

2015

Student Engagement Policy Crib Point P.S & Perseverance P.S Hub Annex



Crib Point Primary School

Milne Street
Crib Point, Victoria, 3919
Telephone 03 5983 9282
Facsimile 03 5983 8876

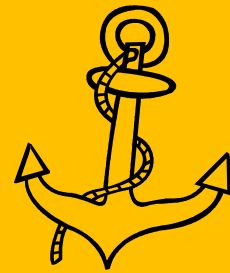
Email
crib.point.ps@edumail.vic.gov.au

MAP



Perseverance PS – Centreway Tankerton, French Island 3921

Phone: 59801292 Fax: 59801276 ABN: 83 557 827 191



Lisa Vandenbosch

Principal

Department of Education and early Childhood
Development

Ratified by School Council October 2014

Table of Contents

1. SCHOOL PROFILE STATEMENT	3
You Can Do it – 5 Foundations.....	5
Crib Point Primary School Values.....	5
The 5 C's - Our school rules	5
2. STATEMENT OF BELIEF—WHOLE SCHOOL PREVENTION	8
3. RIGHTS & RESPONSIBILITIES	11
4. SHARED EXPECTATIONS.....	16
5. ACTIONS AND CONSEQUENCES.....	19
Appendix A – Vision for CPPS	
Appendix B – YCDI	
Appendix C – Peer mediation	
Appendix D – Chaplaincy & Australian Defence Force Aide	
Appendix E – It's not ok to be away	
Appendix F – Circle time & social stories	
Appendix G – Rethink	
Appendix H – Staged response	
Appendix I – LE AP & STA	
Appendix J – Better Buddies, eSmart, Cyber smart and skoodle	
Appendix K – Shared responsibility	
Appendix L – Uniform policy	
Appendix M – Bullying policy	
Appendix N – Attendance policy	
Appendix O – Behaviour management plan & Individual learning plan	
Appendix P – Student discipline contact record	
Appendix Q – ESmart digital technologies policy	
Appendix R – Visual literacy form	
Appendix S – Parent complaints policy & reporting template	

1. SCHOOL PROFILE STATEMENT

MISSION STATEMENT

At Crib Point Primary School we are providing an '**Anchor for the future**' while developing the individual.

At Crib Point Primary School we are unwavering in our belief that with targeted teaching every child can experience positive educational growth. We aim to have students recognise and achieve their fullest potential through the acquisition of knowledge, skills and values in an environment where they learn and grow to enjoy a productive, rewarding and fulfilling life.

Our school educates and nurtures our students to become valuable citizens while providing the literacy, numeracy and inquiry skills required to be successful and productive members of the community.

OUR VISION (to see an expanded version Appendix A)

To inspire students to become life-long learners who achieve their potential.

Our view of the future at Crib Point Primary School includes:

- An environment where **Confident** students take **Responsibility** for their own learning.

We show initiative, celebrate our successes and value an inquiring mind.

- A challenging and comprehensive curriculum that stimulates all students to **Do their best**.

We value effort, endeavour and we pursue excellence.

- A highly skilled staff who are motivated and enthusiastic about learning and teaching.

We respect a teacher's 'right to teach' and a student's 'right to learn'.

- An environment where **Respect** for others and unity between all members of the school community is highly valued.

We treat each other with consideration and regard. We are inclusive, we welcome and accept diversity.

- A caring and supportive environment which promotes **Honesty** and where children feel safe and secure.

We build positive relationships within our community.

OUR CORE VALUES

At Crib Point Primary we have five core values that underpin our beliefs, the environment we provide and the way we act.

***RESPECT**

*** RESPONSIBILITY**

*** DO YOUR BEST**

***HONESTY**

*** CONFIDENCE**

These values are supported by definitions ("What they mean") and descriptions of the behaviours that demonstrate them.

These are to be found on the "**CORE VALUES WHEEL**"

Social – community demographics

- Crib Point Primary School is in a small town located in a semi-rural area close to the shores of Western Port.
- Crib Point Primary School draws the majority of its students from the local area and has a SFO (student family occupation) density figure of .57. This figure is calculated by the Department of Education and Training with information supplied by parents on their occupation, their nationality, language spoken at home and whether their children are Koori or Torres Strait Islanders. 89% of our families have employment spanning senior management positions, managers, office workers, salespeople, tradespeople, self-employed and labourers. An extremely small percentage of our students have a language background other than English and a very small percentage have Koori or Torres Strait Islander heritage. Perseverance Primary School has a SFO (student family occupation) density figure of .28
- Approximately 20% children not including Grade 6 transition or Foundation entry will transfer out of the school during any given year, these numbers are significantly affected by Navy postings.
- HMAS Cerberus is located within the Crib Point environs and has close links with the school.
- Crib Point Primary School and Perseverance Primary school operate in a hub/annexe arrangement. Perseverance Primary School is a two classroom rural school on French Island, which is in Western Port. French Island has a permanent population of approximately 100 residents and roughly the same number of temporary inhabitants. The school was established over 100 years ago in 1896. The multi-aged classroom currently has 12 students.
- Parents provide community support for the school.
- Our committed, professional staff team reflects experience and dedication.

- We attract families from neighbouring areas.

Educational

- Classrooms are structured according to the Victorian Curriculum and Assessment Authority (AusVELS).
- A comprehensive curriculum provides sound academic programs that support and challenge the students. We prioritise literacy and numeracy and an inquiry approach to learning.
- The curriculum is enhanced by weekly classes in music, science, physical education and art.
- Students are supported through a range of programs.
- An impressive array of co-curricular and extra –curricula activities are offered such as singing group and active after school communities.
- Strong student leadership programs are in place, including peer mediation, student council and school leadership positions.

Technological

- Interactive electronic whiteboards are installed in all classrooms.
- Classrooms are equipped with laptops and iPads
- The majority of students have computers and the internet at home.

Environmental – grounds & facilities

- Architectural designed buildings comprise of 8 permanent classrooms, gymnasium, arts/technology area, library and an administration wing. A double relocatable building houses two classrooms.
- The school is situated in a large natural bush setting of 11 acres, which includes two large asphalt areas, two playgrounds, a courtyard, amphitheatre and fitness track.
- Crib Point Primary school has increasing focus on Environmental sustainability which has resulted in a large water tank, solar panels, chickens, garden beds and an outdoor learning centre.

You Can Do it – 5 Foundations

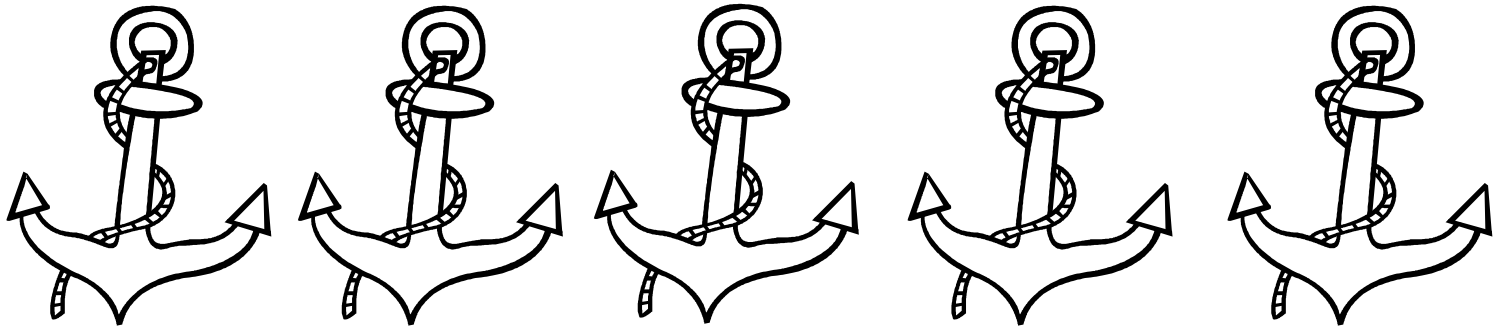
Red

Blue

Green

Yellow

Purple



Getting Along

Confidence

Persistence

Organisation

Resilience

Crib Point Primary School Values



Respect

Confidence

Doing my best

Responsibility

Honesty

Red

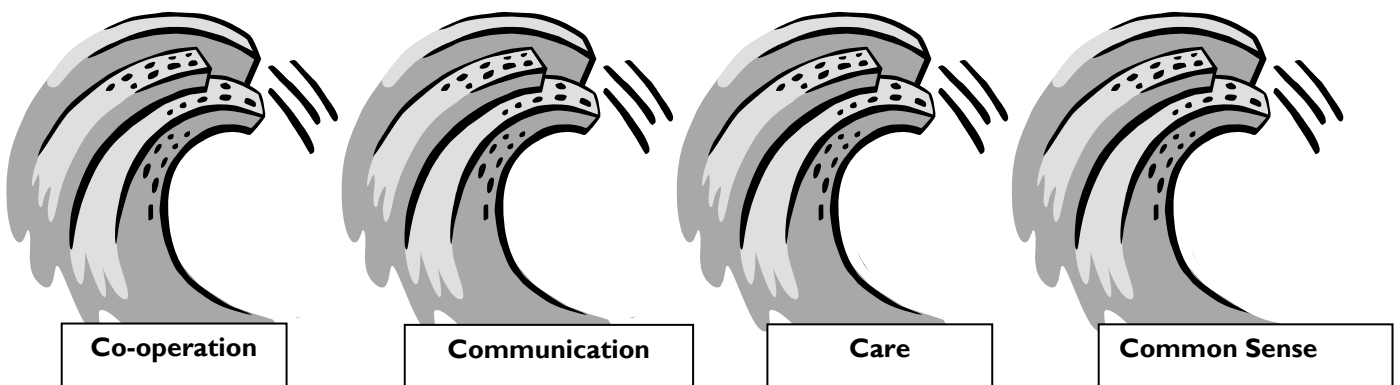
Blue

Green

Yellow

Purple

The 5 C's - Our school rules



Co-operation

Communication

Care

Common Sense

Red

Blue

Green

Yellow

THE 5 C's

Co-operation – We will work together to enable everyone to learn and enjoy school.

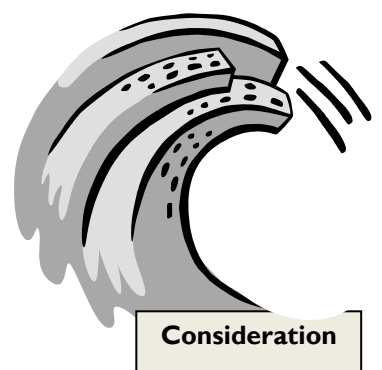
Communication- We will communicate honestly and respectfully.

Care- We will show care for all people and our environment.

Common Sense- We will keep everyone safe.

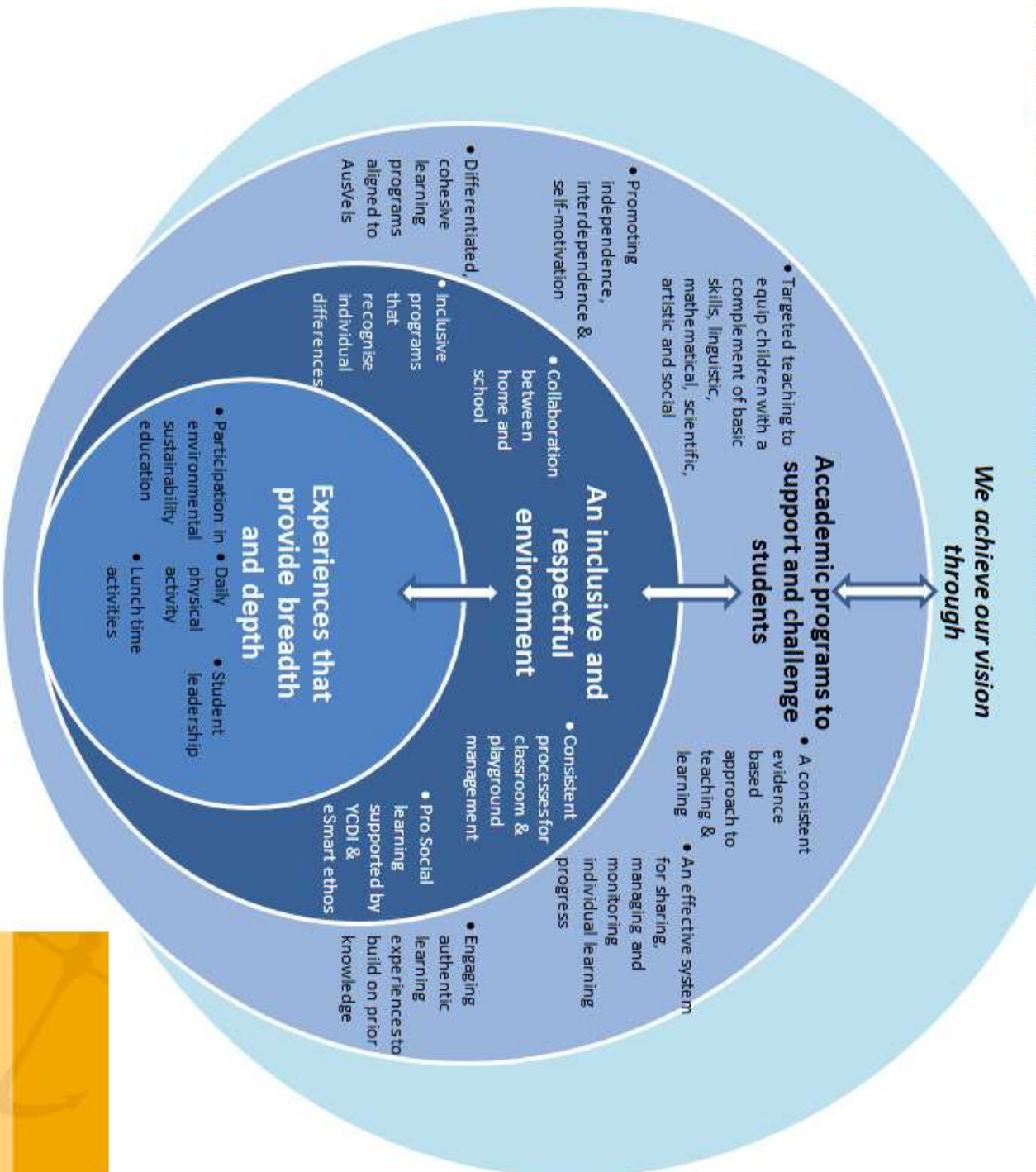
Consideration- We will be considerate in the way we treat others.

