



# *Positive Behaviour & Relationship Program- Student Engagement Policy.*



*Safe, fair and friendly for all our kids.*

## *Unleashing Potential*

# 1: School Profile.

## ABOUT US

Manifold Heights Primary School is situated in a quiet residential area of Manifold Heights, a suburb of Geelong, Victoria, Australia.

The school population is steady at 345 students who are drawn from an established, stable residential area of private housing, as well as from a catchment that extends well beyond the local environment. The school caters for students from Prep to Year 6. Approximately one third of the families receive the Education Maintenance Allowance to assist in supporting their children with their schooling.

The school leadership team consists of a Principal, Assistant Principal, one Leading Teacher and four Team leaders. The staffing profile reflects a great mix of graduates and very experienced teachers, females and males. Many staff members and parents have enjoyed a long association with the school.

Over the past three years the numbers of families and students who have come from non-English speaking backgrounds has increased dramatically. We currently have nine students working with an EAL (English as another language) teacher. Our team of four aides work with six students displaying both physical and intellectual/academic special needs. The life skills, horse riding, and specially speaking programs, plus the sensory room have all proved invaluable in providing a well rounded program to not only our PSD students but also other students needing additional assistance.

A dedicated, professional teaching and non teaching staff enable us to run a variety of programs at our school. Our Values statement provides the framework for programs. The staff members are caring and respectful of students' needs and are committed to the development of positive relationships, which foster learning. Each year begins with the "Starting Right" program as a way of setting up classroom environments. The Inquiry Learning approach forms the basis of our learning programs in all classrooms. Our partnership with the Barrabool Hill Baptist Church in the Kids Hope program has also proved to be an outstanding success.

Our expectation for acceptable behaviour is high and we believe we have a number programs and procedures in place to promote this throughout our school and community. We aim to focus on prevention and early intervention, with appropriate actions and consequences.

# 2: Whole School Prevention.

## VISION AND VALUES

*The Manifold Heights Primary School community nurtures potential for life long learning*

*Respect, Motivation, Resilience, Inquire*

People who are **RESPECTFUL**.....

- Care about and accept others
- Exercise their brains, hearts and spirits
- Take pride in the environment
- Listen with understanding
- Are safe, fair and friendly

People who are **MOTIVATED** .....

- Challenge themselves
- Find creative ways to develop their talents
- Always look to improve
- Can work independently
- Value their individual differences when learning

People who are **RESILIENT** .....

- Are optimistic
- Set goals and believe in themselves
- Bounce back from set backs
- See change as a positive opportunity
- Know that all people have strengths and weaknesses

People who are **INQUIRING** .....

- Ask questions to learn something new
- Take responsible risks and make mistakes
- Discover solutions
- Have a positive attitude
- Search for answers - whatever, whenever, wherever (www.)

## OUR MOTTO

*Unleashing Potential.*

## NATIONAL VALUES FOR AUSTRALIAN SCHOOLS

Our values work in well with the nine values identified in the National Framework.

1. Care and compassion - Care of self and others.
2. Doing your best - Seek to accomplish something worthy and admirable, try hard, pursue excellence.
3. Fair go - Pursue and protect the common good where all people are treated fairly for a just society.
4. Freedom - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.
5. Honesty and Trustworthiness - Be honest, sincere and seek the truth.
6. Integrity - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
7. Respect - Treat others with consideration and regards, respect another person's point of view.
8. 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.
9. Understanding, Tolerance and Inclusion - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

We aim to develop positive, respectful and co-operative relationships, within an open, welcoming and trusting school community and thus encouraging the development of health and well-being, self esteem and achievement.

We want students to develop resilience to cope with life's challenges through beginning to learn how to be responsible for their own wellbeing, learning, personal growth and self-discipline.

The Manifold Heights Primary School's values are taught and celebrated as part of everyday work, behaviour boundaries are set, and a learning environment is created where participation of the child is optimised.

## GUIDELINES

Manifold Heights Primary School intends to maintain a setting where students are happy and self-confident, and have a positive outlook towards school life and learning.

Our discipline procedures will be seen as opportunities for teaching and learning, whereby students are able to develop skills of self-management, problem solving, negotiation and decision making. We will always endeavour to ensure that expectations of student behaviour will be fair, logical, clearly stated and consistently applied. Encouragement and reflection are seen as most effectively shaping positive behaviour.

Our Positive Behaviour and Relationships Program- Student Engagement Policy is based on the following guiding principles:

- An agreed and consistent whole school approach,
- Focus on the relationship and how people are affected,
- Restore damaged relationships,
- Talk about the behaviour without blaming or becoming personal,
- See mistakes and misbehaviour as a opportunity for learning,
- Accept that sometimes we cannot get to the ultimate truth,
- Acknowledge the right and responsibility of all members of the school community,
- Based on a proactive approach with understood and accepted consequences for inappropriate behaviour,
- Consideration of individual student needs and difference.
- Be future focuses and talk about how to make things right.

# 3: Rights and Responsibilities.

These are based on the principles outlined in the Victorian Charter of Human Rights (2006) which outline Freedom, Respect, Equality and Dignity as the basis for reciprocal rights and responsibilities.

Together with the Disability Discrimination Act, the following set of shared expectations have been developed by our School Council, parents, staff and students to guide the school community in its efforts to maintain a high standard of student wellbeing and engagement.

<i>Responsibilities</i>					
<i>Rights</i>	<i>Principal Class</i>	<i>Students</i>	<i>Staff</i>	<i>Parents/Carers</i>	<i>School Council</i>
<b><i>Everyone has the right to positive and respectful relationships.</i></b>	<ul style="list-style-type: none"> <li>* Leadership – modelling and setting expectations</li> <li>* Promote the Values and Vision statement of our school</li> <li>* Strong induction programs for new staff</li> <li>* Develop positive and respectful relationships and communication systems with parents</li> </ul>	<ul style="list-style-type: none"> <li>* Promote the Values and Vision statement of our school</li> <li>* Help create a class environment that is great for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>* Promote the Values and Vision statement of our school</li> <li>* Implementation of the school programs designed to strengthen relationships and voice (Starting Right, You Can Do It, Standing strong/ Choice)</li> <li>* Establishment of an class environment that is conducive to teaching and learning</li> <li>* Develop positive and respectful relationships and communication systems with parents</li> </ul>	<ul style="list-style-type: none"> <li>* Promote the Values and Vision statement of our school</li> <li>* Develop a positive and respectful relationship and communication system with your child’s class teacher</li> </ul>	<ul style="list-style-type: none"> <li>* Promote the Values and Vision statement of our school</li> </ul>
<b><i>Everyone has the right to feel safe and supported in an environment that promotes the development of our core values where we are – Respectful, Motivated, Resilient and Inquiring</i></b>	<ul style="list-style-type: none"> <li>* Leadership – modelling and setting expectations</li> <li>* Focus on Prevention and Early Intervention strategies for individuals and families (students and staff)</li> <li>* Consistent, fair and reasonable procedures for behaviour management linked to appropriate actions and consequences</li> </ul>	<ul style="list-style-type: none"> <li>* Display positive behaviours towards peers, teachers and all other members of the school community (e.g. being supportive, encouraging, tolerant and sensitive to others’ needs and feelings)</li> <li>* Respect for the property of others</li> <li>Taking responsibility for their own</li> </ul>	<ul style="list-style-type: none"> <li>* Establishment of clear and consistent routines and expectations</li> <li>* Focus on agreed positive and pro-social behaviours</li> <li>* Working as a staff team to care for all students</li> <li>* Provide transition programs at the different stages of schooling to promote resilience</li> <li>* Maintenance of a positive, inclusive, encouraging,</li> </ul>	<ul style="list-style-type: none"> <li>* Make sure children are aware of behaviour management procedures, actions and consequences</li> <li>* Support the school/ staff and follow up on any issues raised</li> <li>* Modelling of positive behaviours.</li> <li>* Guidance of children to develop values and behaviours consistent with the school's values.</li> <li>* Raising of issues with the school in accordance with procedural policy.</li> <li>* Participation (and</li> </ul>	<ul style="list-style-type: none"> <li>*Development of policies which reflect our values and expectations</li> <li>*Support in very difficult cases that stretch outside our school boundaries</li> </ul>

