

Baxter Primary School Student Wellbeing, Safety and Engagement Policy



Produced in consultation with the school community

To be read in conjunction with

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Education and Training Reform Act 2006 (Vic)
- Equal Opportunity Act 2010 (Vic)

Summation

Ongoing Student Wellbeing, Safety and Engagement Policy Review Process

This is a working document that will be reviewed and updated every 3 years. It will be passed by our School Council.

This document is readily available to all stakeholders in the Baxter Primary School community.

Last Updated: September 2021

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School Profile Statement

Baxter Primary is a vibrant, community-based school established in 1890 and situated 3km from the township of Baxter. Currently we consist of 7 multi-age classes and one straight Foundation class, with a total enrollment of 160 students. The school is proud of its long history and service to the community.

Baxter Primary School has beautiful surroundings with large spacious outdoor areas. These include two grassed sports fields, senior and junior playgrounds, a basketball court, vegetable garden, sensory maze and a multi-functional outdoor space. These areas encourage learning through play and promote high levels of movement and exercise for good physical and mental wellbeing. We have also recently undergone a \$2.5 million redevelopment of our Junior School. Baxter Primary School is a caring community where students are encouraged to reach their full potential and become successful citizens. Parents are encouraged to play a significant role in the guidance of their children's education together with our experienced, caring and nurturing staff.

Our teachers plan in teams with a focus on improving student learning at their point of need. We use student data to personalise learning in our quest to improve student learning outcomes. We operate as a Professional Learning Community (PLC).

Working together we aim to build a community of responsible and resilient learners who strive to achieve academically, creatively and socially. We value being kind, respectful, inclusive and encouraging of others.

Baxter Primary School has an open-door policy where parents, students and staff are encouraged to build respectful relationships with each other. The school provides a comprehensive curriculum for all students from Foundation to Year 6 in the areas of Literacy, Numeracy, Technology, Science, Humanities, Indonesian, The Arts, Health and Physical Education.

Our school utilises the services of a part-time Chaplain to support our students and their families. We are proud to be a lead school in the Respectful Relationships Program and our Buddy Program enhances our children's sense of wellbeing and belonging. Our School values of being *Kind, Inclusive, Caring and Encouraging of Others* are prevalent throughout our classrooms and play areas.

Other enrichment programs and extracurricular activities include: Instrumental music, environmental activities, lunchtimes clubs and a wide range of sporting activities.

We are proud to provide our community with Baxter Playgroup which takes place on Thursday mornings and we offer a Before and After School Care facility available Monday to Friday, including a school holiday program.

Rationale

Our school is committed to providing a safe, secure and stimulating learning environment for all students and our staff acknowledge that student wellbeing and student learning outcomes are inextricably linked. Baxter Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We endeavour to prepare our students for tomorrow's world, developing their skills and knowledge and enabling them to live and work in a growing and rapidly changing community as effective, responsible and caring citizens.

Aims

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their learning and their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active student voice and student agency as an avenue for improving student outcomes and facilitating school change.
- The school will maintain a strong and committed social/emotional and educational support network for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to quickly identify and respond to individual students and families who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience at our point of need.
- The school will continue to build the capacity of our staff to respond to the needs of the students.

Engagement Strategies and Implementation

Baxter Primary School has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We understand that some students, in groups or as individuals require ongoing and targeted social, emotional or educational support to flourish. Our Leadership, Teaching and ES staff proactively implement strategies to identify these students and provide them with the support they need.

Baxter Primary School works collaboratively with students and families/guardians to establish fair and respectful social practices, based on the school's values, expected social competencies and positive peer relationships. In line with our school values and commitment to developing a safe, respectful, inclusive and effective learning environment we;

- Develop the wellbeing of our students is central to our role as educators, and is reflected in our school mission statement.
- Focuses on our role as a Respectful Relationships Lead School to inform a whole school approach to wellbeing and behaviour support.
- Promote our school values and encourage student individuality, difference and diversity
- Utilise a culture of positive reinforcement and encouragement will permeate all areas of our school.
- Carefully plan and select units of work within the curriculum that are increasingly transdisciplinary and differentiated and which provide for the individual needs of students.
- Seek opportunities to further develop and enhance the skills and understandings of our staff within the many facets of welfare and wellbeing.

Whole School Prevention Statement

Baxter Primary School aims to provide a positive, safe, supportive, pro-social school culture where all members of the school community feel valued. All students are provided with meaningful opportunities to contribute to the school; and are encouraged to meet their personal and education potential. The school values form the framework for teaching positive behaviours and the pillars of Resilience, Rights and Respectful Relationships further inform our teaching and learning practice.

Our 1 to 1 device program further promotes engagement through the use of 21st century learning tools such as the Google Suite, Seesaw, Mathletics and Literacy Pro. These user friendly programs and multi-function devices are allowing us to better prepare our students for an increasingly digital world.

Students are encouraged to strive to be leaders, and student voice is encouraged through participation in the Baxter Focus group, negotiated Class Agreements, Year 5 and 6 Leadership roles and Extra Curricular Enrichment Clubs.

Student created art is displayed permanently in the school. Students have multiple opportunities to have input into their educational experience, including the physical learning environment, which provides them with a sense of ownership and pride.

