



# **ASPENDALE PRIMARY SCHOOL STUDENT ENGAGEMENT AND WELLBEING**

## **POLICY**

**Produced in consultation  
with the school community**

**To be read in conjunction with  
*Effective Schools are Engaging Schools –  
Student Engagement Policy Guidelines***

**Last updated: September 2017**

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# School Profile Statement

**Aspendale Primary School** is located on a large picturesque site in a well-established residential beachside suburb on Port Phillip Bay, 27 km south-east of Melbourne, in the South-East Victorian region.

Aspendale Primary School has a current enrolment of 525 students, (Mar 2017). Enrolments are expected to continue to grow over the next 4 year phase, to the mid 500's. Occupations and educational backgrounds of the parents have also gradually changed, with the school now placed in the top 20<sup>th</sup> percentile of schools in regard to socio-economic factors. The Program for Students with Disabilities funds a relatively low percentage of our students. A low percentage of students come from language backgrounds other than English.

The families at our school value education and have high expectations of the teacher and their children. Parents are actively involved in our school community in a number of ways, such as School Council, canteen, classroom assistance and via a Community Events Committee. The school provides an Out of School Care Program (before and after school) through Camp Australia.

The last Strategic Plan phase saw the completion of many major building and landscaping works, gradually transforming the school into a 21<sup>st</sup> century learning environment. These projects included Year 1 and Year 2 Learning Centres with covered decked learning areas; a gymnasium, new performing arts centre and new canteen; a Year 4 to Year 6 Learning Centre and Library (BER); a new Year 2-6 playground, a Friendship Garden, vegetable gardens, artificially turfed active play area in the junior play area (with ball courts, chess board, hopscotch) as well as a large artificially turfed Courtyard, complete with outdoor furnishings; renewal of the school facade, including a new school entrance and associated renewal of gardens, grassed play areas and seating.

The recent School Review Report of this phase 2012 – 2015, commended Aspendale Primary as a high performing school within Victoria.

Our committed, professional staff reflects a balance of age and experience. Classrooms are structured in level teams, with a commitment to straight grades across the school wherever possible. Students learn in flexible learning spaces which are conducive to a co-teaching approach across year levels. This approach allows for a personalised, high quality and engaging curriculum.

Having followed an inquiry model for several years, the commitment has been made to become an International Baccalaureate (IB) school over the life of the current strategic phase. This commenced with an application to become a Candidate Primary Years Programme (PYP) school in 2016.

***Learning for Life*** describes our vision to ensure that every student is equipped with the transferable knowledge, skills and understanding necessary to thrive in a rapidly changing and globally connected world.

***Our Mission*** is to provide a high quality, supportive and engaging learning program which builds the academic, social and emotional capacity of every student at Aspendale Primary School. We provide opportunities for our students to develop understandings of essential concepts, skills, knowledge and attitudes that will enable them to be life-long learners in our ever changing world.

**Our Core Values** of Passion, Respect, Integrity, Commitment and Empathy guide how we teach, learn and interact at Aspendale Primary School.

**The PYP** Concepts, Knowledge, Skills and Attitudes are an integral part of the curriculum. The PYP promotes the following attitudes; tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, co-operation, confidence, commitment and appreciation.

The school provides an inclusive culture where high expectations are set for both staff and students which ensure students have the best educational opportunities, supporting them to achieve optimum learning outcomes across all core curriculum areas.

The school fosters close links with parents and the broader school community through its commitment to open and regular communications.

The school is committed to treating everyone with dignity and respect and encouraging positive communication between parents/guardians, families and our staff.

The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's Strategic Plan.

## Rationale

Aspendale Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We endeavour to prepare our students for tomorrow's world, developing their skills and knowledge, enabling them to live and work in a global community as effective, responsible and caring citizens.