	<ul style="list-style-type: none"> <li>* Liaising with external agencies</li> <li>* Provide transition programs at the different stages of schooling to promote resilience</li> <li>* Assistance and guidance to teachers and parents with issues that are not easily dealt with in the classroom.</li> <li>* Facilitation and follow up of agreed intervention strategies.</li> <li>* Development/ distribution of information that assists parents and students to effectively respond to inappropriate behaviours.</li> <li>* Facilitation of recognition award schemes.</li> </ul>	behaviours.	<ul style="list-style-type: none"> <li>inspiring and challenging classroom and schoolyard environment.</li> <li>* Seeking of/providing assistance from/to principal, other teachers or parents when required.</li> <li>* Implementation of agreed intervention strategies where appropriate.</li> <li>* Regular, honest communication with parents about how their child is going.</li> <li>* Participation in parent/ teacher interviews.</li> <li>* Participation in recognition award schemes.</li> </ul>	listening) in parent/ teacher interviews.	
<b><i>Everyone has the right to feel included and welcomed into a school community that values diversity and change.</i></b>	<ul style="list-style-type: none"> <li>* Leadership – modelling and setting expectations</li> <li>* Provide accessible educational provision for all students</li> <li>* Welcome parents and develop partnerships</li> <li>* Jointly negotiate policies and procedures providing lots of information about what we do at Mano</li> <li>* Be available to meet with parents and staff at mutually convenient times</li> <li>* Celebrate the diversity of our community</li> </ul>	<ul style="list-style-type: none"> <li>* Celebrate the diversity of our community</li> <li>* Participate in leadership opportunities offered</li> <li>* Be supportive, encouraging, tolerant and sensitive to the needs and feelings of their peers.</li> <li>* Take responsibility for their own behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>* Accept all students into their class and plan inclusive programs to cater for all student needs</li> <li>* Assist new students to settle in, understand the school/class values and expectations and develop positive relationships with other students.</li> <li>* Be available to meet with parents at mutually convenient times</li> <li>* Celebrate the diversity of our community</li> </ul>	<ul style="list-style-type: none"> <li>* Make an effort to participate in school events</li> <li>* Be available to meet with staff/ Principal at mutually convenient times</li> <li>* Contact the school immediately if you have an issue to discuss</li> <li>* Celebrate the diversity of our community</li> </ul>	<ul style="list-style-type: none"> <li>* Celebrate the diversity of our community</li> <li>* Promote opportunities for families to meet each other (e.g. start of year BBQ)</li> <li>* Development of policies which reflect our values and expectations</li> </ul>
<b><i>Everyone has the right to unleash their</i></b>	<ul style="list-style-type: none"> <li>* Leadership – set expectations and build the capacity of staff and</li> </ul>	<ul style="list-style-type: none"> <li>* Acknowledge the high expectations of the class and</li> </ul>	<ul style="list-style-type: none"> <li>* Establish and articulate consistent high expectations for</li> </ul>	<ul style="list-style-type: none"> <li>* Acknowledge the high expectations of the class and help children achieve their</li> </ul>	<ul style="list-style-type: none"> <li>* Development of policies which reflect our values and expectations</li> </ul>

<p><b><i>cognitive, emotional and behavioural potential</i></b></p>	<p>students (PD, Instructional leadership)  * Resource professional development and curriculum programs for students and staff  * Encourage student voice across the school  * Establish and articulate consistent high expectations of all students, staff and parents  * Provide accessible educational provision for all students  * Development/ distribution of information that assists parents and students in the face of inappropriate behaviours.  * Facilitate recognition award schemes.</p>	<p>work to the best of their ability  *Take the opportunities given to express their student voice  * Increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals  * Participate fully in the school's educational program and attend regularly  * Conduct themselves in a manner which maximises their learning opportunities and does not compromise the opportunities of their peers.  * Completion of homework.</p>	<p>all class members  * Provision of appropriate, relevant and challenging curriculum in which students can experience success  * Take responsibility for building their own professional capacity  * Establish and maintain agreed modes of work and behaviour expectations  * Consistency of behaviour and response to students.  * Seeking of/providing assistance from/to principal, other teachers or parents when required.  * Regular, honest communication with parents about how their child is going.  * Participation in recognition award schemes.  * Share information and knowledge.  * Work collaboratively on lesson plans and materials.</p>	<p>best  * Familiarise yourself with the routines of the class/ school  * Expect children to participate fully in the school's educational program and attend regularly</p>	
<p><b><i>Everyone has the right to work in an attractive, sustainable, safe and inspiring physical environment that is conducive to learning inside and outside the classroom</i></b></p>	<p>* Leadership – modelling and setting expectations  * Resource 21<sup>st</sup> century technologies and professional development  * Provide opportunities to receive and give constructive feedback  * Maintenance of grounds and buildings that are safe, attractive and in line with our sustainability program  * Work with</p>	<p>* Use multimedia technologies as part of your school work  * Never use multimedia technologies to bully others  * Take the opportunities given to receive and give constructive feedback  * Respect the grounds and buildings, and work to improve our environment  * Take part in activities which</p>	<p>* Develop curriculum that promotes Inquiry, discussion and debate  * Make use of 21<sup>st</sup> century technologies in classroom activities  * Take the opportunities given to receive and give constructive feedback  * Respect the grounds and buildings, and work to improve our environment  * Work with</p>	<p>* Encourage children to represent their own ideas, opinions, knowledge and experiences  * Participate in working bees to improve the grounds of our school  * Work with students to raise awareness and develop resilience strategies to handle cyber bullying if it occurs</p>	<p>*Development of policies which reflect our values and expectations  * Organise, facilitate, take part in working bees and other opportunities to improve the school's physical environment.</p>

	<p>students to raise awareness and develop resilience strategies to handle cyber bullying if it occurs</p> <p>Apply for grants and pursue other opportunities to fund ongoing development or upgrades.</p>	<p>will improve the school's physical environment and reduce its ecological footprint.</p>	<p>students to raise awareness and develop resilience strategies to handle cyber bullying if it occurs</p> <p>*Provide opportunities for classes to improve the school's physical environment and reduce its ecological footprint.</p> <p>Alert principal of maintenance needs.</p>		
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# 4: Shared Expectations

Following are some strategies we can use to develop our Positive Behaviour and Relationships with our friends, teachers, parents and community members.

## STANDING STRONG

This strategy will foster assertiveness, character building and personal responsibility for the things that happen in our lives.

The simple steps are:

1. When you are confronted by unwanted behaviour from another child you have to say -  
**"STOP - I DON'T WANT YOU TO DO THAT!  
DO YOU UNDERSTAND?"**

This approach encourages you to **STAND STRONG**, to be assertive - "you are disturbing me, you are making me unhappy, you have no right to do this".

2. The child who has caused the problem now has a choice.

A good choice will be to stop the behaviour, a poor choice would be to continue, but the choice is theirs. They have been told that it is unwanted behaviour.

3. Should the unwanted behaviour continue, the child who has stood strong is now encouraged to seek the support of an adult.

This strategy is for everywhere - in the classroom, in the backyard, on the bus, at the dinner table, in the schoolyard.

