

SHEPPARTON EAST PRIMARY SCHOOL

Student Engagement & Well-Being Policy

Produced in consultation
with the school community



To be read in conjunction with
SWPBS Booklet

Trent McCrae
PRINCIPAL

David Fox
SCHOOL COUNCIL PRESIDENT

This policy was last ratified by School Council in ...2020

TABLE OF CONTENTS

	PAGE
1.0 School Profile statement	3
2.0 Whole School Prevention Statement	3
2.1 Programs and strategies implemented to promote student engagement	4
3.0 Rights and Responsibilities of staff	5
3.1 Rights and Responsibilities of students	6
3.2 Rights and Responsibilities of parents	6
4.0 Shared Expectations	7
4.1 Diversity of the school community	7
5.0 School actions and consequences	8
5.1 Guidelines for outdoor activities	9
5.2 Consequences	10-11
5.3 Whole school approach to student engagement and welfare	12
Appendices	
1.0 Rights and responsibilities Guidelines	13-17
2.0 Values and expectations	18
3.0 General procedure for dealing with problem behaviours	19

1.0 - SCHOOL PROFILE STATEMENT

Shepparton East Primary School is a highly regarded school located 8km east of the City of Shepparton. It has a current enrolment of 270 students from diverse family backgrounds.

The school has a semi-rural outlook situated in the Shepparton East Township and surrounded by fruit orchards and farm land. The school enjoys extensive grounds with ample play areas including two ovals, three equipment areas and shaded sitting and play areas. The present school consists of a main school building (including four classrooms and administration area), four mod 5 portables, an Art room, a Performing Arts room, library and a multi-purpose room.

Shepparton East Primary School aims to promote the link between wellbeing and learning in every aspect of the curriculum, school culture and environment. It is committed to providing a safe, supportive and stimulating learning environment where teachers have high expectations for student learning.

At Shepparton East PS a high priority is placed on core developments of literacy and numeracy skills. We acknowledge that our students have varying skills and abilities and that they learn in diverse ways and progress at different rates. Quality teaching is provided to ensure all students build firm foundations to achieve their personal best in all key areas of learning.

2.0 Whole-school prevention statement

The core SWPBS values at Shepparton East Primary School that reflect a common understanding within our School Community are:

- Care for Yourself
- Care for Others
- Care for your Learning
- Care for your School

The school shares high expectations with the whole community and accept that student well-being is everyone's responsibility. We have a belief that students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. This interdependent relationship between student wellbeing and student learning is fundamental to our students' positive and successful engagement with their education.

Our positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage in their learning.

We acknowledge that when a child receives positive recognition of their behaviour and achievements, it not only provides them with confidence, but also a feeling of self-worth.

2.1 Programs and strategies being implemented by Shepparton East Primary School to promote student engagement, high attendance and positive behaviours are:

- The specialist performing arts program including; music and drama lessons, choir, private music lessons, school concert, Victorian State School Spectacular, Super Star and Cultural Performances.
- Receiving awards including: Reward Days, Principal's Award, PBS spotto stickers, attendance certificates, classroom prize boxes and stickers.
- Camps, whole school and local excursions involving Years Prep to 6.
- Specialist physical education program including; formal class P.E. sessions, senior sport, swimming and athletics programs, Interschool and Division sport, cross country, Jump Rope for Heart, and weekend sports which include soccer, football and netball.
- Small class sizes – 270 students across twelve classrooms.
- School environment including; shaded playing areas, senior learning area, ample play equipment, soccer, football and cricket facilities, library, Multi-Purpose Room, multi-sensory play spaces and outside seating.
- Buddy system for Prep-Year 5/6 students.
- Student leaders including: School Captains, Junior School Councillors and Care Teams.
- Parent involvement including; Morning reading, Classroom Parent Program, Parents & Friends Club, uniforms, fundraising, camps and excursions, weekend sport, special activity days, concert props and costumes, book covering and other incidental activities.
- Specialist Areas and teacher rotations: Library, Art, Science, Performing Arts, Physical Education and Robotics.
- SWPBS (School Wide Positive Behaviour Support) and Respectful Relationships language and common values taught on a Monday morning.
- Positive acknowledgement system (Spotto, Postcard, etc)
- Literacy and Numeracy Leaders.
- Lunchtime activities: sports, music, library, games in the outdoor eating areas.
- Education Support staff: reading, tables, numeracy testing, Levelled Literacy Intervention
- Outside of School Care program.
- Cross-age activities e.g. Arts Activity Day, Rewards Days, JSC Activities, Cultural Day
- Information Technology—iPads for Year 3-6, Classroom Notebook computers and iPads for Years P-2, Interactive Whiteboards.
- Restorative Practices.