Purple

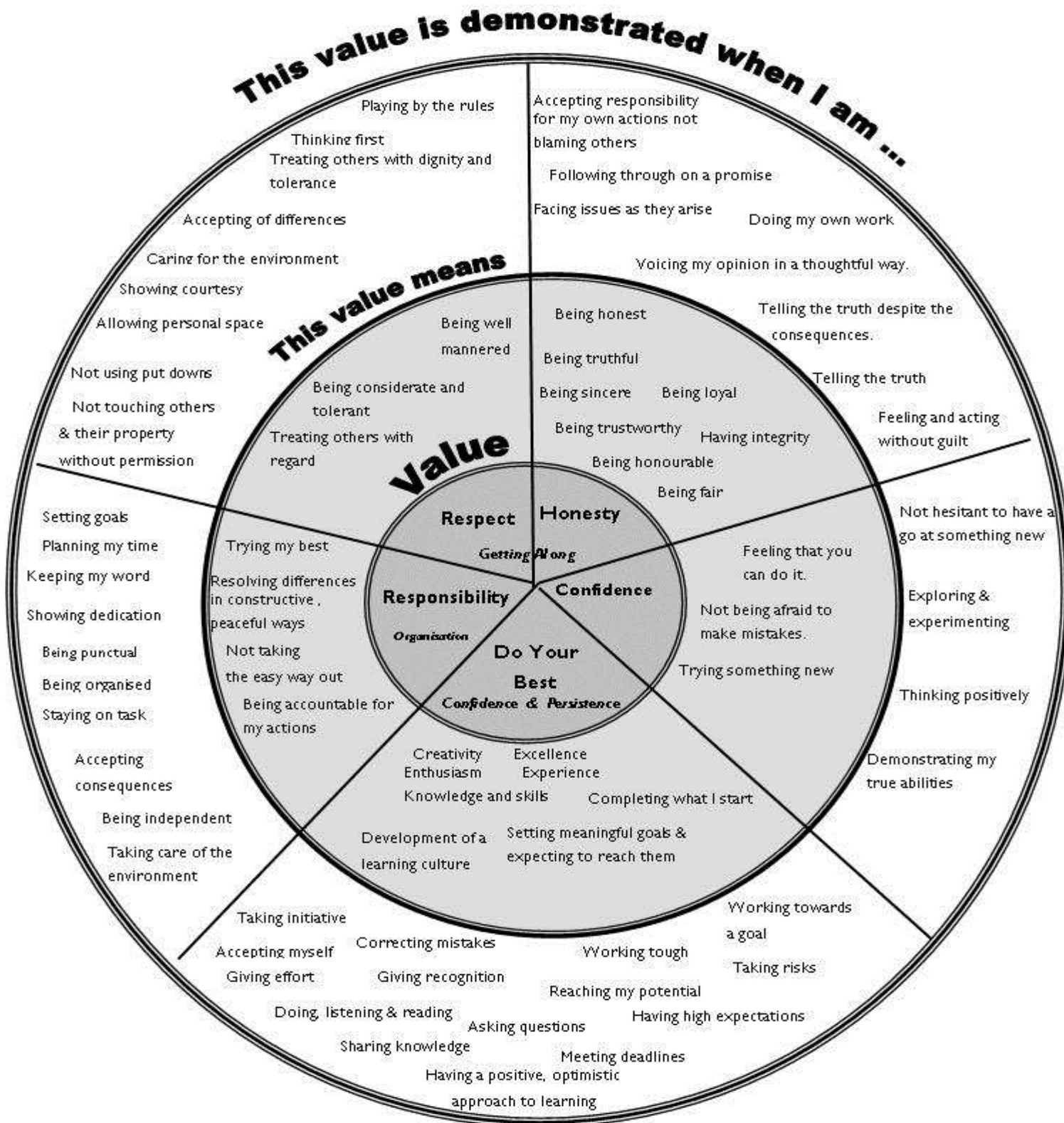


Consideration

At Crib Point Primary School we are unwavering in our belief that with targeted teaching every child can experience positive educational growth. We aim to have students recognise and achieve their fullest potential through the acquisition of knowledge, skills and values in an environment where they learn and grow to enjoy a productive, rewarding and fulfilling life.



CORE VALUES WHEEL



2. STATEMENT OF BELIEF—WHOLE SCHOOL PREVENTION

Crib Point Primary provides a strong foundation for student learning with student engagement and wellbeing as a whole school priority. A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Crib Point Primary School identifies supportive and positive relationships between students, staff, parents and the wider community as being vital to the success of its students.

We believe a school wide positive approach to student wellbeing is fundamental to reinforcing our values of **Respect, Honesty, Responsibility, Confidence and Doing our Best**.

Welfare & Discipline

The management and discipline procedures at Crib Point Primary are based on the development of mutual respect and the promotion of self discipline.

Children are taught and encouraged to monitor and regulate their behaviour. This positive approach requires an emphasis on the recognition and response to appropriate behaviour both within the class and school yard. It is important that a partnership exists between home and school which provides a positive and caring environment in which young enthusiastic children are encouraged to develop and mature.

The School Community

This document has been created with four groups in mind, who come within the physical boundaries of the school. They are:

Children

Staff

Parents

Visitors to the school

A School Community can be seen as a reflection of the society of which it is a part. It is in fact a small society in itself, and as such, it must be self-regulating and caring of everyone who comes within its bounds. It must be a place where everyone feels safe, where he or she has access to justice and fair play, and where everyone will have his or her point of view listened to. The school actively engages with parents and community members to create a shared philosophy.

The following statements express the philosophy of this school in regard to those who are to a greater or lesser extent part of the school community.

1. Children, teachers, other members of staff, parents, and those who visit the school are worthy of courtesy and respect.
2. Everyone has a responsibility to show respect and courtesy to all who become a part of the school when they enter the school grounds.
3. School rules are devised for the safety and welfare of members of the school community, and everyone has a responsibility to obey them.
4. If a member of the school community behaves in a way that threatens the welfare of other members, and acts contrary to the school rules, then he or she should expect disciplinary measures to be taken.
5. By Department of Education and Training regulation, no form of corporal punishment will be used.
6. Non acceptance of bullying including physical, verbal, indirect and cyber.
7. Non acceptance of racial or religious vilification (people must not engage in conduct that incites hatred against, or serious contempt for, a person's racial or religious background.)

Whole School Prevention: In order to provide a supportive and positive learning environment Crib Point Primary provides the following

Program	Description
You Can Do It <i>Appendix B</i>	The "YOU CAN DO IT" is designed to provide children with the foundations for achievement and social emotional well-being. The core value is the development of the potential of all children (academically, intellectually, interpersonally & emotionally) through instilling in children the 5 foundations. GETTING ALONG, ORGANISATION, PERSISTENCE, CONFIDENCE & RESILIENCE.
Values Education	5 core values underpin our beliefs, the environment we provide and the way we act. They are; RESPECT, RESPONSIBILITY, DO YOUR BEST, HONESTY and CONFIDENCE. These values are taught through dedicated lessons within the classrooms and embedded in the language that is used across the school. (See page 5)
5 C Rules	5 rules govern the way we behave. (See page 12)
Junior School Council	A representative from each classroom participates in weekly Junior School Council meetings which are overseen by a staff member. The children influence decision making which relates to the school's physical environment, policy making and fundraising for charitable organisations. The student representatives from the senior school have the opportunity to participate in a School Council meeting.
Leadership Programs, School & House Captains	Children in Grade 6 have the opportunity to be selected for a position as school captain or house captain. Their roles include hosting assemblies, acting as an ambassador when visitors are at the school, representing the school at functions outside of the school including public speaking, mentoring other students and leading their House. They also have the opportunity to be canteen helpers, sustainability monitors and Year six buddies.
Peer Mediators <i>Appendix C</i>	Peer mediation is one of the conflict resolution strategies available in our school in which students are actively involved in resolving minor playground disputes. It involves students who are trained in mediation leading other students through a structured process to resolve a dispute. The peer mediators are identified in the playground by their bright vests.
Chaplaincy <i>Appendix D</i>	The chaplaincy program is voluntary and runs under the auspices of The National Schools Chaplaincy Programme, Access Ministries & Christian Education in schools. Chaplaincy is a relational ministry of building trust, confidence and competency amongst students, staff and parents.
Australian Defence Force Transition Aide <i>Appendix D</i>	The ADF aide provides information, supports and develops a range of activities for dependants of ADF members and families to ease the impact of mobility and deployment, integrating these children, many who have a parent deployed in an overseas location, into our school community as quickly as possible.
It's Not Ok To Be Away Attendance strategies <i>Appendix E</i>	Its Not OK to Be Away is a state-wide initiative building a school and community approach to the issue of student attendance.
Circle Time—Classroom conferences <i>Appendix F</i>	A democratic, participatory classroom activity with a focus on relationships and responsibilities.
Social Stories <i>Appendix F</i>	Social Stories are short stories written by the teacher with the student. They describe situations or concepts in a format that is meaningful for children who struggle with social situations.

Fortnightly Student Wellbeing meetings	The well-being committee which consists of the Principal, Well-being coordinator, junior & senior sub school leaders, chaplain and a representative Student support service officer meet to discuss student referrals that have been made by teachers. The referrals may be made to access Speech therapists, Guidance Officers, Social Workers, the Chaplain or external agencies. These meetings also focus on planning strategies to support children at educational or emotional risk.
Re Think sessions— withdrawal from playground <i>Appendix G</i>	Students who exhibit serious unacceptable playground behaviour will be withdrawn to a particular supervised area “Re think” for a period of 20 minutes.
Staged Response documents <i>Appendix H</i>	Students with problem behaviours can be responded to through a staged response process as outlined by the Department of Education and Early Childhood Development.
Speech Therapy Assistance Program STA Literacy Enhancement Activity Program LEAP <i>Appendix I</i>	Aides already working at the school receive short training courses to prepare them for participation in the programs.
Alannah & Madeline Foundation – Better Buddies Program. <i>Appendix J</i>	The Alannah and Madeline Foundation's Better Buddies Framework is an initiative designed to create friendly and caring primary school communities where bullying is reduced.
eSmart, Cybersmart & Skooodle websites <i>Appendix J</i>	eSmart – a multifaceted system designed to assist schools to plan and implement whole school smart, safe and responsible use of information and communication technology. https://www.esmartschools.org.au Cybersmart provides activities, resources and practical advice to help students and parents safely enjoy the online world. http://www.cybersmart.gov.au/ Skooville Australia is an educational online learning space where students in Grades 3-6 can connect with other students and learn about safe online behaviours. http://www.skooville.com/
Shared Responsibility an approach to beating bullying <i>Appendix K</i>	Shared Responsibility aims to resolve instances of bullying by asking them to share in the responsibility of finding a solution.
Social welfare resources Available to borrow by parents	<p><u>“Mind Your Mind”</u>: Rational thinking strategies for children</p> <p><u>“Values for Australian schooling”</u> – national framework</p> <p><u>“Shared responsibility – Beating Bullying in Australian Schools”</u></p> <p><u>“Queen bees and wannabes”</u> – Helping your daughter to survive cliques, gossip, boyfriends, and the new realities of girl world.</p> <p><u>“Thriving”</u> – Raising exceptional kids with confidence, character and resilience.</p> <p><u>“Teaching your kids to shrug”</u> – and 40 more ways to raise your kids to thrive.</p> <p><u>“The reading bug”</u> – and how you can help your child to catch it.</p> <p><u>“Girls will be girls”</u> – Raising confident and courageous daughters.</p> <p><u>“Growing great boys”</u> – 100’s of practical strategies for bringing out the best in your son.</p> <p><u>“Preteen wise”</u> – Parenting your child from eight to twelve years</p> <p><u>“Raising happy kids”</u> –a guide to happy parenting</p> <p><u>“Every day with ADHD”</u> – understanding the world of your child with ADHD</p>

3. RIGHTS & RESPONSIBILITIES.

The school operates under the guidance of the following legislation.