## Aims

- To provide an educational philosophy based on the Primary Years Programme (PYP), which recognises Attitudes, Learner Profile attributes and builds student wellbeing
- To provide clear, positive and fair processes that encourages open communication between our school and community members
- To support, encourage and enable school staff, parents and children to understand, identify, discuss and report child safety matters
- Provide a range of curriculum and educational programs that focus on resilience, development of appropriate social skills, reduction of risk taking or inappropriate behaviours and promotion of help-seeking skills to allow students to learn effectively

## Implementation

- Developing the wellbeing of our students is central to our role as educators, and is reflected in our school mission statement.
- Our school focuses on the PYP philosophy to develop a whole school approach to wellbeing and behaviour support.
- Our school values and encourages student individuality, differences and diversity
- A culture of positive reinforcement and encouragement will permeate all areas of our school.
- Our curriculum is transdisciplinary and provides for the individual needs of students.
- Staff are provided with opportunities to further develop and enhance their skills and understandings of the many facets of wellbeing.
- Our school will actively promote the attitudes and Learner Profile attributes via buddy and 'Aspendale Kids are Global Kids' activities

## Whole School Prevention Statement

*Aspendale Primary School* aims to provide a positive, safe, supportive, pro-social school culture where all members of the school community feel valued. All students are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and education potential.

The school values form the framework for teaching positive behaviours within the framework of the PYP. The PYP Concepts, Knowledge, Skills and Attitudes are an integral part of the curriculum and through development of the Learner Profile attributes students become more internationally minded and are equipped with the skills for the 21st century.

Students are encouraged to strive to be leaders, and student voice is encouraged through participation in the Junior School Council, negotiated Essential Agreements at the beginning of the school year, Year 6 Leadership roles, Peer Mediation and whole school Buddy Programs. An annual Year 6 end of year Art project is displayed permanently in the school. Students have multiple opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership.

A high level of communication is created to assist in the smooth running of the school. Parents receive weekly school newsletters and fortnightly class emails informing them of the learning focus and welfare programs. Other forms of communication are fostered through student led conferences, curriculum information evenings, and School Council updates to the wider community. All students participate in getting to know you and orientation activities, including establishing class rules and responsibilities at the start of the year as part of 'Setting the Scene'.

*Aspendale Primary School* encourages attendance in order to maximise every student's ability to learn and build connectedness to school. Student absentee patterns are monitored and families are informed of their obligation to support student attendance. Students with regular patterns of absenteeism are identified and families offered counselling and support to meet attendance goals.

Student achievements including academic, social and performing arts are recognised weekly through Whole School Assemblies, school newsletter and within daily classroom programs. Student of the Week Awards focus on students who demonstrate the Learner Profile attributes and Attitudes throughout the week. Each week a new behaviour focus (*APS Global Kids*) is linked to our school values. It is initiated by Year 6 leaders at Friday assemblies and reinforced within classroom programs during the following week.

A range of extension and enrichment programs offer students opportunities to engage in activities to extend and enhance their development. Lunch-time programs include drama classes, craft and cooking, chess club, choir and instrumental programs. Students in Years 3-6 are offered the opportunity to participate in New South Wales University curriculum assessments.

Values and Resilience skills are taught across the school as part of the Victorian Curriculum's Personal and Interpersonal domain and Cross Curricula Capabilities.

## Rights and Responsibilities

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

### **Rights and Responsibilities of Students**

- Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and cooperative school environment. *Aspendale Primary School* community is committed to creating a safe, enthusiastic and caring environment for all.
- Students' attendance and behavioural expectations creates an environment that encourages them to demonstrate integrity and respect and provides a climate where students treat others how they wish to be treated.
- Aspendale Primary School's values of Passion, Respect, Integrity, Commitment and Empathy support the rights of our students.