Two notes -

- This is not a strategy for serious misbehaviour or major issues. This is about the day to day problems that often lead to bullying and unhappiness.
- This strategy works best when "Peers" stand strong and back up the individual who is standing strong.



## CHOICE

Life is a series of CHOICES!

The teachers at our school will support you with this major facet of life by asking you to verbalise your choices. In doing so you will accept that

- "I" have a choice
- It's my choice
- I am responsible

We will encourage you to see that some choices are **good choices** and others are **poor choices** .... but there is always a choice.

The key to this strategy is to look for the good choices that you make regularly throughout the day and acknowledge them -

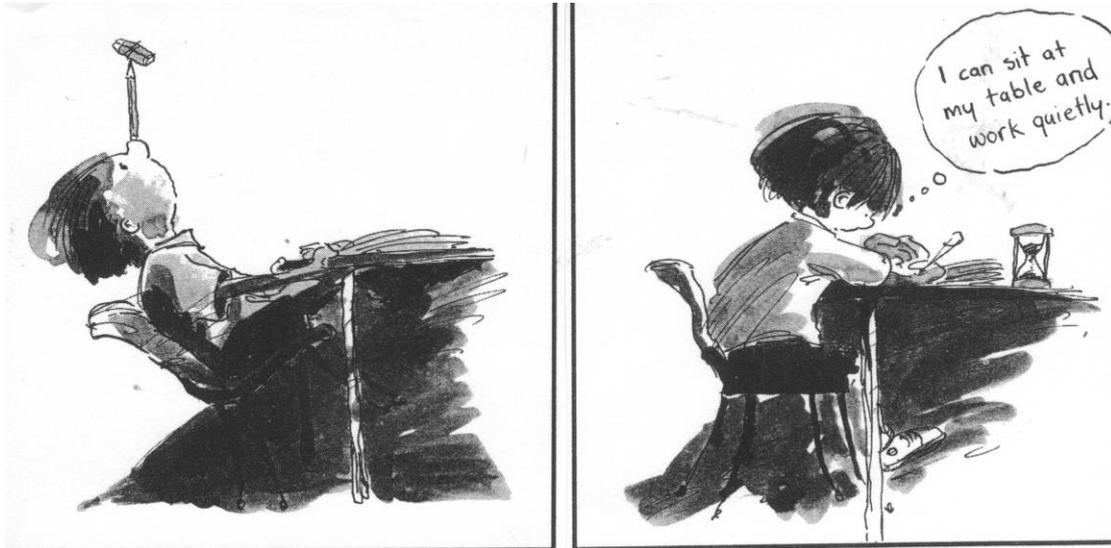
"that was a good choice".

**YOU** choose -

- How **you** react to situations
- How people will affect **your** mood
- To be in a good mood or a bad mood

The bottom line:

**IT'S YOUR CHOICE HOW YOU LIVE LIFE.**



## YOU CAN DO IT

The "You Can Do It" identifies the academic, social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community.

We focus on the social, emotional and motivational capacity of students rather than on their problems and deficits aiming to build on the following 5 foundations:

- Confidence (academic and social)
- Persistence
- Organisation
- Getting Along
- Resilience

Central to the development of these 5 foundations is instilling in our students 12 useful "Habits of the Mind" and eliminating 5 "Learning Blockers".

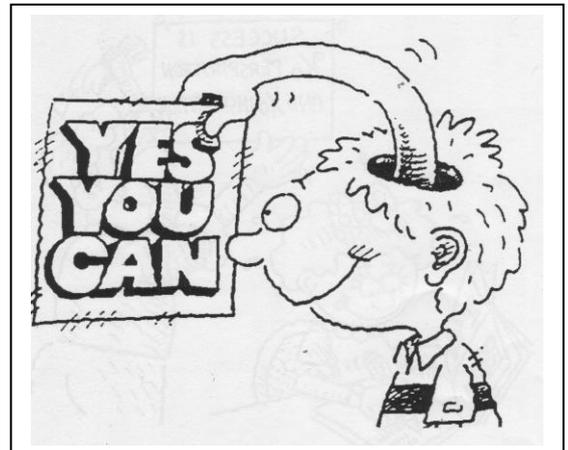
These are:

### Habits of the Mind

Accepting myself  
Taking risks  
Being independent  
I Can Do It!  
Giving effort  
Working tough  
Setting goals  
Planning my time  
Being tolerant of others  
Thinking first  
Playing by the rules  
Social responsibility

### Blockers

Feeling very worried  
Feeling very down  
Procrastination  
Not paying attention  
Feeling very angry or misbehaving



The You Can do It program is deliberate in pointing out negative blockers and in the explicit teaching of alternative positive Habits of the Mind.

This approach includes the development of positive caring relationships with our students.

## STUDENTS OF THE WEEK

Each week teachers at Manifold Heights Primary School select a student in their class to be awarded the "Student of the Week" certificate. The nomination is based on students applying their skills and knowledge of our School Values in everyday situations at school.

This award reinforces our values and children are rewarded through:

- recognition at assembly in front of their peers, teachers and parents.
- receiving a certificate which is displayed in the school foyer during the week.
- an invitation to have lunch with the Principal on Friday where they are handed their certificate and a special principal sticker.

Below is a picture of the current certificate.



## **SCHOOL ATTENDANCE**

Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development. There is a direct link between the number of absence days and academic achievement.

### ***Whole School Understandings:***

- Students are expected to come to school everyday unless they are ill.
- Students need to be on time so that they do not lose valuable learning time and opportunities.
- Teachers will mark the roll twice a day (morning and after lunch). If your child arrives late or leaves early, they may be marked as absent.
- If students are absent for several days in a row, a phone call will be made to parents.
- Parents should not make appointments during the school day for their students unless absolutely necessary.
- Students who experience extended periods of illness and absence will have school work provided to them.
- Parents need to notify the school in advance if an extended absence is planned. The school does not encourage holidays within the school term when learning opportunities are lost.
- Parents must provide written explanation when their child is absent from school using the prescribed proforma. These are available at the office.
- Absences will be recorded on the Department system daily.

### ***Why 'It's Not OK to Be Late to School':***

Students being late to school can have an effect on the teacher, other students in their class and themselves in the following ways.

#### **Latecomers:**

- miss out on talking to their class teacher before school
- miss out on playing with other children before school
- miss out on organisation time, for example getting their workbooks and pencil case from their tub and setting up their table for the day
- miss out on roll marking, lunch orders being sent to the canteen and taking monies or notices to the office - and their notices and lunch orders often stay in their school bag
- miss out on learning time when they take their lunch order to the canteen and monies or notices to the office later
- miss out on hearing what's happening for the day
- are often unsure about what they have to do in the lesson
- can arrive at their classroom, find that their class has moved and then waste time wandering around the school searching for the group

- can arrive at their classroom to find that their class has gone to a specialist lesson and they do not know where to go
- particularly miss out on reading and writing learning time
- find learning becomes disjointed and difficult
- are failing to take responsibility for their learning
- tend not to see being late as a problem
- are often unapologetic to the teacher and the class
- distract other students when they arrive.

Teachers:

- need to repeat instructions and/or find extra sheets or material before late students can begin working
- need to give late students extra attention so that they know what has happened or what the class is doing
- can be expected by the parents of latecomers to be available although teaching has begun
- have to find time to communicate their concerns to parents about unexplained absenteeism and late attendance by phone, a note or a meeting after school.

### ***Why 'It's Not OK to Be Away'***

When students stay away from school their learning and friendships are affected and their teachers can become frustrated and disappointed because learning becomes disjointed and difficult.