A high level of communication is created to assist in the smooth running of the school. Parents receive ongoing and up to date communications from teachers and administration staff informing them of the current learning focus, welfare programs and *community connect* opportunities.

Other forms of communication are fostered through Parent/Teacher conferences, curriculum information evenings, and School Council updates to the wider community. All students participate in getting to know you and orientation activities, including establishing class rules and responsibilities at the beginning of each year.

Baxter Primary School encourages attendance in order to maximise every student's ability to learn and build connectedness to school. Student absentee patterns are monitored and families are informed of their obligation to support student attendance. Students with regular patterns of absenteeism are identified and families offered support to meet attendance goals. We cater for a breakfast club weekly where students are encouraged to volunteer their time to help facilitate and incentivized events such as our Easter raffle and whole school reading log further promote the students sense of community and inclusivity.

Student achievements including academic, performing arts, physical education and citizenship are recognised termly through Whole School Assemblies, school newsletter and within daily classroom programs. Our Principals award focuses on students who demonstrate an outstanding approach to learning and set a wonderful example for those around them.

A range of student led and staff led enrichment programs offer students opportunities to engage in activities which extend and enhance their development. Lunch-time programs include a range of different organised sports, arts and craft, chess club, choir and instrumental programs. Students are offered the opportunity to participate in Premiers Reading Challenge and our school is a regular (and successful) participant in the Lions Club Quiz.

Rights and Responsibilities

Baxter Primary School is committed to treating everyone with dignity and respect and encouraging positive communication between parents/guardians, families and staff. We aim to provide clear, positive and fair processes that encourage open communication between our school and community members.

Rights and Responsibilities of Students

- Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and cooperative school environment. Baxter Primary School is committed to creating a safe, enthusiastic and caring environment for all.
- Students' attendance and behavioural expectations creates an environment that encourages them to demonstrate integrity and respect and provides a climate where students treat others how they wish to be treated.
- Baxter Primary School's values of being Kind, Inclusive, Caring and Encouraging of others supports the rights of our students.

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> - Work 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. - Be treated with respect and fairness. - Express ourselves and be listened to. - Learn and play in an inviting, sociable and positive environment 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> - Demonstrate respect for the rights of others, including the right to learn, and contribute to an engaging educational experience for themselves and other students. - Take greater responsibility with encouragement and support for their own learning and participate as members of the whole school community. This involves developing as individual learners who 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. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. - Respect themselves, other members of the community and the school environment.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> - Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. 	<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's regular attendance in line with DET requirements (Education and Training Act Reform 2006) - Engage in regular and constructive communication with school staff regarding their child's learning. - Support the school in maintaining a safe and respectful learning environment for all students. - Work in partnership with all members of the school community. - Treat all school leaders, staff, students and other members of the school community with respect. - Approach any situation in a spirit of cooperation, understanding and genuine partnership. - Adhere to the school's Community Code of Conduct.

Rights and Responsibilities of School Staff

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> - Expect that they will be able to 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>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> - Model positive behaviour to students consistent with the standards of our profession. - Know how students learn and how to teach them effectively. - Know the content they teach. - Know their students. - Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs. - Plan and assess for effective learning. - Create and maintain safe and challenging learning environments. - Treat all members of the school community with respect in line with school values

Shared Expectations

Shared Expectations are not only in place for behaviour and attendance, but for participation, resources, relationship building, the physical environment, curriculum, provisions of support and partnerships. Our shared expectations are focused on positive, inclusive and respectful behaviours. These expectations are consistent, fair and reasonable, and are linked to appropriate actions and consequences.

School leadership and staff promote a culture of respect, fairness and equality, and foster respectful relationships. The school environment is inclusive and empowering. We value the positive contributions of students and creating a sense of belonging and connectedness that are conducive to positive behaviours and effective engagement in learning. There are multiple ways for students to take responsibility and be involved in decision making.

School expectations include:

- Inclusive teaching practices.
- Parent/carer partnerships.
- Community partnerships which engage families and the community in ways that support student achievement and success.
- Supporting families to access student services.
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- Promote awareness of others, responsibility and empathy.

Diversity in the school community

Baxter Primary commits to implementing the following elements:

- A school culture that reflects care, concern and respect for others and celebrates diversity.
- Relationships within the school community which foster access and participation, reciprocal support, shared directions and continued improvement.
- School organisation which is flexible, allows for various student groupings, and provides time and space for teachers to work and plan together and support one another.
- Maintaining a highly skilled, motivated and energetic workforce who are able to meet the needs of a diverse school community.
- A comprehensive and diverse work program that engages all students at a level appropriate to their knowledge, skill and ability, across a full range of learning experiences, while maintaining high expectations for all students.
- Assessment, monitoring and reporting that are integrated into learning and teaching and are inclusive of all students and their families.

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.

As a DET education provider Baxter Primary School makes 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all

parties affected, including those of the student with the disability, the education provider, staff and other students. In determining whether an adjustment is reasonable, Baxter Primary School will take into account information about:

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

This information might come from the student, an associate of the student, independent experts, or a combination of these people. We 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.