<b>Rights</b>	<b>Responsibilities</b>
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition.</li> <li>• Participate fully in the school's educational program.</li> <li>• Be treated with respect and fairness.</li> <li>• Express ourselves and be listened to.</li> <li>• Learn and play in an inviting, sociable and positive environment.</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Demonstrate respect for the rights of others, including the right to learn, and contribute to an engaging educational experience for themselves and other students.</li> <li>• Take greater responsibility with encouragement and support for their own learning and participate as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li> <li>• Participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>• Comply with and model school values and PYP attitudes.</li> <li>• Respect themselves, other members of the community and the school environment.</li> </ul>

**Rights and Responsibilities of Parents/carers**

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>• Ensure their child's regular attendance in line with DET</li> </ul>

	<p>requirements (Education and Training Act Reform 2006)</p> <ul style="list-style-type: none"> <li>• Engage in regular and constructive communication with school staff regarding their child’s learning.</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students.</li> <li>• Work in partnership with all members of the school community.</li> <li>• Treat all school leaders, staff, students and other members of the school community with respect.</li> <li>• Approach any situation in a spirit of cooperation, understanding and genuine partnership.</li> <li>• Model positive behaviour and the PYP attitudes to our children.</li> <li>• Adhere to the school’s Community Code of Conduct.</li> </ul>
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**Rights and Responsibilities of School Staff**

<b>Rights</b>	<b>Responsibilities</b>
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> <li>• Expect that they will be able to teach in an orderly and cooperative environment.</li> <li>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.</li> </ul>	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Model positive behaviour to students consistent with the standards of our profession.</li> <li>• Know how students learn and how to teach them effectively.</li> <li>• Know the content they teach.</li> <li>• Know their students.</li> <li>• Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.</li> <li>• Plan and assess for effective learning.</li> <li>• Create and maintain safe and challenging learning environments.</li> </ul>



	<ul style="list-style-type: none"> <li>• Use the PYP framework to create a range of teaching and learning experiences that engage students.</li> <li>• Treat all members of the school community with respect in line with school values and PYP attitudes.</li> </ul>
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## Shared Expectations

Aspendale Primary School has developed Essential Agreements as part of the PYP to ensure that the learning, safety and rights of all are respected. The PYP Attitudes and Learner Profile attributes are the core of the Student Wellbeing Program. Shared Expectations are not only around behaviour and attendance, but around participation, resources, relationship building, the physical environment, curriculum, provisions of support and partnerships. Our shared expectations are collaboratively negotiated, focused on positive and pro-social behaviours, are consistent, fair and reasonable, and are linked to appropriate actions and consequences.

*Aspendale Primary School* has a clear set of expectations and consequences to support positive behaviours and interactions with all members of our school community. School leadership and staff promote a culture of respect, fairness and equality, and foster respectful relationships. The school environment is inclusive and empowering. We value the positive contributions of students and creating a sense of belonging and connectedness that are conducive to positive behaviours and effective engagement in learning. There are multiple ways for students to take responsibility and be involved in decision making.

### **School expectations include:**

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

### **Restorative Practices**

The school is committed to the use of restorative practices with students. Restorative Practices:

- Are implemented across the school.
- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness.
- Promote awareness of others, responsibility and empathy.
- Involve direct and voluntary participation of those affected by misconduct in its resolution.
- Promote relationship management rather than behaviour management.
- Are concerned with establishing or re-establishing relationships in which each person's rights to dignity, concern and respect are satisfied.

(Restorative Discussion Points can be found in Appendix 1)

### **Diversity in the school community**

Aspendale Primary commits to implementing the following elements:

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

### **3.4 Students with disabilities**

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

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

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

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

This information might come from the student, an associate of the student, independent experts, or a combination of these people. We ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

### **Classroom Expectations of Students include:**

- Positive participation in all school activities.
- Following instructions from teachers at all times.
- Regularly attend from 9-3.30pm (Absences must have a written note/ email to the teacher. Students may not leave the school without a responsible adult accompanying).
- Treating others with respect and dignity in line with the PYP framework
- Always using respectful and appropriate language. (no “put downs”, teasing)
- Being proactive in asking for help/seeking clarification.
- Taking off our hats when we come inside.
- Walking inside and around the buildings.
- Wearing our full school uniform with covered toe shoes.
- No chewing gum or bubble gum at school.
- Mobile phones are not permitted to be used at school during school hours. They must be handed to class teacher at 9:00am and locked in secure cabinet until 3:30pm.
- Dangerous objects that could frighten or injure are not to come to school. Expensive toys, games should not come to school.
- Valuing school resources.
- Supporting classmates/teachers contributions and efforts in all activities.
- Using ICT appropriately and for the purpose intended.
- When on excursions, normal school rules apply and road safety rules must be adhered to at all times.
- Respecting and maintaining theirs and others’ working areas.