Students who stay away from school:

- miss the introduction of new work
- fail to complete work
- miss revision
- miss maths, reading and spelling tests
- miss homework explanation and worksheets and develop inconsistent homework returns
- fall behind with their learning
- develop disjointed home-reading routines
- may lack confidence and feel embarrassed because they cannot do work the class has been studying
- feel left out from class discussion when they have missed a special class activity and cannot do the associated work
- miss specialist lessons because these lessons only occur once a week and so, for example, art work is not completed or is rushed in order to finish in the limited time available, physical education skill work is not practised, library work is not completed and library skill information is missed
- miss notices and newsletters
- miss celebrations, for example student of the week, class awards, excursions, school visitors, assemblies and special activities
- can find it difficult to break into established friendship groups and develop good friendships with their peers

User/Policies/Positive Behaviour & Relationship program

- can develop a poor attitude towards school believing 'I won't miss much if I'm not at school'
- fail to realize that the teachers and students miss them.



Parents and caregivers are powerful figures in influencing the behaviour of young people. You play an important role in supporting your child to be safe and make informed choices.

## **REACH FOR THE STARS AWARD**

At the end of every term, the Principal awards the "Reach for the Stars" award to one student in each team level - Preps, Juniors (Yrs 1&2), Middles (Yrs 3&4) and Seniors (Yrs 5&6).

The award acknowledges those students who are consistently hardworking, have a wonderful learning attitude, are self motivated and disciplined, and achieve excellent academic results. The award is presented at the end of term assembly. Parents are always notified during the last week of term if their child has been nominated by the staff.

## **BUDDY PROGRAM**

Each year during the Transition program, the Prep teachers organise the Buddy Program between Kindergarten students and Manifold Heights Year 5 students.

Our new Preps are each allocated a Year 5 student to help them settle into school. The seniors befriend their Prep buddies and work with them in many ways including:

- meeting them prior to morning recess and helping them to distinguish their snack food from their lunch,
- helping with shoe laces,
- helping to take jumpers on and off,
- escorting them outside and showing them where they can and can't play,
- playing with their buddies in the Gunyah (an outdoor room set up like a Kindergarten room ie: dress up corner, book corner, games, cushions)
- helping them develop the social skills necessary to play with their own friends,
- explaining our school rules and expectations,
- working with their buddies during literacy activities and special whole school days,

At Manifold Heights we know our Year 5 students will provide our new students with two years of support and friendship making their transition to Primary School a very happy one.

## **KIDS HOPE**

The Kids Hope program is part of the work run by World Vision Australia and aims at creating a positive impact in the lives of vulnerable children and their families. It is a mentoring project built on long term partnership between our school and the Barrabool Hills Baptist Church.

A caring adult is matched to one child and spends one hour every week with the child at school. The adult pledges to work with the child for a minimum of one year. During the hour session, the adult and child complete some school work and participate in a mutual interest eg: craft activity, sport.

The importance of positive one-to-one relationships with a caring adult other than a parent, can not be overstated. Mentors understand their role in building caring relationships and the positive impact it will have in enhancing the child's ability to learn and building their resilience. It keeps our children heading in the right direction.

The program's coordinator recruits, screens, trains and supervises mentors at the school. There is no religious aspect to this program.



## **SOCIAL SKILLS PROGRAM**

The Social Skills program is a school based set of lessons aimed at getting our students to talk about friendship building and being part of a wider social network. Even though the program is aimed at Prep, it can be used to promote discussions with students of all ages.

The lessons revolve around the following themes:

- Similarities and Differences
- We all have feelings
- Being a friend
- Keeping my friends
- Playing with my friends
- Handling conflict
- The cool and friendly way
- Resilience

The program runs over a period of eight weeks with lessons taken once a week in a small group. Activities reinforce the themes listed above, and gives students the opportunity to discuss their experiences, clarify their own understandings, and learn about how to make and maintain social contacts.

## RESTORATIVE PRACTICES

Restorative practices is a powerful way of looking at responses to misbehaviour. While students are accountable for their behaviour, it focuses on repairing the harm done to people and relationships rather than on punishing offenders. The process focuses on healing and the related empowerment of those affected by an incident, it enhances relationships and builds social capital.

Our Restorative justice program aims to develop:

- A community that values the building of quality relationships, coupled with clear expectations and limits,
- Restorative skills, in the way we interact with young people, and using teachable moments to enhance learning,
- Restorative processes that resolve conflict and repair damaged relationships; and
- A community that is forward-looking, optimistic and inclusive.

How does it work?

- The students try to fix things up by participating in a Restorative Conference,
- The teacher asks a number of questions to lead the discussion,
- Encourages all those affected by the conflict to find a way forward, reducing anger and resentment,
- All those involved have a chance to tell their side of the story,
- Each student has a chance to say how things can be fixed up,
- An agreement is reached - it may still involve discipline procedures,
- Relationships are healed wherever possible,
- If a student refuses to participate in a Restorative Conference to repair the harm or to sort out an issue the school will follow other procedures to decide if a consequence is required for that student.

Typical questions asked of the offender and victim include:

- Can you tell me what has happened? (both)
- What were you thinking at the time? (both)
- What have you thought about since then? (both)
- Who do you think has been affected by your behaviour? (offender)
- How do you think they have been affected? (offender)
- How have you been affected? (victim)
- What has been the hardest thing for you? (victim)
- What do we need to do to fix things? (both)
- What would you like to see happen to repair the harm? (both)

This process reduces bullying and helps students learn to make and keep friends.

## **BULLY BUSTING**

Bullying is when someone or a group of people who have more power at the time, deliberately upset or hurt another person *repeatedly and deliberately*.

The tendency to 'over-include' is a major obstacle in preventing bullying. If every single act of meanness or social rejection is categorised as bullying, then we will find it difficult to respond firmly to the complex situations of repeated and deliberate harassment that constitutes bullying.

### ***Key features of bullying include:***

- It is deliberate,
- The behaviour does cause distress for the recipient,
- It is directed towards a specific person or group,
- There is a repeated pattern of attacks,
- There is an imbalance of power,
- The behaviour is unreasonable and unjustifiable,
- The recipient usually finds it difficult to leave or avoid the bullying situation,
- It can be verbal, physical, social or psychological.
- It can be done in person, by manipulating others to take part, or by electronic means such as e-mail, text messages or chat rooms.

### ***Bullying is NOT:***

- A situation where there is mutual conflict - ie: a balance of power where students are both upset and usually want a resolution to the problem,
- Social rejection or dislike (unless it is a repeated act and directed towards a specific person)
- Single episodes of nastiness or meanness or random acts of aggression or intimidation.

### ***What can I do if my child is being bullied?***

1. Listen carefully to your child and show concern and support.
2. Give sensible advice - don't encourage your child to fight back, this will most likely increase the bullying.
3. Assist your child to develop positive strategies including:
  - Saying leave me alone and calmly walking away
  - Avoiding situations that might expose them to further bullying
  - Making new friends
4. Ask your child the following questions to understand if there is a repeated pattern:
  - What, where and when did the incident happen?
  - Who was involved on each occasion?
  - Did anyone else see it and, if so, who?
  - What solutions have been tried so far?

- The names of any teachers who are aware of the problem?
5. Work with our staff to solve the problem. Remember, if you were not aware that your child was being bullied, then perhaps your child's teacher did not know about it either.
    - Make an appointment with your child's teacher,
    - Make note of the points you want to discuss,
    - Stay calm and present the information you have
    - Be confident that you can work together to try and fix the problem
    - The school will need time to investigate and to talk to teachers, and perhaps, other students.
  6. Ask when you can expect the staff to get back to you on the outcome.
  7. If needed, ask for the school counsellor to become involved.
  8. Encourage your child to report any further bullying incidents to a teacher they trust at school.

***What should I NOT do if my child is being bullied?***

1. Do not directly approach any other student who you believe may have been involved in bullying your child.
2. Do not try to sort the issues out with their parents. This usually doesn't work and makes the situation much worse.