The charter of Human Rights and responsibilities Act 2006

The Equal Opportunity Act 2010

The Disability Discrimination Act 1992

Disability Standards for Education 2005

Education and Training Reform Act 2006

The rights of children:

Children have the right to:

1. Learn, be valued and treated with respect
2. Feel secure and be safe in a caring and supportive environment
3. Work and play without interference in an atmosphere of harmony and cooperation
4. Receive respect, kindness and courtesy
5. Have learning continue without disruption in a supportive environment
6. Be valued for their individuality, including race, gender, cultural, physical or intellectual diversity
7. Expect that school rules are fair, consistently implemented and respect the rights of all involved
8. Expect a learning program that meets their individual needs.

The responsibilities of children:

Children have a responsibility to:

1. Care and value themselves, others, teachers, and the school community
2. Be safety conscious in relation to themselves and others
3. Treat others with respect and good manners
4. Keep to the guidelines of good behaviour, modelling and supporting school rules
5. Develop a sense of accountability for their actions
6. Work to achieve personal best whilst allowing others to do the same
7. Be prepared to learn
8. Explore their full potential

The rights of teachers and staff:

Teachers and staff have the right to:

1. Teachers and staff members have a right to expect they will be able to work in an atmosphere of order and cooperation
2. Be treated with respect, kindness and courtesy
3. Have students come to school, clean rested and healthy
4. Have students who are punctual & regular in attendance
5. Be provided with information relevant to the child's wellbeing at school
6. Perform their teaching duties without disruption from unruly behaviour, physical or verbal abuse.
7. Use discretion in the application of rules and consequences
8. Receive respect and support from the school community

The responsibilities of teachers:**Teachers have a responsibility to:**

1. Care for children.
2. Provide an interesting and pleasant educational environment that includes a broad academic curriculum
3. Educate their students within the guidelines of the agreed curriculum.
4. Encourage a responsible approach to study so that each student can reach the highest level of academic achievement of which she or he is capable
5. Implement steps to modify unacceptable student behaviour
6. Maintain communication with parents
7. Show understanding, friendship, and praise for worthwhile effort
8. Foster in children a positive self-image and an optimistic outlook
9. Give children recognition as individuals, and allow them to put forward their point of view.
10. Create and foster positive social attitudes
11. Use and manage the resources of the school to create stimulating, safe and meaningful learning
12. Treat all members of the school community with respect, fairness and dignity

The rights of parents:**Parents have the right to:**

1. Expect their children will be educated in a secure environment in which expectations of care, courtesy and respect for the rights of others will be recognised.
2. Expect their children will be taught effectively, and be treated fairly with understanding.
3. Have the opportunity to communicate their ideas and grievances to administration and the classroom teacher, at appropriate times and expect a fair hearing.
4. Expect communication and participation in their child's education and learning.
5. Be notified when children display inappropriate behaviour as deemed necessary by the school.

The responsibilities of parents:**Parents have a responsibility to:**

1. Support the school in its efforts to maintain a productive teaching and learning environment.
2. Ensure that children are sent to school clean, rested and healthy.
3. To see that children attend school punctually and regularly, acknowledging that frequent or prolonged absences can impact on learning.
4. Encourage in children a positive attitude to school.
5. Direct any complaints initially to their child's teacher and/or the Principal.
6. Support school philosophy & policies
7. Be familiar with school programs & activities by reading the school newsletter and notices.

STUDENT RULES & RESPONSIBILITIES

STUDENT RULES & RESPONSIBILITIES—THE 5 C Rules

Care- We will show care for all people and our environment.

We play sensibly
We find safe and helpful ways to sort out problems
We let others play games without interference
We use the allowed equipment in the appropriate way
We respect and care for property and our environment.
We do not interfere with other people's belongings
We respect others right's to use the courtyard area as a quiet area
We keep the environment clean through putting rubbish in the bins and not having chewing/ bubble gum at school
We use water wisely.
We are careful of plants and animals in the school grounds

Consideration- We will be considerate in the way we treat others.

We are kind to others
We make sure that the games we play are safe, inclusive and fair to all
Harassment and bullying are not acceptable
Physical, verbal and cyber abuse is not acceptable

Common Sense- We will keep everyone safe.

We play in the areas designated to us and keep areas clear for their proper use
We use equipment in a safe and sensible way, in the correct area.
We play football, soccer, cricket and other ball sports on the grassed areas
We only use frisbees / vortex's and hard balls in supervised lessons.
We only climb on approved equipment.
We stay inside the school boundaries during school hours and must have a teacher's permission to: enter or be in the school buildings at recess, lunchtimes and before or after school or to leave the school grounds during school hours or to collect equipment from outside the school grounds.
We obey school crossing rules
We follow the school uniform and dress code policy (Appendix L) and present ourselves in a neat & respectable manner at all times,
We wear a helmet and walk bikes, scooters, skateboards or rollerblades in the school grounds during school hours which are between 8.45am and 3.30pm. We store our bikes, scooters and skateboards in the bike sheds.

Communication- We will communicate honestly and respectfully.

We build up others by what we say and do and we speak nicely and apologise for our mistakes.
We make sure we always tell the truth
We do not use inappropriate language (swearing) or rude gestures.
We do not take part in name calling or teasing
We do not use the internet to harass others
We store mobile phones in our classroom and do not use them during the school day. We do not take them out into the playground.

Co-operation – We will work together to enable everyone to learn and enjoy school.

We must obey instructions from any teacher, teacher aide and/or ancillary staff member or parent helper at all times including sports outings, camps and excursions.
We will be on time for all school activities.
We do not interfere with others learning.

Bullying & Cyber Bullying

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons. Bullying may occur because of perceived differences such as culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age or economic status. Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge. It can continue over time, is often hidden from adults and will probably continue if no action is taken.

Types of bullying - There are four broad types of bullying:

Direct physical bullying: includes things like hitting, kicking, tripping, pinching and pushing or damaging property.

Direct verbal bullying: includes name calling, insults – put downs, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Indirect bullying: is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- lying and spreading rumours
- playing nasty jokes to embarrass and humiliate
- mimicking
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

Cyberbullying: is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

What bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

Mutual conflict: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts: of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

Parents should..... if their child is the victim of bullying.

- Advise their child to act assertively: children need to stand up for themselves when the first act occurs.
- Advise their child not to retaliate, explaining the possible negative consequences of such an action.
- Advise their child to report incidents of bullying to a teacher. If possible, encourage the student to report the incident himself or herself. They will gain more self respect and confidence by taking the initiative themselves rather than relying on a parent to take action.
- Emphasize to their child that taking any part in bullying still makes them responsible for their actions

Parents should..... if their child is the bully

- Let your child know that bullying is totally unacceptable because it affects the rights of others
- Emphasize to them that school should be a safe place for everyone, regardless of the differences between people; no one deserves being bullied because they speak, look or act differently in any way 'you don't like'.
- Show your support for the victim; speak to your child about how the victim may feel because of your child's actions.
- Show support for the school's consequences for bullying.

The School will.....for the victim of bullying(Shared responsibility process)

- Clarify the facts
- Discuss the incident with the student/s concerned.
- Make sure that the victim of the bullying has been looked after and been given some strategies to deal with a similar problem in the future.
- Make sure that the class teacher or principal have been informed.

- Involve the parents when necessary.

The School will.....for the bully (Shared responsibility process)

- Clarify the facts.
- Discuss the incident with the student/s concerned.
- Link actions to consequences.
- Restate the school rules on acceptable behaviour.
- Discuss other options that the child could choose when reacting to incidents.
- Involve parents when necessary.
- If warnings are not heeded, take action.
- Time out, detentions or suspension as deemed appropriate by consultation between the teacher and principal.

Appendix M – Bullying Policy

4. SHARED EXPECTATIONS

At Crib Point Primary we believe a school wide positive approach to student well being is fundamental to reinforcing our values of **Respect, Honesty, Responsibility, Confidence and Doing our Best**. We have developed a set of shared expectations to ensure that learning, safety and the rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come into our community from a diversity of backgrounds, communities and experiences.

The values of Crib Point Primary School are demonstrated by the following shared expectations and behaviours:

RESPECT

- We treat others as we would like to be treated; Equitably and justly, with kindness, courtesy and a sense of fairness
- We work, learn and play in an environment of mutual respect
- We value individual and collective diversity
- We play and work safely at all times

HONESTY

- We accept responsibility for our own actions
- We tell the truth despite the consequences
- We are sincere. We give realistic, measured and comprehensive feedback

RESPONSIBILITY

- We take responsibility for our own behaviour and understand the logical consequences that follow
- We take responsibility for our own learning and the learning of others
- We will endeavour to be self motivated learners
- We take care of our own and others personal property and space

CONFIDENCE

- We explore and experiment
- We don't hesitate to try something new while we are learning
- We take responsible risks

DOING OUR BEST

- The classroom is the place where we actively participate and strive for personal best
- We seek to accomplish something worthy and admirable
- We try hard and pursue excellence
- The way we behave shows we are proud of our school, ourselves and our family

EXPECTATIONS OF STAFF

Engagement *Crib Point Primary School Principal, teachers and staff will:*

- Uphold the right of every child to receive an education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligation under equal opportunity and human rights legislation.
- Collaborate with the Crib Point Primary school community to develop policy and procedures consistent with its values, aspirations and DET guidelines.
- Collaborate to identify diversity within the school community and deliver teaching and learning, educational and extra-curricula activities, facilities, student services and community links which are inclusive and responsive to student needs
 - Have shared expectations of teachers—Victorian Professional code of conduct resource can be found at <http://www.vit.vic.edu.au/Pages/default.aspx>
- Develop flexible teaching styles to engage all learners.
- Deliver curriculum and assessment that challenges and extends student's learning.

- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student involvement in decision making, developing a positive school culture in and outside of the classroom.

Attendance *In compliance with DET procedures Crib Point Primary School Principal, teachers and staff will:*

- Promote regular “on time attendance” with all members of the school community.
- Monitor and follow up on lateness and absences in accordance with the Crib Point Primary School Attendance policy.

Behaviour *Crib Point Primary School Principal, teachers and staff will:*

- Support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering a whole school response and approach to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Crib Point Primary is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances
- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Monitor the profile of behavioural issues through RISC and examine the effectiveness of implemented strategies
- Provide adequate resources and professional development opportunities for all staff to build their capacity to promote positive behaviours
- Use the Crib Point Student engagement policy as a basis for negotiating a class based set of shared expectations with students
- Teach social competencies explicitly and incidentally through curriculum content, teaching and learning approaches
- Employ behaviour management strategies which reflect the behaviours expected from students and which focus on supporting positive behaviours
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- Involve appropriate specialist expertise where necessary

EXPECTATIONS STUDENTS

Engagement *Crib Point Primary School students are expected to:*

- Have high expectations that they can learn
- Reflect on their learning
- Respect, value and learn from the differences of others
- Think about and learn from their own differences

Attendance *Crib Point Primary School Students are expected to:*

- Come to school every day that the school is open to students. If students can't come, explanation from their parents/carers must be provided to their teacher via phone, email or written note. Students should arrive at each class on time and ready to learn

Behaviour *Crib Point Primary School Students are expected to:*

- Support each other's learning by behaving in a way that is respectful and inquiring
- Demonstrate that they have high expectations that they can learn
- Be considerate and supportive of others demonstrating behaviour and attitudes that support the wellbeing and learning of all whilst contributing to a positive school environment that is safe, inclusive and happy
- Understand that bullying, cyber-bullying, racial & religious vilification, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Be aware of the school's student management policy

EXPECTATIONS PARENTS/CARERS

Engagement *Crib Point Primary School Parents/carers are expected to:*

- Support the schools efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Help the school to cater for individual student needs by providing all relevant information to the school e.g. academic, medical and social
- Provide their child with the necessary resources and equipment to enable success at school
- Actively participate in supporting their child's learning by building positive relationships with Crib Point Primary through attendance at

parent-teacher meetings, student activities, school celebrations, student support groups and responding to all communications in a timely manner

Attendance *Crib Point Primary School Parents/carers are expected to:*

- Ensure that enrolment details of their children are correct
- Ensure that their child/ren attend school regularly, full time and on time, understanding that prolonged and frequent absences impact on learning
- Advise the school as soon as possible when their child/ren are absent

Appendix N - Attendance Policy

Behaviour *Crib Point Primary School Parents/carers are expected to:*

- Be familiar with Crib Point Primary schools behavioural expectations and work with the school to promote a consistent approach that supports their child's learning, engagement and endeavours, both in and out of school.