### **Playground Expectations of Students include:**

- Remaining within the school grounds unless under the supervision of a teacher or parent.
- Playing safely in the school grounds:
  - keep 5 metres from neighbours’ fences.
  - keep away from garden beds including the big trees in Junior playground.
  - playing tiggy is not permitted on the play equipment.
  - tackling and rough behaviour is not permitted.
  - ball games are to be played away from buildings-cricket- use tennis ball only.
  - walking only around play equipment in junior yard.
- Wearing a hat when outside according to the Sunsmart Policy.
- Remaining on asphalt areas when eating, and taking rubbish home as per take in- take out policy.
- Not entering the buildings without a green permission card.
- Not playing ball games in the courtyard or running games along the deck.

**Expectations of School Staff include:**

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

**Expectations of Parents / Carers include:**

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

# School Actions and Consequences

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

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

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

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

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

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

**Broader support strategies will include:**

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

This policy forms part of the KidsMatter framework by implementing a whole school approach to forming and nurturing partnerships within the school and wider community through promotion, prevention and intervention programs. Aspendale Primary School will implement a staged response checklist as outlined below for students exhibiting ongoing inappropriate behaviour

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

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

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

### **Stage 2: Intervention: A targeted response for Individual Students**

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

### **Stage 3: Discipline Procedures - withdrawal, detention, suspension and expulsion**

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

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

- Withdrawal of privileges.
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach in class.
- Recess or lunchtime detention.
- After school detention.
- Support group convened (if deemed appropriate).
- Exclusion from school - suspension / expulsion – see Appendix 5.

# Anti – Bullying Essential Agreement

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff. We aim to encourage self-esteem, cooperation, personal growth and a positive attitude to learning and teaching.

Bullying of any form at Aspendale Primary school is not acceptable. The effects of bullying on both the student being bullied, and the student engaging in the bullying behaviour, show a need for intervention in social skills development in students, and the need for the creation of safe environments.

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

## Aims:

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

## Bullying definitions

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

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

We have adopted a four phase approach to bullying:

## **A. Primary Prevention**

- Professional development for staff relating to restorative practices to ensure that there is a common understanding of the correct procedures in place at Aspendale Primary School.
- All classroom and specialist teachers create an Essential Agreement with the students at the beginning of the year. This ensures all students are aware of the expectations within the classroom and develops a safe and supportive environment for them to learn.
- Staff will inform students and the school community of school values, expected behaviours and wellbeing policies at the beginning of the year.
- Classroom and specialist teachers will clarify the consequences for poor behaviour including the consequences and impact of bullying on others.
- Community awareness and input, relating to bullying, its' characteristics and the school's response, complemented by clear processes for reporting suspected bullying.
- The provision of programs that promote inclusiveness, resilience, life and social skills, assertiveness, conflict resolution and problem solving will form an integral part of our curriculum.
- A buddy system is in place for all year levels except Year 3, who participate in the Friends For Life program.
- Enrichment clubs and activities will be available during lunch time breaks.

## **B. Isolated, Infrequent or Less Serious Incidents**

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



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

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

### **D. Post Incident:**

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

Appropriate strategies may include:-

1. Conciliation meetings between all parties.
2. Ongoing monitoring of students involved.
3. Identification of an agreed key contact staff member for each student involved.
4. Follow-up meetings regarding each student's management strategy.
5. Ongoing communication with parents.
6. Counselling from appropriate agencies of support officers etc for both parties.
7. Reinforcement of positive behaviours and appropriate behaviour strategies.