3.0 Rights and Responsibilities

When developing Rights and Responsibilities, Shepparton East Primary School has considered their legal responsibilities under the following legislations:

Equal opportunity Act 1995 - At Shepparton East PS all members of the school community will be treated equally regardless of age; gender identity; impairment; physical features; race or religious belief.

Charter of Human Rights and Responsibilities Act 2006 – At Shepparton East primary school corporal punishment is prohibited and we affirm that all people are born free and equal in dignity and rights.

Disability Discrimination Act 1992 under Disability Standards for Education 2005- The standards cover enrolment, participation, curriculum development, student support services and harassment & victimisation.

Education and Training Reform Act 2006 – Shepparton East Primary School provides for a high standard of education and training for all students.

3.1 Rights and Responsibilities of Staff

Rights	Responsibilities
<p>Staff have a right to:</p> <ul style="list-style-type: none"> • Be treated equitably with common courtesy and good manners. • Teach in an orderly and cooperative environment. • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student. 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • Maintain accurate attendance records and follow-up unexplained absences. • Fairly, reasonably and consistently, implement the engagement policy. • Plan and assess for effective learning and provide a differentiated curriculum. • Know the content they teach and work cooperatively to develop and implement quality units of work linked to Victorian Curriculum • Create and maintain a safe and challenging learning environment and use a range of teaching strategies and resources to engage students in effective learning. • Teach students the risks and consequences of improper use of e-communications and how students should report and respond to cyber bullying (e-smart program).

3.2 Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Be treated equitably with common courtesy and good manners. • Learn and play in a secure environment where, without intimidation, bullying (including cyber bullying) or harassment they are able to fully develop their talents, interests and ambition. • Participate fully in the school’s educational program with appropriate access to all school facilities and equipment. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Be on time to class and be prepared for learning. • Be friendly and treat their peers, teachers and all other members of the school community with respect. • Work and play safely, observing the school rules. • Set goals and complete work on time and to the best of their ability. • Take care of the school environment and property and respect the rights and property of others. • Using information technology appropriately, informing their teacher if they are being cyber bullied, or if they are aware that another student is being cyber bullied.

3.3 Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • Be treated equitably with common courtesy and good manners. • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. • Be kept informed of their child’s learning progress and behaviour at school. 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours. • Ensure their child regularly attends school and is on time for school each day. • Engage in regular and constructive communication with school staff regarding their child’s learning. • Ensure contact details for their child are correct and up to date. • Ensure their child wears school uniform and all clothing items are clearly named. • Assist and encourage their child to maintain personal hygiene and cleanliness and provide adequate daily nutritional requirements. • Support the school in maintaining a safe and respectful learning environment for all students. • Report bullying of any kind including cyber bullying.

4.0 Shared expectations

At Shepparton East Primary School, the principal, teachers and school support staff have a responsibility to provide an environment that ensures all students are valued and cared for, feel part of the school, and can engage effectively in their learning and experience success.

School staff at Shepparton East Primary School have shared expectations to:

- Provide inclusive teaching practices.
- Ensure educational provision for all students.
- Maintain positive parent/carer partnerships and liaison.
- Support community partnerships which engage families and the community in ways that support student achievement and success.
- Provide appropriate student services.
- Provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.
- Maintain a high level of confidentiality relating to staff, students and parent information.
- Address and celebrate diversity within the school community.

Students at Shepparton East Primary School have shared expectations to:

- Attend school regularly.
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Participate fully in the school's educational program to the best of their ability.