5. ACTIONS AND CONSEQUENCES

Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at school under any circumstances.

Appropriate Behaviour.

Crib Point Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement. Appropriate behaviour will be recognised through: Celebration at assemblies, reports, newsletters, leadership opportunities, positive feedback, end of year awards and the right to represent the school.

Inappropriate Behaviour.

When students do not meet these expectations, a staged response is implemented consistent with logical consequences outlined below. This is to be implemented using restorative practices.

The *restorative approach* used to address student behaviour focuses on:

Re-establishing significant relationships.

Ensures consequences for misbehaviour are relevant and meaningful.

Fostering and developing individual responsibility and empathy.

Logical Consequences

Inappropriate Behaviour	Action to be taken
<p>For example:</p> <ul style="list-style-type: none"> • Back chatting" in class • Choosing not to listen to instructions • Negative attitude to learning • Organisational difficulties (procrastinating, wasting learning time, avoidance of tasks) • Disruptive behaviours (making noises, throwing things, rocking on chair) • Continually calling out • Being the class clown 	<p>NB: This process is a learning process. Some children may take a long time to achieve full control of their actions</p> <ul style="list-style-type: none"> • Talking to the student drawing their attention to the schools shared expectations • Discuss appropriate behaviours in the classroom referring to the 5 c rules & classroom values • Assess the environment for triggers, for example: Check for understanding of task and resources required Check for student relationship issues Check for issues external to the classroom • Modify to restore effective learning environment. This could include: Restructuring the task Restructuring the physical environment • No blame conference (Circle Time – <i>see Appendix F</i>) • Removal to a quiet space or another classroom • Appropriate consequences • Check for pattern of behaviour. If behaviours persist seek support from: Parent/s, Principal, colleagues, level leaders A Behaviour Management Plan (<i>See Appendix O</i>) may be developed as a result of a Student Support Group meeting
Behaviours which directly affect others	Action to be taken
<p>For example:</p> <ul style="list-style-type: none"> • Interfering with others (talking or disrupting others while they are working or playing) • Teasing • Lack of tolerance towards other students • Lack of respect towards staff • Lack of respect toward school mobile phone & internet rules • Lying to other staff or students • Stealing • Bullying • Cyber bullying • Swearing 	<p>Playground</p> <ul style="list-style-type: none"> • Restorative Chat (<i>See Appendix G</i>) to take place between students involved and teacher who observed incident or Peer mediators if it is a low level incident. • Consequences developed, based on the outcome of discussion eg warning, walk with teacher, apology, recess or lunch time Re think, send to Admin, after school Re think, future withdrawal from playground for full recess and lunch times under the supervision of the Principal - Billabong • Yard Duty teacher to fill out a Student discipline contact slip (<i>See Appendix N</i>) and place in office to be processed through RISC. Phone call to parent if a Rethink or withdrawal from playground is issued. • Loss of privilege to bring mobile phone to school. • Limited or no access to school computer network and externally hosted school use websites (i.e. Skoodle) for a designated period of time.

	<p>Classroom</p> <ul style="list-style-type: none"> • Restorative Chat (<i>See Appendix G</i>) to take place between students involved and teacher who observed incident • Consequences developed, based on the outcome of discussion: discussion eg warning, apology, move to another room ,recess or lunch time Re think, send to Admin, after school Re think, future withdrawal from playground for full recess and lunch times under the supervision of the Principal - Billabong • Check for pattern of behaviour. • If behaviours persist seek support from Parent/s and/or the Principal, who will consult and develop a Staged Response (<i>see Appendix H</i>) and a Behaviour Management Plan (<i>See Appendix O</i>) by considering the following questions: <ul style="list-style-type: none"> • Is there an emerging pattern of behaviour? • Is a Behaviour Management Plan required? • Is counselling required? (Parental permission required) • Do we need to address this issue more widely? Eg. Assembly, class discussion
Extreme Behaviours	Action to be taken
<p>Endangering self or others</p> <ul style="list-style-type: none"> • Deliberately damaging property • Deliberately hurting other students or staff physically or verbally • Refusing to follow instructions from staff • Leaving school grounds without permission • Extreme bullying or cyber - bullying <p><u>SEVERE BEHAVIOUR PROCEDURE:</u></p> <p>All serious or repeat offences require students to be sent to the Principal.</p> <p>Parents will be contacted if a child is sent to the Principals office by the Principal in order to set up a meeting which will include the teacher, parents and Principal.</p>	<ul style="list-style-type: none"> • Immediate withdrawal from playground or classroom to Principal's office • Restorative Chat (<i>See Appendix G</i>) to be conducted between all involved and student support group meeting, if appropriate (NB: Includes parents) • Consequences, based on the outcome of: discussion eg warning, apology, move to another room ,recess or lunch time Re think, send to Admin, after school Re think, future withdrawal from playground for full recess and lunch times under the supervision of the Principal - Billabong • Principal to contact parent/s to report incident • Principal to ensure consequences are carried out • If there is a pattern of this type of behaviour a Behaviour Management Plan (<i>See Appendix O</i>) to be devised • If behaviours persist seek support from Parent/s and the Principal to develop a staged response. Consult with members of the Wellbeing Team to develop an a Behaviour Management Plan (<i>See Appendix O</i>) by considering the following questions: <ul style="list-style-type: none"> • Is there an emerging pattern of behaviour? • Is a Behaviour Management Plan required? • Is counselling required? (Parental permission required) • Do we need to address this issue more widely? Eg. Assembly, class discussion • Payment for damages sought • Withdrawal of privileges • Loss of privilege to bring mobile phone to school. • No access to school computer network and externally hosted school use websites (i.e. Skooville) for a designated period of time. • Negotiate alternate pathway or setting for the student • Suspension or expulsion.

Discipline procedures – suspension and expulsion

A student will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only course of action in response to the student's behaviour. The principal is responsible for student suspensions. The principal has two options available: in-school or out-of-school suspensions. In determining which option is the most appropriate, the principal will consider the educational, social and emotional impacts on the student and school community. Reasons for suspension Under Ministerial Order 184, a student can be suspended for:

- Threatening or endangering the health, safety or wellbeing of others
- Committing an act of significant violence against a person or property or being knowingly involved in the theft of property
- Possessing, using or assisting another person to use prohibited drugs or substances

- Failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member
- Consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

To assist the principal make the appropriate response, element 4 of the "Effective Schools are Engaging Schools" document is consulted with particular reference to 4.3.2, 4.3.3, 4.3.5, 4.3.6, 4.3.7. This document also has a wide range of support documents which would be used when mediating and explaining to parents/carers of a particular action the school is taking, and the responsibilities of all participants in the SSG.

For further information go to <http://www.education.vic.gov.au/management/elearningsupportservices/www/planning/student.htm>

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

Roles and responsibilities of the Principal and School Council

The principal is responsible for leading the development and implementation of the Student Engagement Policy. The school council will be engaged in the development of the policy, as it will be responsible for approving the policy, monitoring its effectiveness and evaluating its success. The policy should be made available to all members of the school community.

EXCURSIONS, CAMPS AND SPORTS OUTINGS

Crib Point Primary School expects a high standard of behaviour from all its students at all times. This includes behaviour on camps, excursions and sports outings.

As a matter of pupil safety and the need for rapid identification, all students **MUST** wear school uniform on all school related excursions (not camps). In some cases this may require the school to provide uniform articles.

Whilst on excursion students must realise they are representing Crib Point Primary School and the school rules and expectations still apply. Consequences for inappropriate behaviour could be any of or all of the following.

EXCURSIONS & SPORTS ACTIVITIES

- Verbal reprimand warning—isolation if possible
- Name entered into RISC database
- Written letter of apology from the student signed by the parent.
- Isolation within excursion – period of time variable
- Parent contacted to withdraw the child from the activity
- Ban from next outing / excursion.

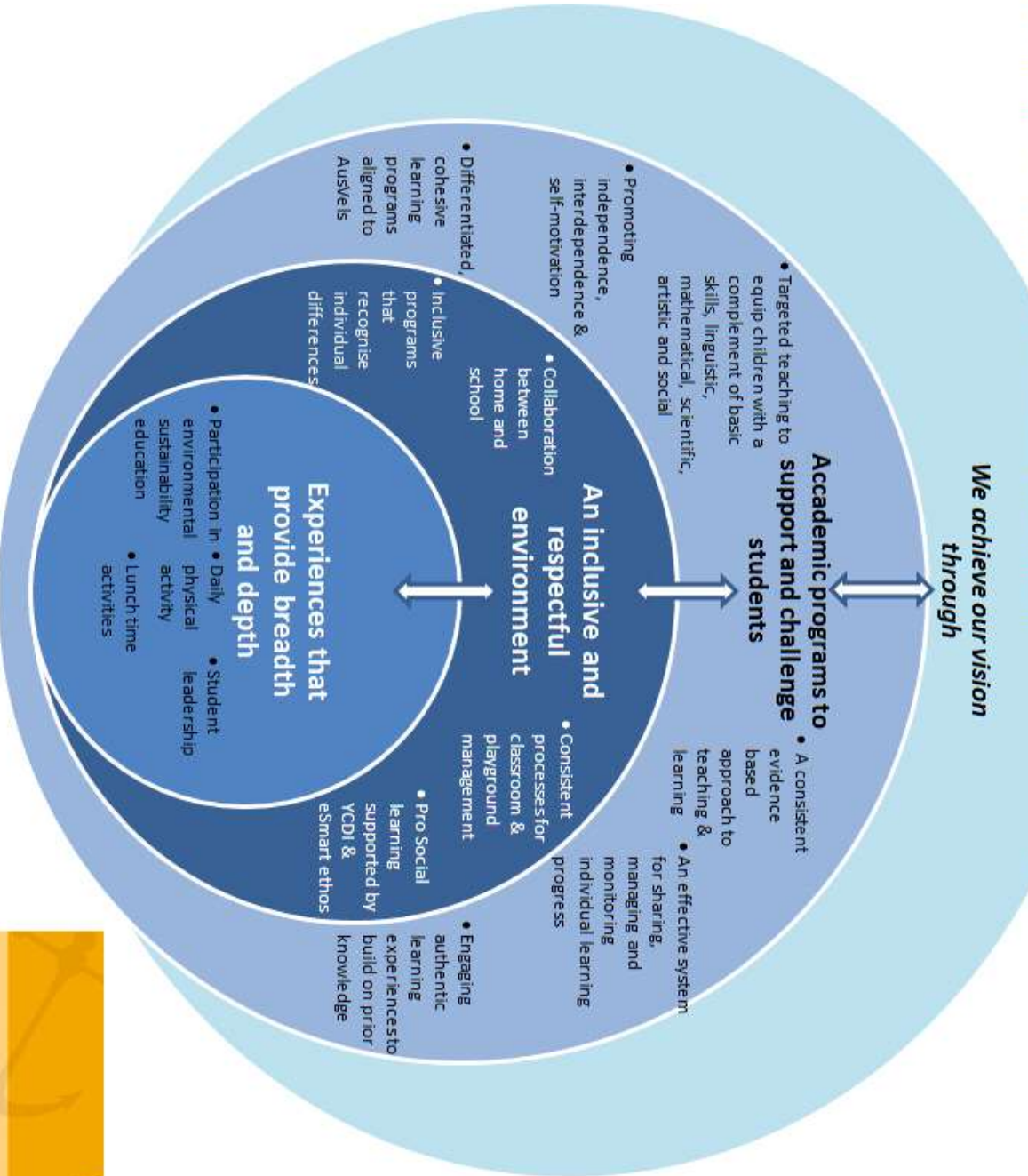
CAMP

- Verbal reprimand warning—isolation if possible
- Name entered into the RISC database
- Written letter of apology from the child signed by parent
- Isolation within camp—period of time variable
- Withdrawal from camp, parent contacted to collect child.
- Ban from future camps.

CHILDREN TRAVELING TO / FROM SCHOOL

These student engagement guidelines provides for action to be taken against misbehaviour of children travelling to / from school which brings into disrepute the reputation of the school. In such cases, misdemeanours will be treated the same as if they had occurred at school.

At Crib Point Primary School we are unwavering in our belief that with targeted teaching every child can experience positive educational growth. We aim to have students recognise and achieve their fullest potential through the acquisition of knowledge, skills and values in an environment where they learn and grow to enjoy a productive, rewarding and fulfilling life.