8. Support and counselling will be offered in the event of malicious or fictitious claims.

## Cyber Bullying Essential Agreement

### **Definition**

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

### **Rationale**

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

### **Aims:**

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

### **Implementation**

- Parents, teachers and the community to be made aware of the types of cyber bullying, and its legal ramifications.
- The school will adopt a four phase approach to bullying.

### **Primary Prevention:**

To minimise bullying we:

- Ensure professional development for staff relating to all forms of bullying including cyber bullying. Cybersafety awareness programs are provided for parents and cybersafety lessons form part of the curriculum in all year levels.
- Educate the school community about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable.
- Provide programs that promote resilience, life and social skill, assertiveness, conflict resolution and problem solving.
- Clarify with students at the start of each year the school policy on bullying, including cyber-bullying. Parents and students are required to sign a form acknowledging the schools policy in regards to using technology (see Appendix).

- Provide students with individual and confidential computer and network logins and passwords. Processes are in place to ensure tracking of student activity on the school's computer equipment and network. Firewalls are installed to eliminate outside traffic into the school's network and intranet.
- Restrict the use of mobile phones by students.
- We promote the philosophy of "No Put Downs" through our Student Representative Council, peer support delegates, staff and APS Global Kids program.
- Are vigilant and accountable whilst on yard duty.
- Offer lunchtime enrichment clubs and electives to support students in the yard.

#### **B. Early Intervention:**

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

#### **C. Intervention:**

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

#### **D. Post Violation:**

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

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

# Internet Essential Agreement

## **Rationale:**

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

## **Aims:**

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

## **Implementation:**

- Our school actively supports access by students to the widest variety of information resources available, accompanied by the development of the skills necessary to filter, analyse, interpret and evaluate information encountered.
- All students and staff will have censorship filtered internet and email access. All students and staff will have their own password protected internet account and log on. Such access is a privilege that infers responsibility, and not simply a right to be expected.
- An information and communication technology coordinator will be appointed, who will liaise with staff and the technical support technician to manage all email access, maintain the school's web site, web filters, and all other issues related to internet access by students.
- The school undertakes to ensure that information published on the Internet by students or the school is of a high standard, and meets legal requirements and standards of general practice within the community in relation to copyright, safety and decency.
- Students email access will be through Google the Apps for Education Domain hosted at Aspendale Primary School.
- All email accounts will be password protected and users will be responsible for clearing their mailboxes regularly.
- Guidelines on access rights will be defined for different user levels. Restricted access shall be available to guest users for specific purposes only.
- All students shall be responsible for notifying their teacher of any inappropriate material so that access can be blocked.
- All staff shall be responsible for notifying the coordinator of any inappropriate material so that access can be blocked.
- Consequences of publishing, accessing or failing to notify the coordinator of inappropriate material shall include the removal of access rights.
- Signed parent and student consent (Appendix 4) is required to be completed in order to gain access to the internet, or to publish work, photos or videos on the internet.
- Privacy of students, parents, staff and other users must be recognised and respected at all times. When identifying students, only their first name and last initial will be used.
- Teachers shall be responsible for making sure all work is screened for accuracy, appropriateness, grammar, spelling prior to publishing.

# Community Code of Conduct

## **Rationale:**

- Aspendale Primary School is committed to treating everyone with dignity and respect and encouraging positive communication between parents/guardians, families and our staff.
- Our School Values of: Passion, Respect, Integrity, Commitment and Empathy should be applied to all facets of school community interactions, as well as the additional PYP attitudes of independence, curiosity, creativity, enthusiasm, appreciation, resilience, tolerance, cooperation and confidence.

## **Aims:**

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

## **Implementation:**

- Community members will be kept informed via newsletters, school and fortnightly class emails, notices, the school website, school apps, parent- teacher meetings, information nights and assemblies.
- The school will consult, and communicate both clearly and effectively with the community. Community members have an obligation to read correspondence, attend meetings and seek clarification when required.
- The school community should endeavour to approach any situation in a spirit of cooperation, understanding and genuine partnership.
- Behaving in an aggressive and/or threatening manner towards staff or students is not acceptable.