Parents/carers at Shepparton East Primary school have shared expectations to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational program.
- Support the school in maintaining a safe and respectful learning and playing environment for all students.
- Maintain a high level of confidentiality relating to staff, students and parent information.

4.1 Diversity in the school community

Shepparton East Primary School celebrates diversity by:

- Attracting and maintaining highly skilled, motivated and energetic staff who are better able to meet the needs of a diverse school community.
- Increasing the range of knowledge, skills and experiences of staff through continual professional development including at least one PLT each term dedicated to student engagement and welfare.
- Ensuring a whole school approach to student engagement and welfare is implemented.
- Creating more effective decision-making due to increased participation levels and an increased capacity to solve problems by valuing the opinions of all staff.

5.0 School actions and consequences

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

- Establishing predictable, fair and democratic classrooms and school environments.
- Ensuring student participation in the development of classroom and whole school expectations.
- Providing personalised learning programs for students at risk of disengagement.
- Consistently acknowledging all students.
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making.
- Providing physical environments conducive to positive behaviours and effective engagement in learning.

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

- Understanding the student's background and needs.
- Ensuring a clear understanding of expectations by both students and teachers.
- Providing consistent school and classroom environments.
- Scaffolding the student's learning program.

Broader support strategies will include:

- Involving and supporting the parents/carers.
- Involving the student wellbeing coordinator, managed individual pathways or careers coordinators.
- Tutoring/peer tutoring.
- Mentoring and/or counselling.
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour.
- Developing individualised flexible learning, behaviour or attendance plans.
- Providing broader educational programs, for example camps, outdoor education, performing arts.
- Involving community support agencies.

5.1 Guidelines for outdoor activities

Student Questions	Responses
When should I see the teacher on duty?	If you or someone else is unwell or injured unless it is an emergency, then go to the office or staffroom for assistance.
	If you recognise an unsafe area of play or others are playing unfairly or unsafely.
	If a piece of sports equipment goes out of school property or on the roof.
	If you find school property or someone else's property lying around in the school ground.
Am I Sunsmart?	Wear a wide brimmed or bucket hat each day during Terms 1 & 4 and at other times depending on the weather.
	Apply sunscreen when playing outside.
	Play in shaded areas on hot days.
Do I show respect?	Enter and leave classrooms quietly and orderly.
	Play kindly and fairly, take turns and include others in your games (Bullying is not tolerated).
	Speak and respond politely to other students, staff, parents and visitors to the school.
	Be responsible for your own property and the property of others.
	Share the play equipment and use it for its correct purpose.
What can I do to keep the school clean and tidy?	Ensure all recycled items are placed correctly in the recycle bin.
	Place all waste in the bins provided.
	Pack up sand play and sports equipment on the first bell and return to its correct location.
	Use toilets, toilet paper and hand towel for their correct use.
	Use the troughs for their correct use.
	Refrain from drawing on school property.
How can I move and play safely?	Avoid running in and around the toilet block, inside or close to buildings, under undercover ways or around the eating area
	Avoid dangerous and rough games such as British Bulldog, brandy, gymnastics, play fighting, tackling, using sticks or throwing items such as tanbark, sand, seed pods or stones.
	Refrain from jumping from play equipment or using school fences or rails as climbing or swinging frames.
	Use playground equipment for the purpose it is designed. (All chasing games are banned from the play equipment)
	Walk bicycles and scooters through the school grounds.
	Keep all kicking and batting games to the rebound wall and oval areas.
	Obey the rules of a game and where appropriate use an umpire.
Where should I be?	Remain outside until the reading music plays at 8:45am.
	Remain outside during recess and lunchtimes unless there is an emergency.
	Wait for an announcement before participating in inside lunchtime activities eg Library, MPR activities.
	Stay away from the perimeter of the school between the tree line and the fence, behind the shelter and garden sheds, the bike rack and gas tank, staff carpark and outside the school ground during play times.
	Prep/1 students are not to use play equipment behind MPR.
	Eat in the designated eating area.
	Stop playing and get ready for class on the first bell (use the toilet, get a drink and pack up equipment).
	Bus travellers wait in the eating area of the school and walk to the bus stop accompanied by the bus duty staff member on the bell.