Appendix B

YOU CAN DO IT

The "YOU CAN DO IT" program is designed to provide all children with the foundations for Achievement and Social Emotional well-being in school, work and the world of tomorrow. The core value is the development of the potential of all children (academically, intellectually, interpersonally & emotionally) through instilling in children the 5 foundations.

GETTING ALONG, ORGANISATION, PERSISTENCE, CONFIDENCE & RESILIENCE.

Weekly classroom awards relating to the foundations are published in the newsletter and presented to the children at assembly. Staff have been trained in the YCDI program integrating it into their everyday classroom programs.

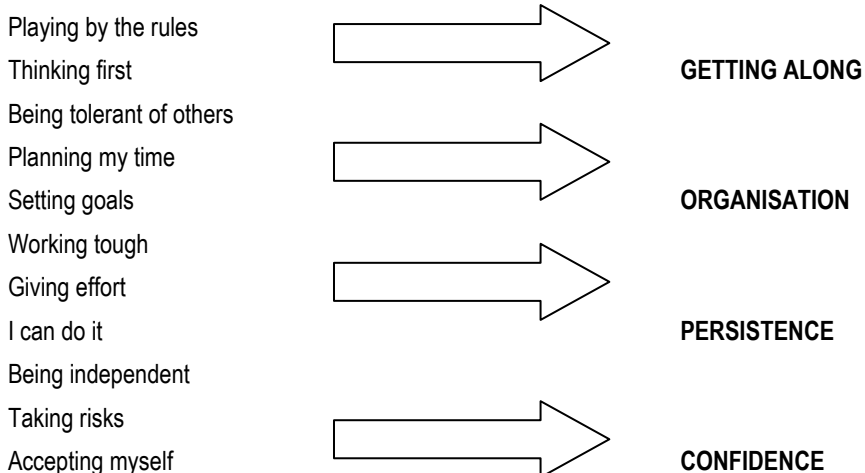
The "YOU CAN DO IT" program is designed to provide all children with the foundations for Achievement and Social Emotional well-being in school, work and the world of tomorrow.

The core value is the development of the potential of all children (academically, intellectually, interpersonally & emotionally) through instilling in children the 5 foundations.

GETTING ALONG, ORGANISATION, PERSISTENCE, CONFIDENCE & RESILIENCE.

Underpinning these foundations are

POSITIVE HABITS OF THE MIND



Emotional Resilience

GETTING ALONG: Working well with class mates to solve problems without getting angry and following the rules of the classroom and school.

ORGANISATION: Setting goals to do your best in school work, planning your time so that you are not rushed and having all your supplies ready.

PERSISTENCE: Trying hard and not giving up when something feels like it's too hard to do.

CONFIDENCE: Feeling that you can do it. Confidence also means not being afraid to make mistakes or to try something new.

Appendix C

PEER MEDIATION – undertaken by students in year 6

Peer mediation is one of the conflict resolution strategies available in our school in which students are actively involved in resolving minor playground disputes. It involves students who are trained in mediation leading other students through a structured process to resolve a dispute. The peer mediators are identified in the playground by their bright vests.

Underlying principles of Peer mediation

Mediators are impartial
Participation is voluntary
The emphasis is on negotiation
Feelings are important facts
Honesty is required
Empowering parties to find their own solutions

6 steps to peer mediation – script

Mediators can either be approached by students needing help or they can observe an incident in the school and get involved.

Step One: Agree to mediate

Introduce ourselves to the disputants "I'm and I'm"

Welcome to mediation, we are here to help students who are having a problem with another student. We'd like to try to help you sort it out. Would you like us to help?

For mediation to work we need to follow some rules: You both need to agree

To take turns when speaking and listening to each other

To tell the truth

Not to call the other person names or use put downs

To cooperate to solve the problem

Do you agree to stick to the rules?

Step Two: Find out what the problem is

Ask each person one at a time: Listen, summarise and clarify.

Tell us what happened

How do you feel about the situation?

Do you have anything to add?

Step Three: Find out what each person wants

Ask each person one at a time: Listen, summarise and clarify.

What do you want?

Why?

Step Four: Finding solutions

Ask both: Listen, summarise and clarify.

Let's brainstorm together to find a possible solution to solve the problem.

Can you think of ideas to fix the problem?

Say any ideas you can think of but don't discuss them until we've heard all suggestions.

Step Five: Choosing the best idea

Ask both: Listen, summarise and clarify.

Which ideas do you like?

Which ideas are fair?

Read each one and tick or cross it. (Do you think this will work) Choose the best.

Step Six: Create an agreement

Make a plan / agreement. Write it down (who, what, when, where & how) and let both sign it.

Tell them: If you need more help, you can come back and see us.

Appendix D

Chaplaincy

The role of the School Chaplain is a complex one and one that will in many ways be shaped by the needs of the school. At Crib Point Primary School one of the Chaplain's main focuses is on pastoral care – involving grief and loss and separation issues through emotional, social and spiritual support. The Chaplain is available for confidential pastoral 'chat sessions' for all members within the school community. Where parents and/or teachers request it, the Chaplain may work individually or in small groups with nominated students. Where this involvement is more intensive than the normal involvement of a routine classroom helper, written parent permission needs to be obtained. This will ensure that parents are fully aware of the assistance that the Chaplain is giving to students and so that parents can be actively involved in the process.

The Chaplain is also available to assist school community members in dealing with crisis intervention and trauma debriefing; as well as having a role as an advocate and mediator who can assist in reconciliation between members of the school community. He also plays an active role in the school's student well-being team, providing input where appropriate to school welfare processes and procedures.

The Chaplain further supports the pastoral care of students through Courtyard Games and the Happy Snappers photography club.

The chaplaincy program is a voluntary program which runs under the auspices of The National Schools Chaplaincy Programme, Access Ministries & Christian Education in schools. Chaplaincy is a relational ministry of building trust, confidence and competency amongst students, staff and parents.

How do children benefit from Chaplaincy?

Unconditional acceptance.

One-on-one referral sessions.

Support group sessions.

Building self-esteem and hope.

How is the Crib Point Primary Schools Chaplaincy program funded?

The Federal Government funds a part of the Chaplaincy program through the "National School Chaplaincy Program".

Other necessary funds are raised by a committee of volunteers from within the schools, churches and the local community. These funds are administered as part of the Westport Chaplaincy committee.

ACCESS ministries administer all areas of salary and training.

Donations are received from individuals, local churches, community groups, local businesses, and Mornington Peninsula Shire.

The school also allocates a portion of the global budget for Chaplaincy.

Australian Defence Force Transition Aide

A Defence School Transition Aide provides assistance to ADF children and families. This may include:

- Being a contact for new parents of ADF children. Assisting with enrolment procedures.
- Assisting ADF parents and children become familiar with the school and its facilities. Maintaining contact with ADF families enrolled in the school.
- Supporting individual children's needs as required.
- Coordinating appropriate welcoming and farewelling activities for ADF children.
- Organising materials for parents/carers of mobile children in relation to the school and broader educational issues.
- Monitoring ADF children's personal issues such as friendships, peer groups and classroom difficulties.
- Developing links with the Regional Education Liaison Officer (REDLO) in the local area and acting as a referral point for cases requiring specialised educational advice.
- Contributing items of interest to the schools newsletter.
- Providing opportunities for ADF families to meet other ADF families within the school community.
- Responding to routine telephone calls and enquiries associated with the position's duties.
- Providing pastoral care through activities such as opening the library during lunch times.

Appendix E

It's NOT OK TO BE AWAY

Its Not OK to Be Away is a state-wide initiative building a school and community approach to the issue of student attendance. The initiative is designed to change community and student attitudes to school attendance. It requires the support of both parents and the community if student attendance is to be successfully addressed.

Student attendance is the responsibility of everyone in the community

Effective schools monitor, communicate and implement strategies to improve regular school attendance, as this is a prerequisite for improving educational outcomes.

A class attendance award is presented at assembly each week.

Follow up phone calls to parents when children have been absent for 3 consecutive days. Referrals are made to the welfare committee in cases of chronic absenteeism.

Student absence fits into the following categories:

1 Illness/injury

2 Truancy Your child is absent from school without your knowledge

3 School Refusal Your child does not want to attend school, even though you have tried

4 School Withdrawal Your child does not attend school with your permission. For example, family holidays, baby-sitting, helping parents at home, working in the family business.

What can I expect from the school?

Monitoring of student attendance and review progress on a weekly basis

Strategies to help you as a parent encourage your child to go to school.

What help can I get if my child refuses to go to school or is truanting?

The school can offer a range of support options:

- teacher working with the student in a supportive, counselling role
- school student welfare co-ordinator working with the student
- provide a mentor for your child
- home visits to identify the problem and help work it through with parents
- identify reasons why your child doesn't want to go to school
- strategies to help you encourage your child to go to school
- develop an incentive program to encourage your child to attend school
- link with community agencies.

Must I send my child to school every day?

Yes, unless: your child is too sick or injured to go to school your child has an infectious disease the principal is provided with any other genuine and acceptable reason for absence.

Do I need to let the school know if my child has been away?

Yes – for the wellbeing of your child,

Department of Education & Training has an attendance policy and teachers and schools are required to follow up student absences.

What is my responsibility as a parent/caregiver?

Make sure your child: attends school on ALL school days is on time every day

Make sure you: provide the school with an explanation if your child is away

Contact the school if your child does not want to go to school arrange doctor and dentist appointments out of school hours

Arrange personal shopping trips with your son/daughter or birthday celebrations out of school hours

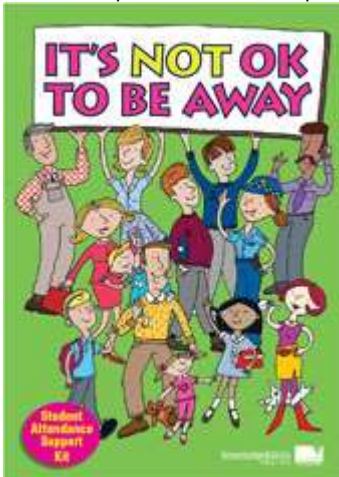
Do not allow your child to stay at home for minor reasons.

Is regular attendance at school important?

Yes – from the first day. If your child misses the basic skills in primary school they can experience difficulties with their learning

Regular attendance is essential to make sure learning is not disrupted. Regular learning provides building blocks for the future

Schools help children to develop important social skills, such as friendship building, teamwork, communication skills and a healthy self-esteem.



Appendix F

Circle time

A democratic, participatory classroom activity with a focus on relationships and responsibilities.

CIRCLE TIME is a structured framework for group interaction. It can be used in many different ways, but within a classroom it is focussed on developing:

- ⊙ Self awareness, knowledge and skills
- ⊙ Knowledge and understanding of others
- ⊙ A sense of belonging and connectedness
- ⊙ Personal & Social reflection
- ⊙ A focus on the positive
- ⊙ Increased emotional resources (EQ) and well-being
- ⊙ Collaborative decisions making, conflict resolution and problem-solving

RULES based on principles of respect, safety and inclusion

everyone gets a turn —when it is someone's turn to speak, everyone else listens (one at a time)

individuals may pass if they wish — there is no pressure to say anything (always have an opportunity later)

there are no put-downs at any time i.e. zero tolerance, no naming, blaming or shaming.

PRINCIPLES of Circle Time

Honesty & Trust – limited confidentiality	Democracy	Community
Respect	Empathy	Inclusion
Having a Voice & exercising Choice	Safety	Agency
Responsibility and Restorative	Locus (place) of Control	Reflection
Creativity	Positive emotionality	Having fun
Opportunity for follow-up		

The Circle Format SYMBOLIZES: inclusion, connection & equality

The Circle Format is PRACTICAL & FOUNDATIONAL:

- ⊙ easier to see & hear
- ⊙ communication can be non-verbal
- ⊙ lessen opportunity for disrespect or negative comments / gestures
- ⊙ focuses everyone's attention on what is happening
- ⊙ reduces domination by an individual or small group
- ⊙ encourages participation from everyone

The Circle Format can include:

- ⊙ A 'talking piece' e.g. soft toy (essential for reassurance and comfort)
- ⊙ Books, cards or pictures as stimulus

Social stories

Social Stories are short stories written by the teacher with the student. They describe situations or concepts in a format that is meaningful for children who struggle with social situations. Social stories help them to "NAVIGATE" a situation which they find difficult to manage. They are often used as a communication strategy and a tool to reduce anxiety for children who are within the autism spectrum. They enable people to: understand a situation and learn how to respond or behave in that situation.

A Social Story describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. The goal of a Social Story is to share accurate social information in a patient and reassuring manner that is easily understood by its audience. Half of all Social Stories developed should affirm something that an individual does well. The goal of a Story should be to give the individual an improved understanding of events and expectations to lead to more effective responses.