Classroom Expectations of Students include:

- Positive participation in all school activities.
- Following instructions from teachers at all times.
- Regularly attend from 9-3.15pm (Absences must have a written note/communication with the office or classroom teacher or registered via compass. Students may not leave the school without a responsible adult accompanying).
- Treating others with respect and dignity in line with our school values
- Always using respectful and appropriate language. (no "put downs", teasing)
- Being proactive in asking for help/seeking clarification.
- Taking off our hats when we come inside.
- Walking inside and around the buildings.
- Wearing our full school uniform with covered toe shoes.
- No chewing gum or bubble gum at school.
- Mobile phones are not permitted to be used at school during school hours. They must be handed to the school office before 9:00am and locked in a secure cabinet until 3:15pm.
- Dangerous objects that could frighten or injure are not to come to school. Expensive toys, games should not come to school.
- Valuing school resources.
- Supporting classmates/teachers contributions and efforts in all activities.
- Using ICT appropriately and for the purpose intended.
- When on excursions, normal school rules apply and road safety rules must be adhered to at all times.
- Respecting and maintaining theirs and others' working areas.

Playground Expectations of Students include:

- Remaining within the school grounds unless under the supervision of a teacher or parent.
- Playing safely in the school grounds:
- Tackling and rough behaviour is not permitted.
- Ball games are to be played away from buildings-cricket- use tennis ball only.
- Wearing a hat when outside according to the Sunsmart Policy.
- Remaining on asphalt areas when eating
- Not being inside buildings during playtimes without permission or supervision
- Not playing ball games near calm spaces or running games along the junior building deck.

Expectations of School Staff include:

- Creating engaging lessons promoting high work standards and developing inquiry skills
- Providing enjoyable, inclusive classrooms.
- Building and maintaining trusting relationships.
- Placing significant emphasis on the development and recognition of positive behaviours.
- Asking for students' input into curriculum and class environments.
- Listening to students and valuing their contributions.
- Understanding and caring for students.
- Listening to parents' insights into their children's learning.
- Providing a wide range of resources to engage learners.
- Understanding and responding to the individual needs of students.
- Equipping students with the resources required to conduct an effective teaching and learning program.
- Encouraging participation of parents and wider school community members.
- Establishing an inclusive curriculum that takes into account the needs of all members of the school community.
- Maintaining an up to date database of student behaviour using the school's Learning Management System, Compass.
- Assisting parents to partner in the development of their children's behavioural performance.
- Providing leadership, not only to students but to other staff and community members.

Expectations of Parents / Carers include:

- Supporting their children's education.
- Cooperating with school requests.
- Ensuring their children attend school regularly.
- Communicating clearly and respectfully with the school regarding their children's needs.
- Listening to teachers' insights into their children's learning.
- Reading and responding appropriately to school communications.

School Actions and Consequences

The social, emotional and physical wellbeing of our students is pivotal to their success at school, and into their future lives. Students who are happy, healthy and resilient are better able to deal positively with life's challenges and are well placed to develop into well-balanced and successful young adults. Supporting students by providing every opportunity to build and enhance their social and emotional wellbeing is an important aspect of teaching duties for all staff.

Baxter Primary Schools actions and consequences section of the School Engagement Policy is framed in a positive way. This encourages students to accept responsibility for their actions, and to fully participate in their educational experience.

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

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

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

- Understanding the student's background and needs.
- 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, school leadership, and/or external support agencies.
- Tutoring/peer tutoring.
- Mentoring and/or counselling.
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour.

- Developing individualised flexible learning, behaviour or attendance plans.
- Providing broader educational programs, for example experiential learning, camps/outdoor education/creative arts.
- Involving community support agencies.

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

Stage 1: Prevention and Early Intervention- Creating a positive school culture

(see also Appendices 2 & 3 for detailed list of related actions and prevention programs)

- Define and teach school wide expectations for all.
- Establish relevant school wide prevention programs.
- Establish consistent school wide processes to identify students at risk of disengagement from learning.
- Establish consistent school wide processes and programs for early intervention.
- Establish data collection strategies.

Stage 2: Intervention: A targeted response for Individual Students

- Establish an understanding of circumstances impacting on the student.
- Develop a plan for improvement based on data and review regularly.
- Explicitly teach and /or build replacement behaviours.
- Establish inclusive and consistent classroom strategies.
- Establish out-of-class support strategies.
- Establish a student support group.

Stage 3: Discipline Procedures:

Withdrawal & Detention

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines

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

- Withdrawal of privileges including use of technology
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach in class.
- Recess or lunchtime detention.
- Support group convened (if deemed appropriate).

Suspension & Expulsion

In compliance with Ministerial order No. 1125 Baxter primary school is wholly committed to following the DET's guidelines, process and procedures when considering student suspension or expulsion.

- Exclusion from school - Suspension / Expulsion – see Appendix 5.

Restraint & Seclusion

Baxter Primary School is committed to ensuring the physical safety and wellbeing of all of our students. Any and all restrictive interventions will be adopted as measure of last resort and used strictly in situations consistent with Department Policy

Anti Bullying

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff. We aim to encourage self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. Bullying of any form at Baxter Primary school is not acceptable. The effects of bullying on both the student being bullied, and the student engaging in the bullying behaviour, demonstrate a need for intervention in social skills development, and the need for the creation of safe environments.