5.2 Consequences

Behaviour Level	Behaviour exhibited	Examples of Consequences
Tier 1	<ul style="list-style-type: none"> Attending school regularly Obedying the school rules Respect the rights of others Cooperative behaviour Consistent effort 	<p>Positive Reinforcement</p> <p>Receive praise—compliment on behaviour. Receive SPOTTOS, postcards, certificates, etc. Participate in reward days.</p>
Tier 2	<p>Minor <i>Student engages in the following behaviours:</i></p> <ul style="list-style-type: none"> brief or low intensity failure to follow directions or talks back low intensity, socially rude or dismissive messages low intensity, but inappropriate disruption low intensity instance of inappropriate language intentionally leaves designated area and enters an out of bounds area engages in non-serious but inappropriate physical contact engages in low intensity misuse or damage of school or personal property arrives at class after the bell engages in non-serious but inappropriate use of technology <p>Major <i>Student engages in the following behaviours:</i></p> <ul style="list-style-type: none"> verbal message in an inappropriate or derogative way verbal, physical, social or cyber messages that involve intimidation refuses to follow instructions or talks back delivers socially rude or dismissive messages to adults or students engages in behaviour that disrupts learning or activities mutual participation in an incident involving physical violence with the intent to cause bodily harm in possession of, passed on, or been responsible for the removal of someone else's property; includes identity theft intentionally leaves defined school boundaries engages in actions involving serious physical contact where injury may occur leaves or misses class without permission engages in serious inappropriate use of technology that violates use of technology agreement and/or compromises their or others safety 	<p>Initial Consequences for 'Minor' Inappropriate Behaviour (Tier 2 interventions)</p> <ul style="list-style-type: none"> 1:1 reminder of expected behaviour by teacher or ES Alternative placement in buddy class Walk with Yard Duty staff member during play times SWIS notification Withdrawal of privileges Individualised instruction Complete Behaviour Reflection form <p>Initial Consequences for 'Major' Inappropriate Behaviour (Tier 2 interventions)</p> <ul style="list-style-type: none"> SWIS notification Notification to Wellbeing Coordinator and Principal Contact parents Removal from class or playground for a specified period of time Recess and or lunchtime detention (no more than half the allocated time for the break unless poses a safety risk) Referral to SSSO –student support if deemed necessary Targeted intervention strategies Withdrawal of privileges Complete Behaviour Reflection form
Tier 3	<ul style="list-style-type: none"> No improvement in behaviour over time Persistent or serious bullying including cyber bullying Persistent or serious breaking of school rules showing disrespect, causing others to feel unsafe, disruption to student learning or property damage 	<p>Pre-Suspension Notice (Tier 3 interventions)</p> <ul style="list-style-type: none"> SWIS record Notification to Principal Parent conference Removal from class or playground immediately Detention Targeted intervention strategies including an Individual Learning Improvement Plan (ILIP) and Safety Management Plan (where applicable) Referral to community support agencies Convening of a student support group

Suspension and Expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines** Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

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

Suspension

If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student’s parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

Appropriate and meaningful schoolwork must be provided to the suspended student. This work must be consistent with work provided in the student’s classes. While completion of the work is not a requirement for re-entry to school, parents/carers can assist the process by ensuring that the work is completed.

At any time during a suspension, parents/carers can request that a student support group meeting be convened.

5	<ul style="list-style-type: none"> • Deterioration of behaviour over time. • Serious or persistent bullying including cyber bullying • Persistent or serious breaking of school rules causing staff and or students to feel unsafe or injured • Continued disruption to student learning or property damage 	<p>Suspension process (Tier 3 Intervention)</p> <ul style="list-style-type: none"> • Principal responsibility to follow procedures listed in section 4.3 of the DEECD guidelines • SWIS record • Parent conference • In school or out of school suspension • Targeted intervention strategies including an Individual Learning Improvement Plan (ILIP) and student contract • Student support group meeting
----------	---	--

Expulsion

Expulsion from a school is the most serious consequence open to the Principal. When expulsion is unavoidable, Principals have a responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with a staged response and the Student Engagement Policy have been implemented in good faith by the school without success.