***What if my child is bullying others?***

1. Respond calmly and non-defensively, and commit to working with us to manage the problem in a helpful way.
2. See the situation as an opportunity for your child to learn important developmental lessons.

***What should I NOT do if my child is bullying others?***

1. Do not directly approach the bullied student or their family or try to get other parents to take your child's side.

## CYBER CARE

A new frontier has developed and for many adults it is foreign to us. This new frontier is the Cyber World. This world offers our kids some pretty amazing things that can help foster their growth as an individual and provide information that accelerates their educational learning opportunities. Developed as an educator's tool for sharing, the internet and cyber world can take on a dark side. To understand the risk factors associated with this dark side, parents and teachers must get to know the cyber world immediately.

Knowing what our kids are doing on-line will help us (parents and teachers), help them navigate their way through this world and be responsible users. Conversations about safe and responsible practices must occur frequently both at school and at home. Students at Manifold Heights are required to sign an Acceptable ICT Users policy before being allowed access to multi media at our school. Inappropriate behaviour will be dealt with under the school's Behaviour Management policy.

### *What are Kids doing on-line?*

**5-7 years:** Five- to seven-year-old children have a positive outlook and an accepting nature. They take pride in their new reading and counting skills and love to converse and share ideas. They are eager to behave well; they are trusting; and they don't question authority. Children at this age may be very capable at using computers, i.e. following commands, using the mouse, and playing computer games. They are, however, highly dependent on adults or older children to help them find web sites, interpret online information or send e-mail.

They:

- will accept media content at face value
- don't have the critical thinking skills to be online alone
- may be frightened by media images, both real and fictional
- may be frightened by realistic portrayals of violence, threats or dangers
- are vulnerable to online marketers who encourage them to give out personal information through surveys, contests and registration forms
- risk moving from appropriate to inappropriate sites through hyperlinks
- may be exposed to search results that link to inappropriate web sites.



**8-11 years:** The research shows that children in middle and upper primary years are emerging users of internet-enabled computers and mobile phones.

Children 8-11 years report participating in a range of internet and mobile phone activities. They:

- use the internet to play online games against other players.
- use the internet to complete homework.



- use mobile phones for talking.
- use computers for messaging.
- use computers for watching/listening to media.
- use computers for social networking.
- use a mobile phone for messaging.

***Concepts we need to teach our children/students:***

<b><i>Concepts</i></b>	<b><i>Lower Primary</i></b>	<b><i>Middle and Upper Primary - as with Lower Primary plus:</i></b>
<b>Digital media literacy</b>	<ul style="list-style-type: none"> <li>• Identifying appropriate online content and places</li> <li>• Difference between animated and fictional characters and real life</li> <li>• Speaking person to person online</li> <li>• Compare strangers in the real world to strangers online</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing online symbols</li> <li>• Identifying avatars as online constructs</li> <li>• Violence in games does not reflect real life behaviours</li> <li>• Identify commercials content- ads</li> </ul>
<b>Positive online behaviour</b>	<ul style="list-style-type: none"> <li>• Respectful communication / netiquette</li> <li>• Including, not excluding</li> <li>• Appropriate language to others</li> <li>• Being kind when online</li> </ul>	<ul style="list-style-type: none"> <li>• Using online help</li> <li>• Protecting personal information</li> <li>• Appropriate contact</li> <li>• Using adult supervision</li> <li>• Responding to unwelcome contact</li> <li>• Cyberbullying - identifying, responding, reporting, preventing</li> <li>• Role of bystander in cyberbullying</li> <li>• Behaving ethically with handheld devices eg: mobile phone cameras</li> </ul>
<b>Peer and personal safety</b>	<ul style="list-style-type: none"> <li>• Using adult assistance</li> <li>• What is personal information?</li> <li>• Name, address and school should not be shared online without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Privacy</li> <li>• Grooming processes</li> <li>• Identifying feeling unsafe</li> <li>• Trusted adults and online help</li> <li>• Protecting personal information of yours and others</li> </ul>
<b>e-Security</b>	<ul style="list-style-type: none"> <li>• Safe technology use</li> <li>• Email and how it works</li> <li>• Adult supervision</li> <li>• What to do when feeling unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Email etiquette</li> <li>• Spam</li> <li>• Pop-ups</li> <li>• Viruses</li> <li>• Scams</li> </ul>

## ***What does it mean to be Cybersafe?***

Behaving safely online means:

- protecting their 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 "not quite right". At home this would be a parent or guardian, at school a teacher.

These principles of safety and responsibility are not specific for the web but certainly apply to the use of internet at home and school. Just as in the real world, the virtual world of the internet involves some risks. We need to make sure students understand the cyber world and it's pitfalls in order to minimise these risks.

<http://www.cybersmart.gov.au> has lots of information to help us achieve this.

## ***What is cyberbullying?***

Cyberbullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. It is sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties.

Children and young people can also be affected by hostile behaviour that does not fit the definition of cyberbullying. For example, a one off insensitive or negative remark or joke online or via text is not cyberbullying by definition. However, the impact can be widespread due to the rapid dissemination and the relative permanency of the message sent. Unfortunately most cyberbullying occurs outside the school's view or control.

## ***What does it look like?***

Cyberbullying can be conducted in many ways, using different media including:

- the sending of abusive texts or emails
- taking and sharing unflattering or private images, including naked or sexual images
- posting unkind messages or inappropriate images on social networking sites
- excluding individuals from online chats or other communication
- assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming

Cyberbullying can happen to anyone, not just those generally considered vulnerable. Confident, outgoing individuals can also be targeted.

Research has identified that girls are more likely to report that they have been victims of cyberbullying than boys, potentially because they engage in a higher level of technology-assisted social communication such as using SMS, emailing and social networking.



**If we want to know  
what is going on in  
the cyberworld  
with our kids,  
we need to get into  
the cyberworld!**

### ***Tips for parents***

The following will help parents get into the cyberworld with their kids. By no means are these tips universal and work for every situation. We need to understand that the internet and the actions in the cyberworld is a human behavior, and working with a human behavior, nothing is universal. Each family is different and each family needs to take the time to discover what works for your situation and your family.

- **Centralize the computer** - Put the online accessibility of the computer in a room that is frequented by parents constantly. Make the computer screen be viewable.
- **Consistent Communication** - Probably the most important strategy we can resource to as parents is simply establishing consistent communication with our kids who are going online. Establish proactive communication with your kids that focuses on their online etiquette and behavior. This channel of consistent communication will not only develop trust, but will also serve as a lifeline for our kids when they experience a threatening situation in the cyberworld.
- **Online Experience and Knowledge** - Parents must become tech savvy and experienced with online applications. It is critical that parents spend time navigating through the internet on their own and learning the capabilities of the computer. Sign up for classes which keep up with the current trends and changing technology. The more knowledge a parent can develop about the internet and risk factors associated with it, the better equipped parents will be to secure the safety of children while online.

- Blogging, Chatrooms and Social Networking Sites - Along the same lines as Online Experience and Knowledge, parents need to develop an understanding of how Blogging, Chatrooms, and Social Networking sites operate. When MySpace and other social networking sites are used with responsibility, they are a tremendous tool for kids to connect with one another and stay in contact. Unfortunately it is when these social networking sites are abused do they turn into a risk factor for our kids. Spend some time in the social networking sites and discover the safety features each one has to offer.
- Be There: Establish an Emergency Communication System\_- Assure rapid communication with your child while they are online. Parents can not spend every minute of the day next to their child while online. Software is available to help your kids report and document these situations. CyberBully Alert allows parents to be notified by their child and parents will have a saved screen shot to use for documentation.