Our school provides a positive culture where everyone has the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment. All members of Baxter Primary School community are bound by the agreed School Values and expected behaviours. Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment. All members of the school community have a responsibility to be alert to signs and evidence of bullying and to report incidents regardless of involvement as observers or victims.

Aims:

- To clarify and reinforce within the school community what bullying is, and the fact that it is unacceptable.
- To promote positive and responsible behaviour within the school community.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrator.
- To reduce incidences of bullying behaviour.
- To ensure there is a partnership between home and school.

Definitions

Bullying - Bullying is repeated physical, social, verbal, psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

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

Baxter Primary School's Approach to Bullying

A: Primary Prevention

- Professional development for staff to ensure that there is a common understanding of the correct procedures in place at Baxter Primary School.
- All classroom and specialist teachers create a behaviour agreement with the students at the beginning of the year. This ensures all students are aware of the expectations within the classroom and develops a safe and supportive environment for them to learn.
- Staff will inform students and the school community of school values, expected behaviours and wellbeing policies at the beginning of the year.
- Classroom and specialist teachers will clarify the consequences for poor behaviour including the consequences and impact of bullying on others.
- Community awareness and input, relating to bullying, its' characteristics and the school's response, complemented by clear processes for reporting suspected bullying.
- The provision of programs that promote inclusiveness, resilience, life and social skills, assertiveness, conflict resolution and problem solving will form an integral part of our curriculum.
- Enrichment clubs and activities will be available during lunch time breaks.

B: Isolated, Infrequent or Less Serious Incidents

- Any instances of suspected bullying or inappropriate behaviour must be responded to by staff.
- Parents are encouraged to contact the school if they suspect a bullying or behaviour problem.
- The school will reinforce with students the importance of appropriately reporting incidents of inappropriate behaviour involving themselves or others, and it is imperative that staff respond appropriately and proportionally to each allegation consistent with the school's Student Code of Conduct, including the ongoing development of proper reporting and recording of the incident in the school's Learning Management System, Compass
- The school will assist the individual(s) participating in bullying behaviour to recognise, empathise and change his/her behaviour
- The school will support and assist the victim with programs designed to empower and build self-esteem.
- Parents will be contacted if their child is alleged to have been bullied or experienced inappropriate behaviour, or if their child appears to have behaved inappropriately or bullied someone else.
- The school may work with the parents of those involved to assist their child to better manage these situations.
- Repeated offences will lead to consequences as previously outlined. Appropriate and proportional consequences may include a restorative chat, verbal or written apology, loss of privileges etc.

- Frequent transgressions may require individual counselling with their teachers or a member of the school leadership team and the development of joint parent/school strategies for behaviour modification.

C: Serious or Repetitive Incidents (refer to student code of behaviour policy)

- Serious incidents are those that include physical assault, sexual assault, criminal activity involving theft or serious damage of property, serious threats, racial, religious or homophobic bullying etc.
- Serious incidents and/or repetitive incidents of bullying or unacceptable behaviour will be reported, responded to by staff and documented in the school's Learning Management System, Compass.
- All such incidents or allegations will be properly investigated and documented. Depending upon the nature of each incident, they may also be reported to police, reported to the Student Critical Incident Advisory Unit, and/or reported to the Department's Emergency and Security Management Unit.
- The school may contact support professionals such as Chaplain, Welfare coordinators or Councillors and/or Student Support Officers for assistance and support.
- Students, staff and parents identified by others as bullies will be informed of allegations.
- All parties will be offered counselling and support.
- All repetitive or serious incidents must be brought to the attention of the Principal of the school.
- The most appropriate staff member will contact the parents of the targeted student. The Principal or member of the leadership team will contact parents of alleged bullies unless advised by police or other relevant authority not to do so.
- Regional Office will provide support as appropriate, and the Principal will monitor the investigation and review the situation until matters are appropriately resolved.
- Consequences of repetitive or serious incidents may include criminal charges, suspension, expulsion, loss of privileges, counselling, conciliation or any other consequences outlined.
- A management strategy for all parties will be developed in consultation with the students and parents involved.
- Parents or community members who bully, harass or abuse staff will be provided with official warnings, and if necessary referred to the police, and/or have trespass restrictions placed upon them by the Principal in line with the Summary Offences Act.

D: Post Incident:

It is important that appropriate strategies are put in place after the incident has been resolved for all students involved. Parents dissatisfied with the outcome of the conciliation process have the opportunity to communicate further with a member of leadership.

Appropriate strategies may include:

1. Conciliation meetings between all parties.
2. Ongoing monitoring of students involved.
3. Identification of an agreed key contact staff member for each student involved.
4. Follow-up meetings regarding each student's management strategy.
5. Ongoing communication with parents.

6. Counselling from appropriate agencies of support officers etc for both parties.
7. Reinforcement of positive behaviours and appropriate behaviour strategies.
8. Support and counselling will be offered in the event of malicious or fictitious claims.

Cyber Bullying

Definition

Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms and 'MUD' rooms (multi-user domains where individuals take on different characters). It is verbal (over the telephone or mobile phone), or written (threats, racial, sexual or homophobic harassment) using the various mediums available.