Schools should work in partnership at a network level to ensure that expelled students are guaranteed an educational placement at another school or registered training organisation or alternative education setting in their network.

6	<ul style="list-style-type: none"> • Serious breaking of school rules causing disrespect and staff and or students to feel unsafe • Serious disruption to student learning or serious property damage 	<p>Expulsion process (Tier 3)</p> <ul style="list-style-type: none"> • Principal responsibility to follow procedures listed in section 4.3 of the DEECD guidelines • SWIS record • Student support group meeting • Expelled from school
----------	---	--

5.3 Whole-school approach to student engagement and welfare

Restorative Practices

Restorative Approaches puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The restorative approach is based on the belief that the people best placed to resolve a conflict, or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured.

Restorative Practices:

- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- Promote awareness of others, responsibility and empathy
- Involve direct and voluntary participation of those affected by misconduct in its resolution
- Promote relationship management rather than behaviour management
- Separate the deed from the doer.
- Are systematic, not situational
- 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

Key Questions

- 1 What has happened?
2. Who has been affected?
3. How can we involve everyone who has been affected in finding a way forward?
4. How can everyone do things in the future?

Anti-Bullying

Fosters a committed social responsibility within the school community and empowers students and teachers with strategies that enable them to build a safe and supportive environment for all.

Students:

- Engage in responsible reporting when witnessing or experiencing injustice
- Identify bullying behaviour
- Build resilience to free oneself of thinking like a victim
- Feel empathy for targeted members of the community and therefore take sensible action as a bystander.

Teachers

- Acknowledge that reduced bullying is a shared responsibility
- Implement whole school prevention and intervention strategies
- Create opportunities for students to develop a social conscience

APPENDICES

Appendix 1 Rights and responsibilities Guidelines

3.1 Guiding principles

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

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- Age.
- Breastfeeding.
- Gender identity.
- Impairment.
- Industrial activity.
- Lawful sexual activity.
- Marital status.
- Parental status or status as carer.
- Physical features.
- Political belief or activity.
- Pregnancy.
- Race.
- Religious belief or activity.
- Sex.
- Sexual orientation.
- Personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom.
- Respect.
- Equality.
- Dignity.

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter.
- Support others to act compatibly with the Charter.
- Respect and promote human rights.

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

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

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

- The nature of the student's disability.
- His or her preferred adjustment.
- Any adjustments that have been provided previously.
- Any recommended or alternative adjustments.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

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

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

3.5 Bullying and harassment

Definitions

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

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

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

Examples of cyberbullying behaviour are:

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

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

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

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

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

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

Subtle: (The most common)

They include:

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

Explicit: (obvious)

They include:

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

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- Grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- Publicly excluding a person from your group.
- Taking or breaking a person's property.
- Knocking a person's books or belongings out of their hands or off their desk.
- Teasing a person because of their looks.

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

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

Behaving safely online means:

- Protecting your own privacy and personal information (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 carer, at school a teacher.

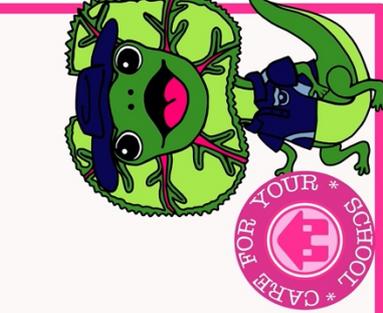
If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