Although Social Stories were first developed for use with children with ASD, the approach has also been successful with children, adolescents, and adults with ASD and other social and communication delays and differences, as well as individuals developing normally

Social story example

About talking too much

Some children talk a lot and some children talk a little.

Some children talk too much. They might talk so much that no one else gets a turn to talk. They might not even listen to what other people say.

Some people do not know when to stop talking. I like to talk and I don't like to stop or be interrupted. Maybe I talk too much and should listen more.

It is difficult for most people to have a conversation with someone who talks too much. It is not much fun to be with someone who does all the talking.

I will try to listen and take an interest in others. Then I can have good conversations with people.



Student Think Sheet

Name.....Grade..... Date

What school rule/s did I break?

☐ Co-operation

I will work together to enable everyone to learn and enjoy school.

☐ Communication

I will communicate honestly and respectfully.

☐ Consideration

I will be considerate in the way I treat others.

☐ Common Sense

I will keep everyone safe.

☐ Care

I will show care for all people and the environment.

What did I do to break this rule?

How can I fix it?

What could I do differently next time to obey this rule?

Words I may need to use:

disrupted

distracted

disturbed

didn't obey the

teacher

damaged

broke

teased

swore

stick or sticks

out of bounds

was violent

hurt

threw

kicked

hit

threatened

refused to come to a

teacher

wasn't honest

wrestled

played a banned

game

The person or people I need to say sorry to:

I need to repair or replace:

I will try harder to obey the school rules.

Student's signature:

Teacher's signature:

Parent/s or Guardian/s signature/s:

This sheet must be returned to your class teacher after being signed by your parent/s or guardian/s.

Appendix H

Staged response model

Stage	Action
Stage 1a. Identification	<ul style="list-style-type: none"> Teacher(s) identify student with specific learning &/or behaviour needs. Teachers gather background information from parents/ previous teachers/school Discussion with parents/guardians with regard to home/school strategies including experiences of primary/previous schools Teacher consults with wellbeing team staff to develop an Individual Learning / Behaviour Plan Strategies attempted using program modifications and behaviour modification strategies Timeline set for improvement Agreed communication process established with home
Stage 1b. Student support plan	<ul style="list-style-type: none"> No improvement noticeable Referral made to wellbeing team member to set up a student support group (SSG), which will consist of the parent, teacher and wellbeing team member or Principal. Concerns sheet filled in by teacher for wellbeing team meeting. Goals and strategies developed, monitored and reviewed. School based programs put in place to help the student re-engage e.g.: LEAP, social skills group.
Stage 2. Support services intervention.	<ul style="list-style-type: none"> Wellbeing team to discuss support services intervention with the Student support services officer (SSSO) representative from DET. Teacher to gain written consent from parent. Principal or wellbeing coordinator to register pupil online in the student online cases system (SOCS) Principal or student wellbeing coordinator will liaise with appropriate services. E.g. SSSO's, health providers, community agencies and coordinate the support. All assessments, counselling and other interventions will be recorded in the staged response document.
Stage 3. Alternative placement / supports	<ul style="list-style-type: none"> Program for students with disabilities (PSD) application considered. DET Guidance officer/ Psychologist makes a referral to DET alternative setting, if appropriate. Programs provided by external agencies are considered e.g. Austin hospital, ELMHS.
Stage 4. Regional review	<ul style="list-style-type: none"> Principal contacts the Assistant regional director to review the staged response undertake and identify the student's educational options.

Appendix I

Literacy enhancement activity program & Speech Therapy Assistance Program

Limited speech pathology resources and a large number of students who require therapy often results in a therapy caseload that is simply too large for a Speech Pathologist to effectively manage. Students with speech and language difficulties receive therapy less often than is desirable and, in some cases, may receive no therapy at all.

The STA program addresses these issues by introducing trained Speech Therapy Assistants to assist the Speech Pathologist in the delivery of therapy. This allows the Speech Pathologist to manage a larger caseload and to deliver frequent, effective therapy to students who need it.

STA and LEAP providers are usually selected from qualified Integration Aides already working at the school who receive short training courses to prepare them for participation in the programs.

LEAP

The LEAP aims to develop key skills to support language and literacy in the classroom. It is a curriculum driven program that is delivered by teaching support staff. The program is carried out 2 -3 times a week for 30 minutes each session. Each small group consists of 2 – 4 students who have been identified for additional support by the class teacher.

The Literacy Enhancement Activity Program supports students between Prep and Grade 6 who are experiencing difficulties with literacy development. Some students require intensive practice with literacy skills and their learning is best supported in small group teaching. The LEAP program has been designed for groups of up to four students to allow explicit instruction and modelling of key skills and specific, immediate feedback.

Each LEAP program has been designed to target specific literacy and language skills that are essential for learning in the classroom. The LEAP programs lead students sequentially through skills, with students required to reach a specific skill level before moving to the next skill.

Regular practice with key skills is essential for students with language and learning difficulties. To provide the best possible learning outcomes,

LEAP programs are designed to be delivered intensively over three sessions per week.

Education Support Officers or Literacy Support Teachers act as instructors with the support and supervision of a class teacher.

PROGRAM STRUCTURE

The four programs within LEAP and the skills targeted are:

Oral Language & Literacy Program (Prep - Grade 2)

Active listening behaviours, following instructions, vocabulary, concept knowledge, sentence structure, asking and answering questions.

Phonological Awareness Program (Grade 1 onwards)

Syllables, rhyme, segmenting, blending, reading and writing with word families.

Narrative Writing Program (Grade 3 onwards)

Story planner, descriptive language, time sequence words, dialogue and editing.

Reading Comprehension Program (Grade 4 onwards)

Main idea, facts and details, sequencing, vocabulary and inference.

STA

The Speech Therapy Assistant program helps schools provide regular, consistent therapy services to students with speech and language difficulties. The STA program supports Speech Pathologists, who often have very large therapy caseloads, to deliver an effective school-based therapy service.

The STA program trains Speech Therapy Assistants to deliver therapy programs under the supervision of a Speech Pathologist. Students receive a number of therapy sessions per week, which results in more rapid progress towards speech-language goals. Speech Pathologists also benefit from an easier to manage caseload.

PROGRAM STRUCTURE

The Speech Pathologist performs an assessment of the student and prepares an Individual Therapy Plan. The therapy plan is demonstrated to the Speech Therapy Assistant (STA). The STA carries out the program three times a week in thirty minute sessions.

The Speech Pathologist regularly observes a session to provide support and guidance to the assistant. Student progress is recorded using Therapy Outcome Measures which give the Speech Pathologist a clear view of progress made and allows adjustment of the therapy plan if required.

At the end of each term, the Speech Pathologist reviews the student's progress and prepares a report. The report is proved to teachers and parents.

Appendix J



Better Buddies Program

The Allannah and Madeline Foundation's Better Buddies Framework is an initiative designed to create friendly and caring primary school communities where bullying is reduced.

Through Better Buddies, children in their first and last year of primary school buddy up and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility. All children in the school learn these values through formal and informal activities, including their interactions with the mascot Buddy Bear, the fun-loving and caring purple bear.

Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected. The evidence-based framework complements the existing school welfare program.

How does Better Buddies address bullying behaviour?

Better Buddies builds strong and unique relationships between the younger and older students. Students feel valued, supported and connected to their school. As Better Buddies values 'spill' into the school yard more positive behaviours occur leading to changes in the culture of the school to help reduce bullying behaviour.

eSmart, CyberSmart & Skooville



eSmart – Allannah & Madeline foundation

eSmart aims to make cybersafety a normal part of everybody's life by equipping them to use technologies in ways that are positive and that protect them from the potential risks. The first major focus of eSmart is to help schools create a cultural norm of smart, safe and responsible use of digital technologies. We are an accredited eSmart school.



Cybersmart – Australian Communications and Media Authority

Cybersmart is a national cybersafety and cybersecurity education program managed ACMA, as part of the Australian Government's 2008 commitment to cybersafety. The program is specifically designed to meet the needs of its target audiences of children, young people, parents, teachers and library staff.

Cybersmart aims to:

Inform children, young people, parents, teachers and library staff about cybersafety issues

Educate audiences through information, resources and practical advice

Empower children and young people to be safe online.

The program includes:

- The comprehensive Cybersmart website and a range of information and resources designed to meet the needs of children, young people, parents, teachers, and library staff. All resources are provided free of charge in Australia.
- The Cybersmart Outreach Professional Development for Educators program – a cohesive, full day program, tightly structured to meet the researched needs of the teacher audience.
- Online Professional Development program, Connect.ed, designed to complement our face-to-face Professional Development for Educators program.
- Internet Safety Awareness presentations for teachers, parents, teens and children –targeted one hour presentations, available in metropolitan and regional centres throughout Australia. These sessions provide topical and targeted information about the risks confronting children online and offer appropriate tools and strategies to help make their experiences safe and positive.
- Interactive Shared Learning programs Cybersmart Detectives and Cybersmart Hero, educating young people in an engaging and interactive format, and encouraging them to think for themselves about solutions to cybersafety issues.
- The Cybersmart Online Helpline – a service for young people who have experienced issues online.
- The Cybersafety Contact Centre—a national telephone centre providing online safety information, advice and access to resources for all Australians.



Skooville Skooville is a safe social network where children experience first-hand how to keep themselves safe online. It gives young children the guided experience, the confidence, the skills and the knowledge to better protect themselves online.

- Skooville is a social network where children learn in a safe community of 6-14 year olds.
- Teachers use Skooville in the classroom to teach digital literacy, introducing students to essential web skills in a fun learning environment.
- Children can also explore independently, taking part in a range of educational activities, games and projects.
- Skooville provides children with what is often their first experience of a social network, giving them essential skills and behaviours to navigate their online lives.

**Appendix K****Shared responsibility approach to bullying at Crib Point Primary School****Name/ Grade** _____**Date** _____**Bully session** *Individual / Multiple***Facilitator** _____**Time** _____☐ REVISIT INVITATION TO SOLVE A PROBLEM (*I have a problem that I need you help to solve*)☐ REVISIT DEFINITION OF BULLYING by student & facilitator

☐ REVISIT EXPLANATION OF UNRESOLVED PROBLEM (description of circumstances / report of bullying behaviour)

☐ IDENTIFICATION OF ANY OTHER STUDENT(S) ENGAGED IN BULLYING BEHAVIOUR

☐ Assure them that you are not calling them a bully☐ IDENTIFICATION OF ANY OTHER STUDENT AS VICTIM(S) ☒ ANONYMOUS

☐ REMINDER / EXPLANATION OF PROCESS☐ EXPLANATION OF CONFIDENTIALITY / NEED TO PASS INFORMATION ONTO PRIN / AP☐ EXPLANATION OF RECORD OF CONVERSATION☐ EXPLANATION PROBLEM NOT SOLVED — PROCESS NEEDS TO CONTINUE☐ EXPLANATION OF FURTHER OUTCOMES – discuss possibilities☐ REPEAT OF INVITATION TO HELP SOLVE PROBLEM☐ REVISIT SHARING OF VICTIM(S) IMPACT STATEMENT(S) OR NEW IMPACT STATEMENT(S)

☐ BULLY'S RESPONSE TO VICTIM(S) IMPACT STATEMENT(S) (i.e. *how do you feel about what you have just heard?*)☐ Record their response

☐ REPEAT INVITATION TO HELP SOLVE PROBLEM (*how can you help solve this problem?*)

☐ Record their response(s)

☐ REPEAT EXPLANATION OF CONFIDENTIALITY / NEED TO PASS INFORMATION ON TO PRIN / AP

☐ REPEAT EXPLANATION OF RECORD OF CONVERSATION

☐ REPEAT EXPLANATION PROBLEM NOT SOLVED — PROCESS NEEDS TO CONTINUE

☐ REPEAT EXPLANATION OF FURTHER OUTCOMES

☐ THANK THEM FOR THEIR CO-OPERATION

☐ ADDITIONAL COMMENTS / QUESTIONS

Appendix L

DRESS CODE POLICY

PURPOSE

Crib Point Primary School Dress Code is put in place to ensure that all children wear a uniform while attending school, excursions, and interschool sporting events.

This will promote a positive image of the school and is an important safety feature.

GUIDELINES

1. This policy and its appendix are written in accordance with the Victorian Government Schools Reference Guide.
2. The Crib Point Primary School Dress Code will enable both genders to actively participate in school activities.
3. Crib Point Primary School will not discriminate, either directly or indirectly against students on the basis of their sex, race, ethnic group, nationality, religious beliefs, marital status, colour or disability.
4. Developing a Dress Code will be the responsibility of the School Council.
5. The School Dress Code will be subject to on-going annual reviews by School Council and changes will be communicated to the school community. Refer to the Dress Code Appendix for current school uniform requirements.
6. Families experiencing financial hardship may be funded for school uniform through the State Schools' Relief Fund.
7. School Uniform guidelines will be made clear to families prior to enrolment and will be included in the information booklet.
8. Students are expected to wear school uniform at all times, unless otherwise notified.
9. Exemptions may be made at the discretion of the School Council.
10. Concerns, complaints or applications for exemption can be made to the school Principal in the first instance, who will review according to department guidelines.