Rationale:

Bullying in any form is unacceptable. Bullying that is carried out through an internet service such as email, discussion group, chat room or instant messaging, or through mobile phone technologies such as short messaging service (SMS) is cyber bullying. Cyber bullying can be very destructive and will not be tolerated at any level, and serious consequences exist for students who choose to bully others.

Aims:

- To reinforce within the school community what bullying is (including cyber bullying), and the fact it is unacceptable
- To alert everyone within the school community of the signs and evidence of cyber bullying and to have a responsibility to report it to staff whether as victim or observer
- To ensure all reported incidents of cyber bullying are investigated appropriately and support is given to both victims and perpetrators
- To seek parental and peer-group support and co-operation at all times

Implementation

- Parents, teachers and the community to be made aware of the types of cyber bullying, and its legal ramifications.

Baxter Primary School will adopt a four phase approach to Cyber Bullying:

Primary Prevention:

- Ensure professional development for staff relating to all forms of bullying including cyber bullying. Cybersafety awareness programs are provided for parents and cybersafety lessons form part of the curriculum in all year levels.
- Educate the school community about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable.
- Provide programs that promote resilience, life and social skill, assertiveness, conflict resolution and problem solving.
- Clarify with students at the start of each year the school policy on bullying, including cyber-bullying. Parents and students are required to sign a form acknowledging the schools policy in regards to using technology (see Appendix 4).
- Provide students with individual and confidential computer and network logins and passwords. Processes are in place to ensure tracking of student activity on the school's computer equipment and network. Firewalls are installed to eliminate outside traffic into the school's network and intranet.
- Restrict the use of mobile phones by students.
- Are vigilant and accountable whilst on yard duty.
- Offer lunchtime enrichment clubs and electives to support students in the yard.

B. Early Intervention:

- Encourage children and staff to report bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Monitoring of student traffic on school's computer networks to identify potential problems.
- Parents encouraged to contact school if they become aware of a problem.
- A designated safe and quiet place for children to access at recess and lunch times.
- Public recognition and reward for positive behaviour and resolution of problems.

C. Intervention:

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Parents to be contacted if their child is alleged to have been bullied or experienced inappropriate behaviour, or if the child has behaved inappropriately or bullied someone else.
- Students and staff identified by others as bullied will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- Removal of cyber bullies from access to the school's network and computers for a period of time.
- Consequences for repetitive or serious offences may include criminal charges, suspension, loss of privileges, exclusion from the class or yard, counselling or conciliation.

D. Post Violation:

It is important that appropriate strategies remain in place after an incident has been resolved for all students involved. These may include:

- Ongoing monitoring of students involved
- Follow up meetings
- Ongoing communication with parents
- Counselling if appropriate for both parties
- Rewards and reinforcement of positive behaviour

Use of Internet at Baxter Primary School

Rationale:

The internet provides students with unprecedented opportunities to obtain information, engage in discussion, and liaise with individuals, organisations and groups world-wide so as to increase skills, knowledge and abilities.

Aims:

- To improve student learning outcomes by increasing access to worldwide information
- To develop skills in appropriate internet usage.

Implementation:

- Our school actively supports access by students to the widest variety of information resources available, accompanied by the development of the skills necessary to filter, analyse, interpret and evaluate information encountered.
- All students and staff will have censorship filtered internet and email access. All students and staff will have their own password protected internet account and log on. Such access is a privilege that infers responsibility, and not simply a right to be expected.
- An information and communication technology coordinator will be appointed, who will liaise with staff and the technical support technician to manage all email access, maintain the school's web site, web filters, and all other issues related to internet access by students.
- The school undertakes to ensure that information published on the Internet by students or the school is of a high standard, and meets legal requirements and standards of general practice within the community in relation to copyright, safety and decency.
- Students email access will be through Google the Apps for Education Domain hosted at Baxter Primary School
- All email accounts will be password protected
- All students shall be responsible for notifying their teacher of any inappropriate material so that access can be blocked.
- All staff shall be responsible for notifying the coordinator of any inappropriate material so that access can be blocked.

- Consequences of publishing, accessing or failing to notify the coordinator of inappropriate material shall include the removal of access rights.
- Signed parent and student consent (Appendix 4) is required to be completed in order to gain access to the internet, or to publish work, photos or videos on the internet.
- Privacy of students, parents, staff and other users must be recognised and respected at all times. When identifying students, only their first name and last initial will be used.
- Teachers shall be responsible for making sure all work is screened for accuracy, appropriateness, grammar, spelling prior to publishing.

Community Code of Conduct

Rationale:

Baxter Primary School is committed to treating everyone with dignity and respect and encouraging positive communication between parents/guardians, families and our staff. Our School Values of being: Kind, Caring, Inclusive and Encouraging of others should be applied to all facets of school community interactions.

Aims:

- To provide clear, positive and fair processes that encourages open communication between our school and community members.
- To encourage social networking sites to be used in a beneficial and positive manner.

