  approached, or a third party used as a mediator.

ATTENDANCE

Rationale

• The Education Act 1958 requires that students of school age (six-sixteen years) resident in
  Victoria are required to be in full-time attendance at a government or registered non-
  government school unless they are receiving approved home tuition, correspondence
  education, or have been granted an exemption by the Regional Director.

Aims

• To maximise student learning opportunities and performance by ensuring that students
  required to attend school do so regularly and without any unnecessary absences.

Implementation

• Education is a sequential process. Absences often mean students miss vital stages in their
  learning making it difficult for them to catch up.
• Absenteeism contributes significantly to student failure at school.
• All enrolled students are required to attend school unless reasonable grounds, usually illness
  exists for them to be absent.
• Parents have a responsibility to ensure that their child/ren attend school regularly and on
  time and are only absent if ill or if absolutely necessary.
• Parents have a further responsibility to provide a written note or contact the school explaining
  why an absence has occurred.
• The Principal has a responsibility to ensure that attendance records are maintained and
  monitored at school.
• The Principal has a further responsibility to ensure that unexplained absences are
  investigated and that high levels of absenteeism are adequately explained.
• Student attendance and absence figures will appear on student half year and end of year
  reports.
• All student absences / late arrivals are recorded in the morning and the afternoon by
  teachers, aggregated on CASES21 database and communicated to the Department of
  Education and Early Childhood Development.
• The Department of Education and Early Childhood Development and enrolment auditors may seek student attendance records.
• Aggregated student attendance data is reported to the Department of Education and Early Childhood Development and the wider community each year as part of the annual report.

Whole School Strategies

• Following up student absences promptly and consistently.
• Creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning.
• Articulating high expectations to all members of the school community.
• Linking families with local community groups and agencies to maximise program and individual support eg. The Welfare Officer/Koorie Educator.
• Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal report to the Principal, who will then alert outside agencies of the school’s concerns.
• Clear written and verbal statements made regularly to parents, carers and students about school and community attendance expectations.
• Whole school modelling of punctuality.
• Communicating to parents the effects of absence and the need for targeted interventions.
• Individual students’ learning plans including attendance and punctuality goals.

Newport Lakes Primary School acknowledges that student attendance is the responsibility of everyone in the community. The school monitors, communicates and implements strategies to improve regular school attendance as a prerequisite for improving educational outcomes.

Additional Resources:

Website Links:

http://growingrespect.org.au/

http://www.kidsmatter.edu.au/

http://napcan.org.au/

Examples of Picture Story Books:

<table>
<thead>
<tr>
<th>Bullying</th>
<th>Inclusiveness and Celebrating Differences</th>
<th>Resilience</th>
<th>Friendship</th>
<th>Empathy</th>
<th>Focusing on the Positives</th>
<th>Compassion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying – Becky Ray McCain</td>
<td>and Harriet May Savitz</td>
<td>Jamee Riggio Heelan</td>
<td>Cave</td>
<td>McCloud</td>
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<td>Something Else – Kathryn Cave</td>
<td>The Bad-Tempered Ladybird – Eric Carle</td>
<td>Sorry – Trudy Ludwig</td>
<td>Halie and Tiger with Their Bucketfilling Family – Peggy Johncox</td>
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<td></td>
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<tr>
<td>Big Al – Andrew Clements Yoshi</td>
<td>Beautiful Oops – Barney Saltzberg</td>
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