SHEPPARTON EAST PRIMARY SCHOOL

WHOLE SCHOOL EXPECTATIONS & VALUES

<p>IN THE CLASSROOM</p> <ul style="list-style-type: none"> • Arrive to class on time • Stay focussed on learning tasks • Listen to and follow all instructions • Keep passwords and personal information confidential <p>IN THE YARD</p> <ul style="list-style-type: none"> • Walk on paths and around corners • Stay inside the school boundaries • Use play equipment correctly • Wear your hat and sunscreen Term 1 & 4 • Think, then act... • Ask a teacher for help if you cannot solve a problem <p>EATING TIME</p> <ul style="list-style-type: none"> • Clean hands before eating • Stay seated in eating times • Eat your own food <p>TOILETS</p> <ul style="list-style-type: none"> • Wash your hands with soap • Use toilets before school and in break times <p>TRANSITIONS & EXCURSIONS</p> <ul style="list-style-type: none"> • Walk inside at all times • Use correct door for entering and exiting • Follow all safety rules • Stay seated when instructed 	
<p>IN THE CLASSROOM</p> <ul style="list-style-type: none"> • Allow others to focus on their learning • Respect everyone's differences • Speak politely and with a friendly tone • Use technology when given permission <p>IN THE YARD</p> <ul style="list-style-type: none"> • Play school approved games • Share play equipment and take turns • Leave personal items at home • Make green choices <p>EATING TIME</p> <ul style="list-style-type: none"> • Use your manners when eating • Use eating time for finishing food • Keep conversations for play times <p>TOILETS</p> <ul style="list-style-type: none"> • Respect other's privacy • Once hands are washed, leave the room • Use a quiet voice and keep conversations for outside <p>TRANSITIONS & EXCURSIONS</p> <ul style="list-style-type: none"> • Keep hands and feet to yourself • Walk safely at an appropriate distance • Keep noise to a minimum • Show whole body listening when leader is speaking 	
<p>IN THE CLASSROOM</p> <ul style="list-style-type: none"> • Show whole body listening • Use a quiet voice • Begin tasks on times and do your best • Have a go before asking for help • Access only the given task when using technology <p>IN THE YARD</p> <ul style="list-style-type: none"> • Follow game rules • Self umpire • Give new games a go • Show good sportsmanship and take your outs <p>EATING TIME</p> <ul style="list-style-type: none"> • Use eating times to eat • Focus on finishing our food during eating times <p>TOILETS</p> <ul style="list-style-type: none"> • Use break times for toileting • Ask permission during learning time • Use quietly and return promptly to class <p>TRANSITIONS & EXCURSIONS</p> <ul style="list-style-type: none"> • Use toilet and get drink when music starts • Line up before the end of the music • Listen and follow all instructions 	
<p>IN THE CLASSROOM</p> <ul style="list-style-type: none"> • Keep classroom clean • Return items to their correct spot • Be respectful in what you say and write • Carry equipment safely <p>IN THE YARD</p> <ul style="list-style-type: none"> • Play away from gardens • Return sports equipment to classrooms • Use equipment correctly • Play in correct areas <p>EATING TIME</p> <ul style="list-style-type: none"> • Limit the rubbish you bring to school • Place rubbish in bin before going out to play • Leave your eating space clean <p>TOILETS</p> <ul style="list-style-type: none"> • Place paper towel in the bin • Flush only the correct items • Leave area neat and clean <p>TRANSITIONS & EXCURSIONS</p> <ul style="list-style-type: none"> • Walk on paths away from gardens • Speak and move quietly • Wear full and correct uniform 	

CARING IS THE SHEPP EAST WAY!

WHAT TO DO IF I NEED HELP

Sometimes people don't always make a positive choice and it can make people feel sad, hurt and unsafe. At school, our teachers and staff want us to feel happy and safe at all times, so if we are having a problem with someone, this is what we can do.

TELL THEM TO STOP

If someone is not being nice, that's not ok.

Tell them to stop, that you do not like it, and move away from them.

If you are hurt go straight to a teacher.



IF THEY DON'T STOP

If the person does not stop, then we need to ask for help. Go to a teacher and tell them what has happened.



HOW THE TEACHER WILL HELP

The teacher will listen to you, and then speak to the other person/s.

When people don't make positive choices, the teacher will help to teach them the positive way to behave and act at school.



WHAT IF IT HAPPENS AGAIN

If we have another problem with this person, we need to talk to a teacher again.

Sometimes people need extra help to learn how to make positive choices.

Our teachers want to help us, so we need to make sure we share our problems with them so they can keep helping us.

There will be times when our teacher will ask Mr McCrae or Mrs Willaton to help with a problem, and if we are feeling sad we might even catch up with Mark for a chat.