Implementation:

- Community members will be kept informed via newsletters, school and fortnightly class emails, notices, the school website, school apps, parent- teacher meetings, information nights and assemblies.
- The school will consult, and communicate both clearly and effectively with the community. Community members have an obligation to read correspondence, attend meetings and seek clarification when required.
- The school community should endeavour to approach any situation in a spirit of cooperation, understanding and genuine partnership.
- Behaving in an aggressive and/or threatening manner towards staff or students is not acceptable. **All interactions between members of our community must be in keeping with the school values.**
- Community members may be accompanied by another person, in a support role, at appointments to resolve concerns.
- The school community shall refrain from using social networking sites to post complaints, make defamatory or offensive statements or allegations about Baxter Primary school, its' staff, students or parents.

- The school community shall also refrain from posting photos of other parents' children and staff without consent.

The school community will attempt to resolve concerns through:

- Calm discussion between the parties directly involved, whilst respecting each point of view actively listening to each point of view
- Following Department of Education and Early Childhood Development procedures, as outlined in the 'Parent Complaints' guidelines.

If the concern centers on classroom or curriculum:

- The first contact should always be with the classroom or specialist teacher by arranging a mutually convenient appointment.
- If a resolution cannot be reached, then it is appropriate to involve a Member of the leadership team or Principal with the aim of reaching a fair and reasonable solution.

If the concern centres on social media:

- The concern must be set out in writing, and the school may provide a warning and request that the material in question be removed immediately.
- If inappropriate comments have been made on a school website or online forum, the school may take action to block or restrict that individual's access.

Other concerns may be taken directly to the Principal, member of the leadership team or School Council President. It is expected that;

- All formal discussions and processes involving concerns will be documented.
- All concerns/grievances are to be kept confidential.
- Parents who breach the code of conduct may be subject to action by the school.

Yard Duty Policy

Rationale:

Adequate supervision of students in the school yard is a requirement of the school's duty of care.

Aim:

To provide adequate and appropriate supervision of students in the school yard.

Implementation:

- Supervision of students is the responsibility of all staff.
- A roster system will be used to timetable staff members for yard supervision. Yard supervision will include before school, recess and lunch breaks, and after school.
- Parents will be informed via the newsletter that staff members are not rostered to take yard duty until 8:45 each morning. Parents will be informed that children in the grounds before this time will be subject to school rules and expectations. Parents will also be informed via the newsletter that staff members will not be rostered to undertake yard supervision after 3:30pm each day. Parents are required to make sure that their children have been collected or have left the school grounds by this time. Children remaining in the yard beyond 3.30pm will be escorted to the office. Parents will be contacted if need be.
- Yard duty staff members will be provided with a waist-bag containing basic first-aid items, and information cards on children with health issues. When staff change over during breaks, this should be done by passing the bag over in the breezeway at the foot of the staffroom ramp. Any relevant issues or concerns should be relayed as well. At the end of a break it is the responsibility of each staff member to ensure the bag is returned to the staffroom / first-aid area where it can be collected by the next duty teacher.
- Yard duty staff will conduct restorative conversations when dealing with student disputes.
- Casual Relief Teachers will be responsible for the yard duty responsibilities of staff members they are replacing. Staff members who are aware that they cannot fulfil their yard duty obligation due to appointments or excursions etc are required to either make a swap with another staff member, or discuss the matter with the Principal.
- Children and staff members are required to wear appropriate hats between September and April, in accordance with the SunSmart Policy.
- Staff on yard supervision must approach intruders or unknown people in the yard, or notify staff in the staff room/office for assistance.
- Yard duty teachers will monitor the yard for any hazards, notifying the office for any assistance where required. During wet days, children will shelter under the covered areas. If the Principal or member of the Leadership Team deems outside weather conditions hazardous or unsafe, children will stay inside. Staff would bring this to the attention of the Principal if they were concerned.

Appendix 2 – School Actions and Consequences Stages of Intervention

Stage 1: Prevention and Early Intervention- Creating a positive school culture	
Suggested Strategies	School Actions
<ul style="list-style-type: none"> Define and teach school- wide expectations for all 	<ul style="list-style-type: none"> Students and teachers recognise and agree to abide by the school rules. Negotiate classroom expectations at the beginning of the school year and revisit periodically.
<ul style="list-style-type: none"> Establish relevant school- wide prevention programs 	<p>Primary Prevention Programs and resources provide a means of promoting student wellbeing and building a sense of belonging. Broadly speaking, these programs ease student transition, engage students in meaningful social activities, encourage supportive relationships and ensure student safety within a structured social environment.</p> <p>Programs include:</p> <ul style="list-style-type: none"> Body and Drug Education programs Wellbeing programs – Respectful Relationships & Cyber Safety School Values activities Civics and Citizenship program Health education Enrichment Groups Environmental/Sustainability activities Camps Year 3-6 Sporting activities Perceptual Motor Program Baxter Focus Group – social service, student issues Premiers Reading Challenge Buddy Program Principals award Student Leadership positions
<ul style="list-style-type: none"> Establish consistent school- wide processes to identify students at risk of disengagement. 	<ul style="list-style-type: none"> Transition Programs Kinder and Year 6-7 'Up Day' internal transition program Teacher judgment assessment and consistent assessment/testing procedures 'Getting to Know You' parent teacher conferences at the beginning of the school year Track attendance data and communicate with parents/carers of students at risk Establish behaviour tracking data collection strategies