Evaluation:

- This policy will be reviewed together with the Dress Code Appendix as part of the school's two-year review cycle
- Once reviewed and ratified by School Council
 - the main body of this policy will be copied to replace the corresponding text in the Student Engagement Policy Document
 - a copy of this policy will be embedded into the Student Welfare & Discipline Policy

Dress Code Appendix

It is a school policy that all students are required to wear school uniform, which comprises:

Shorts	Navy
Tracksuit pants	Navy
Long Cotton Pants	Navy
Girls trousers flared	Navy
Polo shirt	Burgundy Long Sleeve and Short Sleeve
Socks	Navy, White, Black, Grey
Skorts	Navy
Leggings	Navy / Black
Pleated skirt / Tunic	Navy
Dress	Checked cotton in school colours

Vest	Navy
Bomber jacket	Navy / burgundy stripes
Windcheater	Navy - school logo only *
Spray jacket	Navy
Shoes - enclosed	Leather, sandshoes, boots ; refer to General rules #7
Broad-brimmed Hats	Navy – school logo only ; worn in Term 1& 4
Beanies	Navy – school logo only ; worn in terms 2 & 3 optional

* (iron on school logos are available at the school office)

Additional uniform items for Years 5 & 6

Senior School Rugby top is available as a separate purchase.

Yr 6 polo shirts are a separate once only order usually taken in the year prior to entering Year 6.

General rules regarding student clothing:

1. All items of clothing, including hats, should be labelled.
2. School uniform is to be worn to and from school. Changes of clothing (e.g. for Phys Ed) are to be made at the appropriate time.
3. Whilst at school / school events, shoulders are to remain covered.
4. Apart from studs, sleepers, watches, medical medallions and religious or culturally significant necklaces worn under the uniform, jewellery is not acceptable. Studs and sleepers must be worn in the ears only.
5. Our Sunsmart Policy includes the compulsory wearing of broad-brimmed hats during Terms 1&4.
6. When representing the school, it will be necessary for students to wear correct school uniform.
7. Children are expected to wear well-fitted, enclosed shoes which allow safe and practical involvement in school activities. This includes Free Dress Days.
8. Hair should be of a natural colour, not extreme in style and kept well-groomed. Long hair should be kept neat and tied back in accordance with the Head Lice Policy.
9. Makeup and nail polish are inappropriate for school. If makeup is required for medical reasons, please see the Principal.
10. Skivvies and T-shirts worn under the uniform for extra warmth must blend with the uniform e.g. black, navy, white, burgundy and maroon.
11. The school and the Department of Education & Training are not responsible for any loss of personal items brought to school. Loss of such items is not covered by any insurance policy.

Uniform purchases:

Uniform purchases can be made at the school at designated times outlined in the school newsletter and updated from time to time.

Appendix M

BULLYING and HARASSMENT POLICY and PROCEDURES

POLICY STATEMENT

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 and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. The school will provide a positive culture where bullying is not accepted, and in so doing, all will have 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.

Aims:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- To seek parental and peer-group support and co-operation at all times.

What are bullying, cyber bullying and harassment?

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

It can be:

- physical aggression
- the use of put down comments or insults
- name calling
- damage to a person's property
- deliberate exclusion
- the setting up of humiliating experiences
- cyber bullying – harassment through information and communication technologies; mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging – and the latest trend – social networking websites. It can include posting hateful messages or untrue information, identity theft and hacking.

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

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, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

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

Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

GUIDELINES

A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.

All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.

All complaints of harassment will be heard in confidence and taken seriously.

Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.

There will be disciplinary consequences, covering a range of strategies, for those in breach of the Anti-Bullying (including cyber bullying) and Anti- Harassment Policy, guidelines and procedures (see Appendix A).

PROGRAM

Implementation:

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying.
- The school will adopt a four-phase approach to bullying.

A. Primary Prevention:

- Professional development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying (including cyber-bullying), its characteristics, its effects on victims and the school's programs and response.
- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- A bullying survey and yard survey will be administered and acted upon twice annually.
- 'You Can Do It Education' program implemented across the school.
- Each classroom teacher to clarify with students at the start of each year the school policy on bullying, including cyber-bullying.
- All students to be provided with individual and confidential computer and network logins and passwords in Grades 3 to 6. Processes to be put in place to ensure tracking of student activity on the school's computer equipment and network. Firewalls to be installed to eliminate outside traffic into the school's network and intranet.
- The curriculum to include anti-bullying messages and strategies e.g.: 'Shared Responsibility', 'The Friendly Schools Friendly Families strategy' and 'No Blame Approach to Bullying' programs.
- Student Representative Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.
- Electives and structured activities available to students at selected recess and lunch breaks.

B. Early Intervention:

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Regular monitoring of student traffic on school's computer networks to identify potential problems.
- Parents are encouraged to contact the school if they become aware of a problem.
- Designated Area/Room – a negotiated safe and quiet place for children to access at recess and lunch times.
- Public recognition and reward for positive behaviour and resolution of problems.
- Parents to be contacted.

C. Intervention:

- Once identified each bully, victim and witness will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented. (Refer to Appendix D – Shared responsibility approach to bullying)
- Students identified by others as bullies will be informed of allegations and parents will be contacted.
- 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. Loss of privilege to bring a mobile phone to school for students who bully via SMS or similar telephone functions.
- If student bullying persists, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.
- If staff bullying persists the Principal will commence formal disciplinary action.

D. Post Violation:

Consequences for students will be individually based and may involve:

- exclusion from class
- exclusion from yard
- In school suspension
- withdrawal of privileges
- home suspension
- ongoing counselling from appropriate agency for both victim and bully
- Reinforcement of positive behaviours.
- Classroom Meetings.
- Support Structures.

- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.

Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

The Anti-Bullying and Anti-Harassment Policy of the school will be widely promoted to students, staff, parents/carers and the local community.

A summary of the policy will be included in the Student Enrolment Package while new staff will receive extensive documentation as part of the school's induction process.

The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.

If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.

Student programs will be organized to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials e.g. 'The Friendly Schools' and 'No Blame Approach to Bullying' programs.

Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.

The school will provide specialist resources such as books, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues.

Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the school's Welfare and Discipline Policy. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Early Childhood Development (DET) guidelines.

LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

- DET's Effective Schools are Engaging Schools: Student Engagement Policy Guidelines
- DET's Safe Schools are Effective School's
- DET's Student Engagement Policy Guidelines
- The school's Internet Use Policy (re cyber-bullying)
- DET's Respectful Schools

Appendices which are connected with this policy are:

- Appendix A: Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures
- Appendix B: Reporting on Incident of Bullying / Harassment – Template
- Appendix C: Formal Referral of Student who has bullied / harassed other to Student Welfare Coordinator – Template

EVALUATION

- This policy will be reviewed as part of the school's two-year review cycle in 2016.
 - Once reviewed and ratified by School Council
- the main body of this policy will be copied to replace the corresponding text in the Student Engagement and wellbeing Document

Appendix A

Anti-Bullying (including cyber-bullying) and

Anti-Harassment Procedures

What are Bullying, Cyber Bullying and Harassment?

Bullying

Definition of Bullying

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

1. Direct physical bullying– e.g. hitting, tripping, and pushing or damaging property.
2. Direct verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. Indirect bullying – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance
 - cyber-bullying, which involves the use of electronic means to humiliate and distress

What Bullying is Not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social Rejection or Dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

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, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Harassment

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

Why do we have a Policy on these?

To provide a safe and friendly college 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.

What are the effects of Bullying and Harassment?

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

Am I bullying or harassing someone?

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it

- apologise
 - take it seriously if someone says they are feeling uncomfortable
 - talk it over with an adviser or somebody who has an understanding of the issues
- What are some of the feelings victims of bullying or harassment may experience?
- “I will ignore it and it will go away.”

If anything it will make things worse - you will give the impression that you agree with the situation.

- “I don't want to cause trouble.”

Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.

- “Am I to blame?”

Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.

- “Am I imagining things?”

Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

Bullying or harassment can often make people feel:

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

What should you do if you see another person being bullied or harassed?

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.

Bullying can involve

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

Cyber-bullying can involve

- Flaming – online fights using electronic messages with angry or vulgar messages
- Harassment – repeatedly sending nasty, mean and insulting messages
- Denigration – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- Outing – sharing someone's secrets or embarrassing information or images online
- Exclusion – intentionally and cruelly excluding someone from an online group
- Cyber-stalking – repeated, intense harassment and denigration that includes threats or creates significant fear

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

What do you do if you are being bullied or harassed?

- tell the person you don't like what they are doing and you want them to stop
 - discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
 - the school will take your concerns seriously - all complaints will be treated confidentially
- How will your complaint be dealt with?

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

School procedures for responding to a student who bullies or harasses others are set out below.

Level 1

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or principal/assistant principal.

Level 2

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and "target"

Level 3

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual 'strength building' plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

Level 4

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

Note: The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school's Student Code of Conduct. Furthermore, the principal may commence formal disciplinary action in line with 'Effective Schools are Engaging Schools - Student Engagement Policy Guidelines' (DEECD) at any stage in the process depending on contextual information relating to the severity of the bullying (including cyber bullying) and harassment.

Appendix B

Reporting on Incident of Bullying / Harassment – Template

Staff member recording incident:

Date: / /

Name of student(s) who appears to have instigated bullying

Year/Class:

Name(s) of target(s)

Name(s) of witnesses

Did you observe the incident?

YES •

NO •

If 'NO' who reported the incident to you?

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?)

What form(s) of bullying took place? Verbal • Physical • Indirect • Cyber •

Other • Please detail:

Was the incident of bullying: Mild • Severe •

Describe how you responded (Did you use a school anti-bullying practice?)

Describe how student responded to your intervention

Where / when / time incident took place:

Location:

When: before school • recess • lunch • in class • after school •

Time: : am/pm

Date incident took place: / /

Additional comments:

Appendix C

Formal Referral of Student who has bullied / harassed other to Student Welfare Coordinator – Template

(This form may be completed by a classroom teacher, year level coordinator, school administrator or Student Welfare/Wellbeing Coordinator)

Staff member recording incident:

Date: / / Position:

Name of student being referred:

Year/Class:

History of incident(s) of bullying (dates, description)

Have parents/guardian been notified? YES • NO •

If 'NO' why not?

Have they attended a conference? YES • NO •

If 'NO' why not?

Are they willing to participate? YES • NO •

If 'NO' why not?

What appears to be the reason for the student's bullying behaviour (family, peer, school, personal, other)?

What practices have been tried?

Impact

What has been the student's attitude towards student(s) who have been targets? (e.g., any concern or remorse expressed)?

A brief description of academic performance of student over past year or more.

Distinguishing 'at risk' factors of student (e.g. limited English: economic disadvantage of family; ADHD)

CRIB POINT PRIMARY SCHOOL ATTENDANCE POLICY**Purpose:**

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

Aims:

- To maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

Implementation:

- Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.
- Absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Illness is reasonable grounds for an absence - shopping excursions or birthday parties are not.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to provide a written correspondence or return a completed absence form (See Form below) to the school explaining why an absence has occurred.
- The principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are recorded in both the morning and the afternoon by teachers, are aggregated on the schools CASES21 database and communicated to the Department of Education and Training.
- The Department of Education and early Childhood Development and enrolment auditors may seek student attendance records.
- The Principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.
- Teachers will contact parents after a child has three consecutive days of absence when the parent has not communicated with the school.
- The principal will ensure parents of students with high levels of unexplained or unapproved absences are contacted, with the view to developing and implementing strategies to minimise absences.
- Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
- Students with excellent attendance records will be recognised.
- Posters encouraging school attendance "It's not OK to be away" - will feature, as well as newsletter articles.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Aggregated student attendance data is reported to the Department of Education and Training and the wider community each year as part of the annual report.

Evaluation:

- This policy will be reviewed as part of the school's two-year review cycle.

**CRIB POINT PRIMARY SCHOOL*****PUPIL's ABSENCE NOTE***

Dear

This is to inform you that(Child's name) was absent from school on
Monday..... (Date) **Tuesday** (Date) **Wednesday** (Date)
Thursday..... (Date) **Friday** (Date)

Due to:

Signed.....Parent/Guardian

Child's surname

Child's class

Date.....