SHEPPARTON EAST PRIMARY SCHOOL

FAMILY EXPECTATIONS & VALUES

AT HOME

- Model good sleep and health habits including personal hygiene and nutrition
- Practise self care for my emotional wellbeing to enable me to feel my best and model this for my children
- Ensure my child's uniforms are clearly labelled and teach them how to care for their belongings to limit lost items
- Read the school newsletter weekly to ensure I am up to date with school dates and activities
- Enable the security settings on devices to ensure my children are not exposed to inappropriate content



AT SCHOOL

- Encourage my child to build on their independence by teaching them to pack their own bag and care for their belongings
- Arrive to school on time for drop off and pick up to avoid rushing
- Involve myself in school life and be open to meeting other parents

AT HOME

- Help my child get up in the morning to arrive at school on time
- Provide my child with a quiet place in the home for daily reading and supervise the completion of their homework
- Talk with my child each day about their school activities



AT SCHOOL

- Make sure I contact the school if I am going to be late to pick up my child from school
- Make appointments for my child out of school hours to minimise impact on their learning
- Attend Parent Teacher meetings and conferences
- Understand and support school expectations and policies
- Ensure my child's fruit snack is quick and easily accessible to limit disruption to their learning
- Engage with Seesaw to celebrate my child's learning achievement

AT HOME

- Find ways to help my child to practise behaviours that will make them responsible and independent
- Encourage my child to eat breakfast before they come to school
- Help my child go to bed at a reasonable time so they get enough sleep before coming to school
- Follow the recommended ratings advice for all games, movies, apps and literature my child views or utilises
- Monitor and supervise use of technology at all times



AT SCHOOL

- Make an appointment with my child's teacher to discuss any issues that may affect their learning and/or welfare
- Attend parent information opportunities
- Support school staff in helping my child develop a sense of respect for others and their belongings
- Make sure my child does not bring toys or disruptive items to school
- Actively supervise toddlers and younger siblings and keep within arms reach

AT HOME

- Assist my child in making sure they are in full school uniform which is neat and tidy
- Return phone calls and forms/notes in a timely manner
- Check Care Monkey and keep my child's information up to date
- Engage with Flexibuzz to learn information about our school and special events
- Promote a rubbish free yard by eliminating wrappers from my child's lunchbox
- Let the school know in advance if my child will be absent from school



AT SCHOOL

- Use the classroom doors to enter classrooms rather than the office doors
- Follow visitor procedures by checking in at the main office on entry to school between 9am and 3:30pm
- Make an appropriate time to meet with a teacher when I need a meeting
- Use appropriate language and tone at all times
- Ensure toddlers and younger siblings remain with me at all times and limit disruption to classroom set up

CARING IS THE SHEPP EAST WAY!

Classroom Behaviour Management



Preconditions

- Planned, engaging lessons that provide opportunity for personalised learning and success.
- PBS is implemented with consistent language used.
- Redirection of focus and learning has occurred.

1st Stage
(Classroom Management)

- Redirection of learning
- Student conference
- Moving seats



2nd Stage
(Buddy Class Support)

- Student conference
- Move rooms or safe space (10 mins)
- Outline expectations
- Consequence in own time (Teacher to deliver & follow up)
- Complete SWIS form (minor)



3rd Stage
(Leadership Support)

- Behaviour continues
- Leadership will find alternate space
- Phone call home by class teacher if behaviour is consistently reoccurring
- Student removed
- Consequence in own time (teacher to deliver & follow up)
- Student returned to class at the beginning of the next session
- Complete SWIS form (major)



Consequences

- Stage 2 & 3 **must be** delivered and followed up by the teacher in charge of that student at that time.
- **Certainty not severity!** If you say it is going to happen, make sure it does and follow through.
- Should happen as soon as possible to the initial incident.
- Complete unfinished learning in own time.

Communication

- All communication about students will take place as soon as practicable following the incident.
- Parents of students that have had two or more referrals in one day should receive communication from their child's teacher or the office depending on the stage of behaviour.

Note: Major behaviours may warrant immediate steps to stage 4.