	<ul style="list-style-type: none"> - Staff transition handover meetings
<ul style="list-style-type: none"> ● Establish consistent school- wide processes and programs for early intervention 	<p>Strategies targeted at individuals who display personal and social vulnerability. These include the identification of students at risk of social, emotional and physical harm. Strategies which include counselling, mediation, the development of individual learning programs and behaviour management plans.</p> <ul style="list-style-type: none"> - Individual Learning Improvement plans - Parent referrals to support agencies - Special guest speakers for parents e.g. Cyber Safety Project - Support groups for students with disabilities, special needs - Internal Intervention support programs such as a documented behaviour plan

Stage 2: Intervention - A targeted response for Individual Students	
Suggested Strategies	School Actions
<ul style="list-style-type: none"> ● Establish an understanding of circumstances impacting on the student. 	<ul style="list-style-type: none"> - This involves the provision of effective support to students in crisis. Students are helped to access support and treatment. Referral procedures to counselling and treatment facilities (whether within DEECD or outside agencies) are established. Ongoing and coordinated service and continuity of care, is ensured. - Student progress is monitored and evaluated.
<ul style="list-style-type: none"> ● Establish data collection strategies 	<ul style="list-style-type: none"> - Systemic collection and analysis of data - Student behaviours are entered and monitored using the school's Learning Management System, Compass.
<ul style="list-style-type: none"> ● Develop a plan for improvement based on data and review regularly 	<ul style="list-style-type: none"> - Establish a Student Support Group when required. - Involve DEECD support personnel (if required) - Develop an Individual Learning Plan for improvement in consultation with the teacher, student/ parents based on data and review regularly. - Determine strategies for the monitoring and measurement of student progress. - Explicitly teach and/or build replacement behaviours - Establish inclusive and consistent classroom strategies - Establish out-of-class support strategies

Stage 3: Discipline Procedures - withdrawal, detention, suspension and expulsion
When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines

Suggested Strategies	School Actions
<p>A student may be excluded from school situations where all other measures have been implemented without success or where a severe consequence is the only appropriate course of action in response to a student's behaviour</p>	
<ul style="list-style-type: none"> ● Withdrawal of privileges 	<ul style="list-style-type: none"> - The reason for and period of the withdrawal is clearly communicated to the student - Students may remain inside for a portion of recess or lunch time (5-10 mins) to complete unfinished work, restricted access to class activities, or be returned to class from a specialist lesson - The student is made aware of the behaviour standards expected in order for the privileges to be reinstated
<ul style="list-style-type: none"> ● Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach in class. 	<ul style="list-style-type: none"> - Students may be isolated from their classroom's activity by going to their buddy class, another class in their year level, to a neighbouring classroom. - Restorative Conversation (undertaken with initial teacher) - Letter of apology (if required)
<ul style="list-style-type: none"> ● Recess or lunchtime detention (if student behaviour is contrary to school rules) 	<ul style="list-style-type: none"> - Parents to be informed - Students may be required to complete work that has not been completed in class or undertake additional work or duties at a reasonable time and place. - No more than half of a break may be used for this work - Restorative Conversation - Letter of apology / Sincere verbal apology
<ul style="list-style-type: none"> ● Exclusion from school - suspension / expulsion 	<ul style="list-style-type: none"> - For more detail – see Appendix 5

Appendix 3 - Prevention Programs

Learning and Teaching Practices

- A variety of learning and teaching strategies used e.g. learning styles, multiple intelligences, negotiated curriculum
- Catering for a range of abilities
- Modified programs for students with particular learning improvement needs
- Equitable opportunities
- Timetabling to maximise learning opportunities
- Behaviour management plans
- Individual Learning Improvement Plans (ILIP's)
- Alignment of the practices with school values
- Differentiated curriculum

Transition Programs

- Parent tours and information evenings
- Kindergarten to Primary and Primary to Kindergarten visits
- Year 6/7 transition programs with local high schools
- Prep Transition program of 4 visits
- 'Up' Days to facilitate transition between year groups (whole school)

Support and Information Processes

- School chaplaincy program
- Speech pathologist / Psychologist
- Student Support Group
- Student wellbeing coordinator
- Restorative Practices
- Curriculum information evenings
- Parent reporting and conferencing
- Parents ivolunteer partnerships
- Absence notes and attendance rolls
- Medication dispensing procedures
- Asthma / Anaphylaxis Management Plans
- Student Code of Conduct
- Anti Bullying Policy
- Welfare support group
- Emergency management processes
- Sunsmart policy
- School Nurse screening Prep
- Playground inspections
- Accident reports
- School Information booklet
- Teacher/Student Silent Buddies

Focussed Classroom- Based Programs

- Drug Education programs
- Health and wellbeing programs - Cyber Safety, Respectful Relationships
- Classroom Rules/Agreements
- School Values activities
- Health education
- Inquiry Learning
- Circle Time
- Sexuality Education

Co-curricula Programs

- Enrichment Groups
- Choir & Musical Programs
- Environmental/Sustainability opportunities
- Camps Year 3-6
- Sporting activities
- Perceptual Motor Program
- Baxter Focus Group
- Competitions/Assessments (Rotary Quiz, Premiers Reading Challenge)
- Buddy Programs
- LitFest / Family Maths / STEM Evenings
- Graduation awards Year 6
- Principals Awards
- Student Leadership positions