Appendix O

Behaviour management plan

Action plan for _____ Grade _____

Date: _____

Present: _____

Entering behaviour	
Goal behaviour	
Strategies & consequences	
Review date	
Achievement ratings	1. No progress 2. Little progress 3. Satisfactory progress 4. Good progress 5. Very good progress 6. Excellent progress


Individual learning plan

Name: _____ DOB _____ Date: _____								
Domains:				Working at VELs Level:				
Unit:				Teacher:				
Review Date:		Ratings of Achievement	1	2	3	4	5	6
			No Progress	Little Progress	Satisfactory Progress	Good Progress	Very Good Progress	Excellent Progress
	Goal	Entry skill	Implementation Strategies		Actual performance		Rating of Achievement (Circle)	
1							1 2 3 4 5 6	
2							1 2 3 4 5 6	
3							1 2 3 4 5 6	
4							1 2 3 4 5 6	
5							1 2 3 4 5 6	

Comments:

Goals and Strategies established at Student Support Group held on

Appendix P

	Crib Point Primary School	STUDENT DISCIPLINE CONTACT RECORD
STUDENT:		GRADE:
TIME OF INCIDENT:		DATE OF INCIDENT:
WHERE: Class Snr Playg'd Jun Playg'd Courtyard Oval Toilets Other.....		
STAFF MEMBER: (Circle)		
L. Vandenbosch	T. Weyne	M. Dee
F. Jackson	G. Hill	A. Tardif
M. Walters	S. Pemberton	A. May
		Other.....
TRANSGRESSION: (circle as many as applicable)		
Violence	Insolence	Non Compliance
Teasing	Swearing	Disrupting behaviour
		Other.....
BRIEF DESCRIPTION:		
CONSEQUENCE: (Circle) COMPLETE – NOT COMPLETE		
Warning	Walk with teacher	Withdrawn from class
Lunchtime Rethink	After school rethink	Sent to Principal
		Other.....

Phone protocol

This suggested conversation is used to inform parents/guardians when their child has been involved in an incident.

Staff member: _____

Phone number of parent / guardian: _____

Name of parent guardian being contacted: _____

Date of incident: _____

Time of incident: _____

I am calling to notify you that _____ has been involved in an incident today. I thought you would like to be aware of the situation and I would appreciate your support in following up this matter at home.

Details of incident:

Action taken so far:

Further consequences include:

How can you support:

Parent response:

Thank you for your ongoing support, it is great that we can work together to assist with _____'s learning.



Crib Point Primary School is an eSmart school, an initiative of the Alannah and Madeline Foundation. To help students become safe and responsible users of digital technologies, we explicitly teach them how to stay safe when using digital technology and to always behave responsibly online. We use our 5Cs – **Care, Consideration, Co-operation, Communication and Common Sense** to help children understand that using digital technologies is similar to real life in how we should treat everyone and everything. We aim to teach this in a partnership with students, parents/guardians and teachers.

If you have any questions regarding the use of ICT in the school, or how you can help your child understand the importance of responsible use of devices when at home and at school, you can speak to Ms Tardif or your child's class teacher.

Additional information can be found at:

<http://www.amf.org.au/eSmartschools/>

and

<http://www.amf.org.au/esmarthomes/>

Parental Controls

CPPS uses a filtered service provided by the Department of Education. The following links provide information of how you can set up parental controls for your children on your home computers. This allows you to set time limits for internet usage, block particular websites and more.

There are also many good internet filters that can be purchased for home computers.

Windows

<http://windows.microsoft.com/en-US/windows7/products/features/parental-controls>

Mac

<http://www.apple.com/findouthow/mac/#parentalcontrols>



CRIB POINT PRIMARY SCHOOL

eSmart Digital Technologies Policy.

BASIC BELIEFS

Crib Point Primary School is an eSmart school and recognises the need for students to be safe and responsible users of digital technologies. Explicit teaching about safe and responsible online behaviours is essential and is best taught in partnership with parents/guardians.

AIMS

Crib Point Primary School uses programs and procedures to support safe and responsible use of digital technologies. Our school actively carries out its duty of care for students working in online spaces.

GUIDELINES FOR ACTION.

- support the rights of all members of the school community to engage in and promote a safe, inclusive and supportive learning environment
- have a Student Engagement Policy that clearly states our school's values and the expected standards of student behaviour, including actions and consequences for inappropriate behaviour
- educate our students to be safe and responsible users of digital technologies
- raise our students' awareness of issues such as online privacy and intellectual property including copyright
- supervise students when using digital technologies for educational purposes
- provide a filtered internet service but acknowledge that full protection from inappropriate content can never be guaranteed
- respond to issues or incidents that have the potential to impact on the wellbeing of our students
- know that some online activities are illegal and as such we are required to report this to the police
- support parents/guardians to understand the importance of safe and responsible use of digital technologies, the potential issues that surround their use and strategies that they can implement at home to support their child
- provide parents/guardians with a copy of this agreement.
- ensure all community members – staff and parents/guardians sign the attached agreements annually and students each term.



VISUAL LITERACY FORM

This form will give permission for the duration of your child's enrolment at Crib Point Primary School. If you change your mind, please contact the office immediately.

Dear Parents,

Various films, computer games and publications are used in schools as part of the educational resources for students.

Whether a particular film, computer game or publication is suitable for your child will depend on the age of the student. The classification markings (indicating the classification category of the material) and consumer advice are used to assist teachers in determining what material is suitable for their students. The classification of a film, computer game or publication may be searched on the Classification Database at www.classification.gov.au.

The G classification is suitable for everyone; however a PG film may be more suitable for the topic being studied. Therefore we ask for permission for your child to view PG rated films.

Please complete the below form which gives your permission for your child to view PG rated films during the time they are enrolled at Crib Point Primary School. The films will be selected by staff and scrutinized for their suitability. This form is to be returned to your child's class teacher as soon as possible.

Lisa Vandenbosch

PRINCIPAL

.....

**Crib Point Primary School
VISUAL LITERACY FORM**

Child's name:.....

Grade:

I give / do not give (please circle) permission for my child to view PG rated films during their time at Crib Point Primary School.

Parent's name:

Signature:

Date:.....

CRIB POINT PRIMARY SCHOOL PARENT COMPLAINTS POLICY

Purpose

Crib Point Primary School's approach to handling concerns and complaints is based on our values of:

Respect, Honesty, Responsibility, Confidence and Doing our Best where children are taught and encouraged to monitor and regulate their behaviour. This positive approach requires an emphasis on the recognition and response to appropriate behaviour both within the class and the school yard. It is important that a partnership exists between home and school which provides a positive and caring environment in which engagement is encouraged alongside purposeful teaching.

Concerns and complaints covered by these procedures

- General issues of student behaviour that are contrary to Crib Point Primary School's engagement guidelines.
- Incidents of bullying or harassment in the classroom or school yard or in cyber space.
- Learning programs, assessment and reporting of student learning.
- Communication with parents.
- School fees & payments.
- General administrative issues.

Any other school related matters except detailed below.

These procedures do not cover matters for which there are existing rights of review or appeal, as detailed in the *Victorian Government Schools reference Guide*.

Those matters include;

- Student discipline matters involving expulsions.
- Complaints about employee conduct or performance and complaints that should be dealt with by performance management, grievance resolution or disciplinary action.
- Complaints by the Department's employees related to their employment.
- Student critical incident matters
- Other criminal matters.

Expectations

Crib Point Primary School expects a person raising a complaint to:

- Do so promptly, as soon as possible after the incident occurs.
- Provide complete and factual information about the concern or complaint, preferably in writing.
- Maintain the privacy and confidentiality of all parties.
- Acknowledge that a common goal is to achieve an outcome acceptable to all parties.
- Act in good faith and in a calm and courteous manner.
- Show respect and understanding of each other's point of view and value difference, rather than judge and blame.
- Recognise that all parties have rights and responsibilities which must be balanced.

Crib Point Primary will address any concerns and complaints received from parents:

- Courteously
- Efficiently
- Fairly
- Promptly, or within the timeline agreed with the person who has the concern or complaint
- In accordance with due process, principles of natural justice and the Department of Education and Early Childhood Development regulatory framework.

Raising concerns or complaints

- In the first instance, a complaint should be made to the school. The complainant should, telephone, visit and/or write to:
- The student's teacher about learning issues and incidents that happen in their class or group
- The Sub-school leader or principal, if students from several classes are involved
- The Principal about issues relating to school policy, school management, staff members or very complex student issues.
- If you are not sure who to contact, phone the Principal on 5983 9282

Help with raising concerns or complaints

- Personal support is most appropriate in situations where the complainant and others involved in the complaints process have emotional issues relating to the complaint.
- Complainants can seek the services of an advocate when they feel they are unable to express their concern clearly. An advocate can be a friend or someone who is available through an appropriate support organisation, who does not receive a fee for service.
- All parties involved in addressing a complaint may seek the services of a mediator when there is difficulty coming to an agreement.

- The school will ensure that the complainant is aware of these supports. A complainant who wishes to use these support services should ensure the person addressing the concern or complaint is aware of their intention and is in agreement.

Managing parent concerns and complaints information

- When the complaint is easily resolved in a telephone call, a brief note in the school's/principal's/teacher's diary recording the issue and the resolution may be all that is required.
- However with more complex/serious complaints the following details will be recorded:

Name and contact details of the person with a concern or complaint

The date the concern was expressed or complaint made

The form in which the concern or complaint was received (such as face-to-face, by telephone, in writing, by email)

A brief description of the concern or complaint

Any recommendations for future improvement in the school's policy or procedures

Addressing concerns or complaints

- Crib Point Primary School will make every effort to resolve concerns and complaints before involving other levels of the Department of Education and Early Childhood Development.
- Crib Point Primary School will give a complainant a copy of its complaints procedures.
- Crib Point Primary School will determine whether a concern or complaint should be managed through the school's concerns and complaints process or through other complaints processes of the Department of Education and Early Childhood Development.
- All complaints will be noted and acted on promptly by the staff member who receives the complaint.
- The principal, sub school leader or delegate will investigate all complaints and will provide a response to the complainant.
- Concerns and complaints about general school matters (such as the timing of events, school policies and facilities) will be addressed by the principal or a relevant staff member.
- Crib Point Primary School will make every attempt to resolve a concern or complaint as quickly as possible. If a complaint involves many students and a range of issues, the school will need more time to investigate and resolve it.

Should the complaint involve complex issues, Crib Point Primary School might need to take advice from the Department of Education and Early Childhood Development's Regional Office, which may take more time. The school will tell the complainant the new timeline for addressing the complaint and the reasons for any delays. In all cases, the school will try to resolve a concern or complaint within twenty days.

Remedies

If a concern or complaint is substantiated in whole or part, Crib Point Primary School will offer an appropriate remedy. For example, at its discretion and depending on the circumstances, the school might offer:

An explanation or further information about the issue

Mediation, counselling or other support;

An apology, expression of regret or admission of fault;

To change its decision

To change its policies, procedures or practices

To cancel a debt (such as for school payments)

A fee refund

The school will implement the remedy as soon as practicable.

Referral of concerns or complaints

- If a person with a concern or complaint is not satisfied with the outcome determined by the school, they should contact the Department of Education and Early Childhood Development's appropriate regional office..
- The officer from the region will ask the complainant for a complete and factual account in writing of the concern or complaint and the complainant's opinion about why the school did not resolve it to their satisfaction.
- If the complaint cannot be resolved by the complainant, school and regional office working together, the regional office may refer it to the Department's Group Coordination Division. The Division will ask the complainant for a complete and factual account in writing of the concern or complaint and complainant's opinion about why the school and regional office did not resolve it to their satisfaction and will ask the complainant to outline their view on the course of action required to resolve the complaint. Where the complainant is unable to provide a written account the officer from Group Coordination Division should act on the information provided.



Crib Point Primary School

We are an anti-bullying school.

Student Bullying Incident Report Form.

Please download a copy of this form and complete; responding only to the questions with you feel comfortable and are able to accurately answer.

You may choose to include your name at the bottom of the form or may submit it anonymously.

Please submit this Bullying Incident Report Form to the Principal or to the Office.

Date:

Describe what happened or is happening?

When did it happen?

Please circle: Before School during School after School Unsure
Date/s Time .am .pm

Where did it happen?

Please circle: Classroom Canteen Library School Grounds Other

Did anyone else witness the bullying?

Please circle: Yes No Unsure If yes, please list their names.

Were you or others physically hurt?

Please circle: Yes No Unsure Please explain.

Who was committing the bullying? If you don't know his or her name, please describe him or her.

Who was the victim of the bullying? If you don't know his or her name, please describe him or her.

Is there damage to anyone's personal property?

Please circle: Yes No Unsure. If so, please describe.

Have you told anyone about the bullying?

Please circle: Parent Teacher Other School Staff
 Brother/sister Other

Name of persons you reported to:
When?

Your details - Name of Person Reporting (Optional)

Telephone/ Email

Staff involved

Action taken

Parent contacted: Yes/No

Date