# Not being the bully's target - Tips for students.

When bullies aim and fire, these are the behaviours they want to see.

<b>eyes</b>	red, teary, weepy, narrowed, looking down or away
<b>face</b>	white, red, tense muscles
<b>lips</b>	tight or mouth open
<b>head</b>	down
<b>shoulders</b>	slumped, bent over, pulled back
<b>voice</b>	very quiet, angry, upset, muffled, a grunt
<b>body movements</b>	frozen, stuck, paralysed, rigid, fidgeting, walking away
<b>verbal retaliation</b>	blabbering, criticising back, blaming
<b>feeling demonstrated</b>	fear, angry, hurt, hate, embarrassment, teariness, frustration
<b>demeanour</b>	doing nothing or being powerless

## How can I protect myself?

When you feel you are being bullied do you....

1. look the other child in the eye?
2. have a friendly look on your face?
3. stand straight?
4. move without jiggling?
5. speak calmly and clearly?
6. say something neutral, clever or assertive?
7. express their frustration and hurt directly to the bully?
8. share their frustration and hurt with someone in authority?



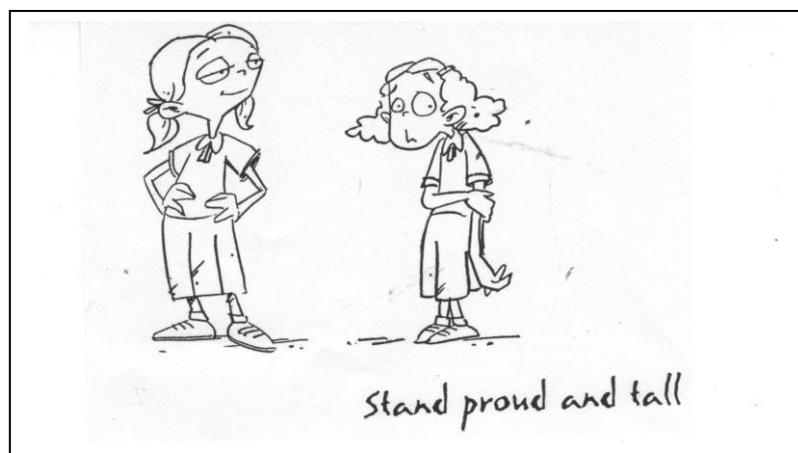
## What about me?

Do I look like a ....

- piece of limp celery
- jiggling tea bag
- frightened tortoise
- couch potato
- frozen ice block
- wriggling octopus
- miserable mess
- prickly echidna

Instead ....

- look like a confident great Dane



- stand like a karate expert
- move like an athlete
- speak like an actor
- joke like a comedian
- repel like a prickly blackberry bush
- behave like a popular kid

Is it hard? Can be but.....

- you should fake it until you make it
- persistence means success
- practice makes any behaviour automatic
- you will still be the same person, but happier
- you need to stop making the bully happy
- you need to give it an go and know when to say "no!"

### Retorts - what do I say?

Try these....

#### **Agree**

Bully: You have cabbage ears

Retort: *I know*

Bully: You're a dog

Retort: *How long did it take you to figure that out?*

*So what?*

*Only on Wednesdays!*

#### **Disagree**

Bully: You're a freckle face

Retort: *I'm not a freckle face, I'm a speckle face*

Bully: You are such a square

Retort: *how can you say that when I am actually a hexagon?*

#### **Intellectualise**

Bully: You're so ugly

Retort: *You said the same thing last week and the week before and, quite frankly, I'm a little bored. Can't you think of anything else to say?*

*The concept of ugliness is influenced by popular opinion, genetics, developmental age and culture. Could you be more specific and clarify?*

#### **Change the subject**

Bully: Why don't you go away?

Retort: *I really like this place - it has special meaning for me*

*Can you show me where I should go on a map?*



### **Be irrelevant or beat around the bush**

Bully: Where are all your friends?

Retort: *Ask them yourself*  
*We are not meeting until later*

### **Hear the tease, give the reply**

These are especially good when you can't think of what to say and need to make it quick, or when you are feeling very scared. Say anything that means nothing, but sounds OK.

<i>I hear what you say</i>	<i>Big deal</i>
<i>Whoopydo!</i>	<i>So what!</i>
<i>Beg your pardon</i>	<i>Really</i>
<i>Fancy that</i>	<i>Gee whiz</i>
<i>Get your facts right</i>	<i>I didn't realise</i>
<i>Why didn't you tell me earlier?</i>	

**Bullies hate being embarrassed.** They have expected you to react, but you have responded instead, in a calm, polite, assertive manner, and have not given away your power. Bullies are totally confused by the subtle sting of an effective retort and, as a result, often appear quite silly. They don't like this. It means they have lost their magical powers. The fear of being further embarrassed by you, especially in front of an audience, stops the bully.

# 5: School actions and consequences

## BEHAVIOUR MANAGEMENT PROGRAM

At Manifold Heights Primary School we put all these programs and procedures in place but sometimes students still find themselves in situations that need to be worked through.

We view our relationships with our students as a kind of bank balance. Every time you say something positive to a child you are making a relationship deposit. Every time you say something negative to a child you are making a relationship withdrawal. It takes 7 positive to counter balance 1 negative withdrawal!

If you have an incident with a student you need to repair the relationship so that the bank balance does not go into debit.

Consequences for their actions always come with support and guidance, and are seen as opportunities to learn and reflect. This is applied through two processes:

- Classroom Behaviour Management Process, and the
- Playground Behaviour Management Process.

### *Classroom Behaviour Management Process:*

At the beginning of each year the classroom teacher in conjunction with the class establishes the classroom rules and expectations as part of the school's Starting Right Program. All students, staff and visitors are expected to work within these parameters when working in this classroom.

Students who have a disregard for the classroom rules, the lesson being offered, or are behaving in such a manner as to interfere with the educational opportunities of other students, will be removed from the class.

If an incident occurs we will follow these steps based on the card system used in soccer:

***Green Card, Yellow Card, Red Card, Purple Card & Black Card.***

The cards act as a physical and visual reminder for those students who need more than just to hear an adult talk about practicing classroom expectations in behaviour. Once a conversation has been had with the teacher, the cards are returned to the teacher. Each day we start off with a positive attitude - We value positive relationships @ Mano.

Green Card/Wrist Band

All students begin the day of learning with a fresh start.  
"We value positive relationships @ Mano"

Yellow Card

**CAUTION WARNING**

The student is given a little yellow card.

*This is a chance for the student to modify their behaviour.*

*A quick restorative chat between the child and teacher may be required.*

*Card given back to teacher - return to green.*

Red Card

**TIME TO THINK - REFLECTION**

The student is given a little red card and takes a Student Reflection Sheet to a quiet place in the room.

*This is a chance for the student to reflect on why they received a red card. The child completes and then brings the Reflection Sheet to the teacher.*

*This is an opportunity for the relationship between teacher and student to be repaired.*

*The teacher keeps the Reflection Sheet as a record of the student's behaviour.*

*Card given back to teacher - return to green.*

Purple Card

**TIME OUT - IN ANOTHER CLASS**

The student is given a little purple card. The student is sent to their back-up classroom.

*This is an opportunity for the student to cool off and have time to think.*

*This is when the student may be having an off day and it is for the benefit of both the class and the student that they go to another room.*

*A note home or phone call will let parents know that their child has been asked to leave the classroom.*

*Card given back to teacher - return to green at the end of the day.*

Black Card

**EXTREME BEHAVIOUR - SENT TO THE OFFICE**

The student is sent to the office with a teacher reflection sheet and a little black card. Principal discretion will decide whether the student has a conference, detention or suspension.