Other Programs and Agencies

- Parent information evenings
- Special guest speakers for parents e.g. resilience, behaviour management, parenting, school readiness
- Support groups for students with disabilities, special needs (ILIPs)
- Family Life
- DEECD support staff
- Department of Human Services case managers and support workers

Professional Development (PD Programs for staff)

- Information and PD sessions related to student wellbeing (drug education, anti-bullying, behaviour management, etc.)
- Learning and Teaching (engaging students, meeting needs of individual students, learning styles)
- Personal wellbeing (stress management, health and wellbeing)
- Staff duty statement and Roles and Responsibilities statements
- Professional Recognition Program/Performance and Development Plans
- Staff Operations Manual

Appendix 4 - Digital Technologies

DATE



General Acceptable Use Agreement for Digital Technologies and the Internet at Baxter Primary School

Dear parents and guardians,

Digital technologies and the internet are essential for modern learning. We know however, that these technologies need to be used responsibly. We'd like you to work with us to ensure that your child understands what is safe and responsible to do. That's why we've developed this General Acceptable Use Agreement that applies to digital technologies, social media tools and learning environments used by our school or accessed using school networks or systems. It aims to help you have a discussion about safe and responsible use of computers and the internet with your child.

Please read it, discuss it with your child, and then sign and return it. Please talk to your child's classroom teacher if you have any concerns. It isn't a legally binding document, but in signing it you say you are committed to help us with this important issue.

Further information about how to best support your child can be found on the following websites:

Australian Communications and Media Authority - information about how to filter digital content
<http://www.acma.gov.au>

Kids Helpline activities and games for students to learn about how to be safe online
<http://www.kidshelp.com.au>

Bullying No Way - information on cyberbullying for parents and children
<http://www.bullyingnoway.com.au>

DEECD - safe and responsible use of digital technologies
<http://www.education.vic.gov.au/school/teachers/support/Pages/safeandresponsibleuse.aspx>

Yours sincerely,
Nick Schneider
Principal

For Prep -2 students

I agree that I will never

- Send mean or bullying messages or forward on messages like these to others
- Copy someone else's work I find on the internet and pretend it is mine
- Share information including my, or my friends', full name, photo, birthday, address and phone number on the internet
- Share my passwords
- Join a website without my parents' or teacher's permission
- Search for something rude or violent

I agree that I will

- Speak to a trusted adult if I see something that makes me feel upset or if I need help
- Speak to a trusted adult if someone is unkind to me or my friends
- Only use websites that are appropriate for my age
- Be careful with computers and other equipment I use.
- Only use technology when I have permission.

For year 3-6 students

I agree that I will never

- Participate in online bullying
- Share my personal details, or those of my friends, including full name, telephone number, address or passwords on the internet
- Interfere with network systems and security, the data of another user or attempt to log into the network as someone else .
- Download unauthorised software or games.
- Use a mobile phone during class times unless I have permission to do so
- Take photos or record sound or video at school unless I have permission to do so

I agree that I will

- Talk to a teacher if I feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviours
- Carefully consider everything I upload or post online
- Pay attention to the terms and conditions of websites I use, particularly age restrictions and parental consent requirements
- Handle computing devices with care and notify a teacher if they are damaged or do not work
- If necessary, request permission to use images and text, I find on the internet in my work
- Obtain written permission from people who appear in images or recordings before forwarding them to other people or posting them to the internet.
- Remove photos, videos and audio recordings when I have finished using them for educational purposes.
- Use technology when in line of sight of my teacher.
- Seek permission before printing my work.

For parents

This General Acceptable Use Agreement applies to digital technologies, social media tools and learning environments used by our school or accessed using school networks or systems

This includes, but is not limited to the use of:

- Desktop computers, laptops, tablets, cameras, printers and scanners owned by the school
- Google Apps (School Domain)
- Forums, discussion boards and groups (e.g. Google groups)
- Wikis (e.g. Wikipedia)
- Video conferences and web conferences (e.g Skype)

This agreement applies when my child is using any of these digital technologies at school, at home and during school excursions, camps and extra-curricular activities.

- I agree to explain to my child their responsibilities and ensure that he or she understands them.
- I agree to explain to my child that not acting responsibly will result in consequences as outlined in the school's Student Wellbeing, Safety and Engagement Policy.

* Please note that students with mobile phones may only use them at school with their teacher's permission and will be required to be stored securely by the teacher during school time.

To be signed by parent or guardian

My child's name

Parent / Guardian Name.....

Signature.....

Date.....

Appendix 5 – Suspension / Expulsion (As per DET Guidelines)

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available via the suspension and expulsion information for parents and carers documents on the BPS Website.

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

· <https://www2.education.vic.gov.au/pai/suspensions/policy>

· <https://www2.education.vic.gov.au/pai/expulsions/policy>

· <https://www2.education.vic.gov.au/pai/restraint-seclusion/policy>

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

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

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

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Safe Schools

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm>

<http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm>

Charter of Human Rights

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm>

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act

<http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm>

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/directions/reviewleg.htm>

VIT Teacher Code of Conduct

http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-

Document Presented to School Council: September 2021

Document Ratified by School Council: September 2021

Review Date: 1-2 years