4th Stage
(Principal)

- Withdrawn from class for rest of day
- Phone call home
- Possible suspension
- PSG Meeting for ongoing issues
- Complete SWIS form (major)

Phone Extensions

Stage 3 Behaviour - Office 201
Stage 4 Behaviour - Trent 202
Mobile 0419 392 323

Minor Problem Behaviour	Definition
Defiance	Student engages in brief or low intensity failure to follow directions or talks back Example: <i>yelling no when asked to do something, refusal to participate etc.</i>
Disrespect	Student delivers low intensity, socially rude or dismissive messages to adults or students. Example: <i>Talking back, impolite facial expressions or gestures, ignoring instructions etc.</i>
Disruption	Student engages in low intensity, but inappropriate disruption. Example: <i>Walking around room, talking loudly or making noises etc.</i>
Inappropriate Language	Student engages in low intensity instance of inappropriate language. Example: <i>Name calling, teasing, crass words etc.</i>
Out of Bounds	Students intentionally leaves designated area and enters an out of bounds area. Example: <i>Running behind sports shed, leaving classroom into communal space etc.</i>
Physical Contact	Student engages in non-serious but inappropriate physical contact. Example: <i>Over affectionate, patting, tapping, bumping in ball games etc.</i>
Property Misuse / Damage	Student engages in low intensity misuse or damage of school or personal property. Example: <i>Ripping up work, scribbling on others work, ripping up plants etc.</i>
Tardy	Student arrives at class after the bell. Example: <i>Missing the beginning of class, not returning immediately after play.</i>
Technology Violation	Student engages in non-serious but inappropriate use of technology. Example: <i>Not having screen facing outward, rough handling of equipment etc.</i>
Other	Student engages in other low intensity minor behaviour that does not fall into the above categories.

Major Problem Behaviour	Definition
Abusive / Inappropriate Language	Student delivers verbal message in an inappropriate or derogative way. Example: <i>Swearing, name calling, or use of words in an inappropriate way etc.</i>
Bullying	Verbal, physical, social or cyber messages that involve intimidation. Example: <i>Teasing, taunting, threats or name calling etc.</i>
Defiance / Non-Compliance	Student refuses to follow instructions or talks back. Example: <i>Direct instruction is delivered to child 1:1 and they refuse to comply.</i>
Disrespect	Student delivers socially rude or dismissive messages to adults or students. Example: <i>Repeatedly talking back or over the top of others, ignoring 1:1 instruction etc.</i>
Disruption	Student engages in behaviour that disrupts learning or activities. Example: <i>Sustained loud talk, yelling, screaming, creating a disturbance through banging or tapping and/or sustained out of seat behaviour etc.</i>
Fighting	Student is involved in mutual participation in an incident involving physical violence with the intent to cause bodily harm. Example: <i>Fist fights, mutual hitting, kicking, throwing of objects etc.</i>
Forgery / Theft / Plagiarism	Student is in possession of, passed on, or been responsible for the removal of someone else's property; includes identity theft. Example: <i>Signing parents' signature on note, stealing etc</i>
Out of School Bounds	Students intentionally leaves defined school boundaries. Example: <i>Leaving school grounds without permission.</i>
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur. Example: <i>Hitting, punching, hitting with an object, kicking, hair pulling, scratching etc</i>
Property Vandalism / Damage	Student engages in an activity that results in the destruction of disfigurement property due to negligence or intent. Example: <i>Scratching name into property, writing on walls, breaking windows etc.</i>
Skip Class / Absconding	Student leaves or misses class without permission. Example: <i>Going to the toilet without permission, running from room to hide etc.</i>
Technology Violation	Student engages in serious inappropriate use of technology that violates use of technology agreement and/or compromises their or others safety. Example: <i>Intimidation by sending messages, using non-school approved apps etc.</i>
Other	Student engages in other problem behaviour that does not fall into the above categories.

15 School Road,
Shepparton East Victoria 3631.
Ph: (03)58 292426
Fax: (03)58 292683
shepparton.east.ps@edumail.vic.gov.au
www.shepeastps.vic.gov.au