*At this stage, the student has normally received a yellow, red and purple card and has not modified their behaviour. If the initial behaviour is extreme the child may skip colours and go straight to a black card.*

*When the child returns to class the teacher needs to initiate fixing the relationship using a restorative conversation.*

*Parents will be called by the Principal.*

*Card given back to the teacher - return to green at the end of the day.*



## POSITIVE BEHAVIOUR & RELATIONSHIPS

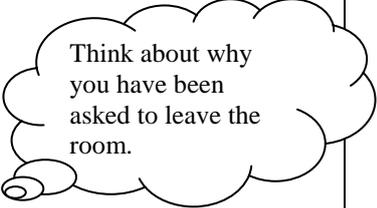
### RED CARD REFLECTION PAGE

**Name:**

**Grade:**

**Reflection No.**

1. What happened?



Think about why you have been asked to leave the room.

2. What was I thinking about when it happened?

3. What effect is my behaviour having on me, others and, my learning?

4. How can I fix things up?

5. I agree to.....



## RED CARD REFLECTION PAGE YOUNGER STUDENT

Name:

Grade:

Reflection No.

**Draw/Write what happened.**

**How do you feel?**



**Angry**



**Don't Care**



**Shocked**

**Draw/Write how you can fix things up.**





## POSITIVE BEHAVIOUR & RELATIONSHIPS

YOU CAN'T CHANGE WHAT YOU DON'T ACKNOWLEDGE.  
TEACHER SHEET

This sheet will be on the back of the Red Student reflection sheet.

This is an opportunity for the teacher to also reflect on their practice and to see what they can modify for next time.

What would I do again in this situation? What could I do differently next time, if anything?

How will I work on repairing the relationship with this child?

## Purple Card Procedures

Each Class teacher is required to give a locker tub to their back-up teacher.

This locker tub should contain:

- Worksheets that can be completed without assistance
- Coloured pencils
- Pens
- Grey Leads
- Erasers
- Sharpeners etc

NB: If the child is working on an independent task in class, this can be taken to the other room instead of completing a worksheet.

Both teachers should agree on a place that the students will work in.

When the student comes into the class, they hand the back-up teacher the purple card and go quietly to the agreed spot.

The teacher does not hover over the student as we want minimal disruption to classes, and for the student to self manage the situation.

The student is sent back at the next break (ie. recess, lunch and end of day.)

The Restorative Conference will occur with the class teacher on the students return to the classroom.



## POSITIVE BEHAVIOUR & RELATIONSHIPS

### BLACK CARD REFLECTION SHEET

This sheet is sent to the office with the student and the black card.

Student Name:

Grade:

#### ***Teacher Section***

The student has had:

A yellow card

A red card

A purple card

Why has the student received a black card?

#### ***Principal Section***

The Principal has:

Had a restorative conference with the child

Given the child a "Thinking time" or an In house detention

Suspended the child

#### ***Child Section***

The child agrees to:

Child's Signature:

Principal's signature:

Date:

## ***Playground Behaviour Management Process:***

At the beginning of the year all classes revise the school values and discuss our expectations about student behaviour outside in the yard. All classes establish their protocols for equipment borrowing and appropriate games that can be played. Our emphasis is on Safe, Fair and Friendly.

If an incident is reported or seen, the yard duty teacher:

1. Investigates the incident by speaking to those involved (Follow up all reported incidents no matter how trivial they sound).
2. The students are spoken to about the choices they are making and reminded about the school values.
3. Records the incident on a ***Orange Card*** and may choose to
  - i. Sit the child concerned out of play and give them some time to cool off and reflect
  - ii. Ask the child concerned to walk around with a staff member for part of recess
  - iii. The child concerned can be brought inside as long as they are supervised by someone
  - iv. If another child is involved, Restorative Practices can be used to help resolve the issue and ensure that all parties are considered at another time
4. The ***Orange Card*** is given to the Principal/Assistant Principal for recording/follow up.
5. A notice is sent home to inform the student's parents of what occurred at school, if follow up has occurred by Principal/AP
6. If another child is involved, an Information Letter is also sent to that child's parents if follow up has occurred by Principal/AP

*Allow cool-off time.*





**POSITIVE BEHAVIOUR & RELATIONSHIPS**

**UNACCEPTABLE STUDENT CONDUCT - CLASSROOM/PLAYGROUND**  
**INFORMATION TO PARENTS**

Dear \_\_\_\_\_,

Your child \_\_\_\_\_ has infringed our Positive Behaviour and Relationships guidelines. The details are outlined below.

Could you please discuss this incident with your child, sign below and ensure that this notice is returned to the office the next school day. If you have any further concerns please contact the teacher listed below.

Yours sincerely,

Marina Keegan

**TYPE OF MISCONDUCT**

Refusing to follow instructions	Fighting/Pushing/Tripping/Tackling roughly
Harassment/Teasing	Throwing things dangerously
Swearing	Stealing
Minor vandalism	Spitting
Breach of computer agreement	Leaving school grounds
Repeated minor level behaviour	Other:

**ACTION TAKEN**

**PARENT ACTION REQUIRED**

Discuss incident with your child –School has dealt with this matter	Ring school and talk to duty teacher
Ring school and talk to Principal	Arrange a meeting with Principal/Teacher

.....  
Signature of Principal

.....  
Date

.....  
Signature of Parent

.....  
Date



**POSITIVE BEHAVIOUR & RELATIONSHIPS**

**UNACCEPTABLE STUDENT CONDUCT - INFORMATION TO PARENTS**

Date .....

Dear .....

Today your child \_\_\_\_\_ was the victim of another student's unacceptable behaviour. We have followed the procedures outlined in our Positive Behaviours and Relationship policy.

It is indeed a concern for our school when students make the school an unsafe place for others and themselves through unacceptable behaviour. If you have any queries regarding this matter, please do not hesitate to contact me, or the nominated duty teacher.

Yours sincerely

Marina Keegan/Peta Mundine  
Principal Team

The incident was:

Action taken:

**Positive Behaviour & Relationships – Yard Duty**

DATE: \_\_\_/\_\_\_/\_\_\_ TIME: \_\_\_\_\_am \_\_\_\_\_pm

**LOCATION:**

T/T M/T OVAL L/T U/F S/PIT P/EQ

**BEHAVIOUR:**

fighting rock-throwing verbal disrespect  
exclusion dangerous play out of bounds

Other \_\_\_\_\_

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ACTION: discussion walk w teach time out spot

**MK/PM to follow up**

**Positive Behaviour & Relationships – Yard Duty**

DATE: \_\_\_/\_\_\_/\_\_\_ TIME: \_\_\_\_\_am \_\_\_\_\_pm

**LOCATION:**

T/T M/T OVAL L/T U/F S/PIT P/EQ

**BEHAVIOUR:**

fighting rock-throwing verbal disrespect  
exclusion dangerous play out of bounds

Other \_\_\_\_\_

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ACTION: discussion walk w teach time out spot

**MK/PM to follow up**

**Positive Behaviour & Relationships – Yard Duty**

DATE: \_\_\_/\_\_\_/\_\_\_ TIME: \_\_\_\_\_am \_\_\_\_\_pm

**LOCATION:**

T/T M/T OVAL L/T U/F S/PIT P/EQ

**BEHAVIOUR:**

fighting rock-throwing verbal disrespect  
exclusion dangerous play out of bounds

Other \_\_\_\_\_

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ACTION: discussion walk w teach time out spot

**MK/PM to follow up**

**Positive Behaviour & Relationships – Yard Duty**

DATE: \_\_\_/\_\_\_/\_\_\_ TIME: \_\_\_\_\_am \_\_\_\_\_pm

**LOCATION:**

T/T M/T OVAL L/T U/F S/PIT P/EQ

**BEHAVIOUR:**

fighting rock-throwing verbal disrespect  
exclusion dangerous play out of bounds

Other \_\_\_\_\_

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ACTION: discussion walk w teach time out spot

**MK/PM to follow up**

**Positive Behaviour & Relationships – Yard Duty**

DATE: \_\_\_/\_\_\_/\_\_\_ TIME: \_\_\_\_\_am \_\_\_\_\_pm

**LOCATION:**

T/T M/T OVAL L/T U/F S/PIT P/EQ

**BEHAVIOUR:**

fighting rock-throwing verbal disrespect  
exclusion dangerous play out of bounds

Other \_\_\_\_\_

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ACTION: discussion walk w teach time out spot

**MK/PM to follow up**

**Positive Behaviour & Relationships – Yard Duty**

DATE: \_\_\_/\_\_\_/\_\_\_ TIME: \_\_\_\_\_am \_\_\_\_\_pm

**LOCATION:**

T/T M/T OVAL L/T U/F S/PIT P/EQ

**BEHAVIOUR:**

fighting rock-throwing verbal disrespect  
exclusion dangerous play out of bounds

Other \_\_\_\_\_

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ACTION: discussion walk w teach time out spot

**MK/PM to follow up**

## YARD DUTY FOLDER - INCIDENT REPORTS

Date:	Location: T/T	M/T	OVAL	L/T	S/PIT	PLAY/G	CAN
Students involved:							
Incident:							
Action:							
Duty teacher:				MK / PM to follow up?			

Date:	Location: T/T	M/T	OVAL	L/T	S/PIT	PLAY/G	CAN
Students involved:							
Incident:							
Action:							
Duty teacher:				MK / PM to follow up?			

Date:	Location: T/T	M/T	OVAL	L/T	S/PIT	PLAY/G	CAN
Students involved:							
Incident:							
Action:							
Duty teacher:				MK / PM to follow up?			

## **SUSPENSION GUIDELINES**

### ***What has to happen before a suspension occurs?***

In order to suspend a student a principal must ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of your child and that these strategies have not helped your child demonstrate more positive behaviour.

A student support group is then set up to explain to you and your child that a suspension is being considered. All participants in the meeting should try and to begin a process of effective communication and identify issues that are of concern to you, your child or the school.

The student support group then develops a range of strategies to support you and your child in addressing these areas of concern.

### ***Reasons for 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.

### ***How long is a suspension for?***

The maximum suspension is five school days in a row and no more than 15 school days a year, unless permission is granted by the Department of Education and Early Childhood Development's regional director for a longer period of suspension. Suspensions cannot continue over the school holiday period into the following term.

### ***Procedures for suspension.***

When a principal decides on suspension, a student support group meeting is set up to:

- explain to you and your child why, when and where the suspension will happen (e.g. in-school or out of school)

- provide contact details for additional support services
- develop, in conjunction with you, your child (if appropriate) and your child's teacher/ year level coordinator, a Student Absence Learning Plan outlining school work to be done during the suspension.

If your child is suspended, the school must provide you and your child with a Notice of Suspension and a copy of the Department's brochure before the suspension begins.

If the suspension is for five consecutive days, the principal must also provide you with details of the post-suspension student support group meeting.

### ***Immediate suspension.***

A student can be suspended immediately if their behaviour warrants ordinary suspension or if they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In the case of immediate suspension you will be told without delay and a student support group will be held within 48 hours to ensure appropriate support for your child is in place. The school must provide you and your child with a Notice of Suspension and a copy of the Department's brochure at the student support group.

### ***Post suspension student support group.***

If the suspension is for five consecutive days you and your child must attend a post-suspension student support group on the day your child returns to school to:

- review the Student Absence Learning Plan and the school work completed during suspension
- develop a Return to School Plan
- develop strategies within and outside of the school to meet your child's educational, social and emotional needs
- discuss the ongoing responsibilities of you, your child, the school and any other professional at the meeting.

### ***Suspension complaint process.***

It is best to raise any concerns you have about your child's suspension at the start of the student support group meeting. If, at the end of this meeting, you feel your complaint has not been adequately addressed then you should speak to the school principal.

The Department of Education and Early Childhood Development website provides additional information, phone numbers and further contact details for parent complaints.

Go to <http://www.education.vic.gov.au/about/contact/parentcomplaint>.

## **EXPULSION GUIDELINES**

### ***What has to happen before expulsion?***

In order to expel a student, a principal must ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of your child and that these strategies have not helped your child demonstrate more positive behaviour.

A student support group is then set up to explain to you and your child that an expulsion is being considered. All participants in the meeting should try and to begin a process of effective communication and identify issues that are of concern to you, your child or the school.

### ***When can expulsion occur?***

Students can be expelled 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.

AND

The student's behaviour is of such magnitude that it is the only option left after balancing the need for the student's continued education against the health, safety and wellbeing of other students and staff.

### ***Expulsion procedures.***

Prior to expulsion, a student support group is convened to discuss the expulsion and allow you and your child an opportunity to be heard. At this meeting a Notice of Expulsion is given to you and your child, along with the Department's brochure and a copy of the Expulsion Appeal proforma. The Department of Education and Early Childhood Development's regional director (or nominee) will also attend the student support group.

For students in Out of Home Care, the principal must ensure the meeting is attended by the DHS case manager and the student's primary carer or person the student normally lives with.

### ***Pathways and transitions.***

The student support group must identify your child's most suitable future educational, training and/or employment options and work together to ensure that there are good transition arrangements in place.

Following the student support group, if the principal determines that enrolment at another school or a registered training organisation is the best option for your child then the whole student support group must work towards this.

### ***What happens after an expulsion?***

The principal and regional director (or nominee) are responsible for making sure that your child is enrolled in another school or registered training organisation or that an appropriate employment opportunity is identified. The principal and the regional director (or nominee) must then schedule a meeting with any new school or registered training organisation, and ensure all information relevant to your child is forwarded in accordance with the Information Privacy Act 2000.

If you would like to appeal your child's expulsion, you must do so within 10 school days from the start of the expulsion.

### ***How can I appeal an expulsion?***

1. Decision to expel can only be appealed by the student or their parents/carers on the following grounds:
  - the school did not follow the expulsion process
  - grounds for expulsion are considered unfair
  - other extenuating circumstances.
2. The appeal must be lodged in writing with the principal within 10 school days of receiving the Notice of Expulsion.
3. Regional director (or nominee) forms expulsion review panel and nominates panel members.
4. Regional director's nominee liaises with panel members and takes every reasonable step to schedule the meeting at the most suitable time for all panel members. The person who filed the appeal attends the meeting to present their case.
5. Principal provides a copy of the Notice of Expulsion, a copy of the Expulsion Report and a copy of the Expulsion Appeal from the student or their parents/carers to panel members.

6. Expulsion review panel completes panel report and forwards it to regional director within 24 hours of the meeting's conclusion. Copies sent to the regional director, the person who submitted the Expulsion Appeal, the school council and the principal.
7. Regional director (or nominee) must verbally notify the person who lodged the appeal of its outcome within 24 hours of the decision. The outcome must also be provided in writing, including a copy of the Expulsion Review Panel Report within five school days of the decision.
8. If the expulsion appeal panel overturns the principal's decision to expel the student, the student must be readmitted to school immediately. The principal must work with the student, their parents/carers and the student's teacher/s to develop a Return to School Plan for the student. The principal must also ensure that the record of expulsion is removed from the student's permanent record. Once this has occurred, the principal must notify the student and their parents/carers of this in writing.
9. During the appeal process, the expelling school remains responsible for the student's educational provision, and must provide the student with appropriate school work for the duration of the appeal. This must be monitored by the regional director's student support group nominee. The school should develop a Student Absence Learning Plan for the student to support the student's ongoing engagement with learning.