All interactions between members of our community must be in keeping with the school values.

- Community members may be accompanied by another person, in a support role, at appointments to resolve concerns.
- The school community shall refrain from using social networking sites to post complaints, make defamatory or offensive statements or allegations about Aspendale Primary school, its' staff, students or parents.
- The school community shall also refrain from posting photos of other parents' children and staff without consent.
- **The school community will attempt to resolve concerns through:**
  - calm discussion between the parties directly involved, whilst respecting each point of view actively listening to each point of view
  - following Department of Education and Early Childhood Development procedures, as outlined in the 'Parent Complaints' guidelines.
- **If the concern centers on classroom or curriculum:**
  - The first contact should always be with the classroom or specialist teacher by arranging a mutually convenient appointment.
  - If a resolution cannot be reached, then it is appropriate to involve the Level Coordinator, Assistant Principal or Principal with the aim of reaching a fair and reasonable solution.

- **If the concern centers on social media:**
  - The concern must be set out in writing, and the school may provide a warning and request that the material in question be removed immediately.
  - If inappropriate comments have been made on a school website or online forum, the school may take action to block or restrict that individual's access.
- Other concerns may be taken directly to the Principal, Assistant Principal or School Council President.
- All formal discussions and processes involving concerns will be documented.
- All concerns/grievances are to be kept confidential.
- Parents who breach the code of conduct may be subject to action by the school.

## Yard Duty Essential Agreement

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

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

**Implementation:**

- Supervision of students is the responsibility of all staff.
- A roster system will be used to timetable staff members for yard supervision. Yard supervision will include before school, recess and lunch breaks, and after school.
- Parents will be informed via the newsletter that staff members are not rostered to take yard duty until 8:45 each morning. Parents will be informed that children in the grounds before this time will be subject to school rules and expectations. Parents will also be informed via the newsletter that staff members will not be rostered to undertake yard supervision after 3:45 each day. Parents are required to make sure that their children have been collected or have left the school grounds by this time. Children remaining in the yard beyond 3.45 will be escorted to the office. Parents will be contacted if need be.
- Yard duty staff members will be provided with a waist-bag containing a mobile phone, basic first-aid items, an incident report book and information cards on children with health issues. When staff change over during breaks, this should be done by passing the bag over in the breezeway at the foot of the staffroom ramp. Any relevant issues or concerns should be relayed as well. At the end of a break it is the responsibility of each staff member to ensure the bag is returned to the staffroom / first-aid area where it can be collected by the next duty teacher.
- Yard duty staff members will record inappropriate individual student yard behaviour on the school's Learning Management System and concerns may also be passed on to classroom teachers or the Principal if necessary.
- Yard duty staff will use restorative practices when dealing with student disputes.
- Casual Relief Teachers will be responsible for the yard duty responsibilities of staff members they are replacing. Staff members who are aware that they cannot fulfil their yard duty obligation due to appointments or excursions etc are required to either make a swap with another staff member, or discuss the matter with the Principal.

- Children and staff members are required to wear appropriate hats between September and April, in accordance with the SunSmart Policy.
- Staff on yard supervision must approach intruders or unknown people in the yard, or notify staff in staff room/office for assistance.
- Yard duty teachers will monitor the yard for any hazards, notifying office for any assistance where required. During Wet days, children will shelter under the covered areas. If the Principal, in consultation with staff, deem outside weather conditions hazardous or unsafe, children will stay inside. Staff would bring this to the attention of the Principal if they were concerned.

## **Summation**

### Ongoing Student Wellbeing and Engagement Policy Review Process

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

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

# Appendix 1 – Restorative Practices

## Discussion Points

### **To the person(s) who caused harm:**

We're here to talk about.....

Can you tell us what happened?

What were you thinking? / What was in your head / in your mind?

Was it the right / wrong thing to do?

Who has been affected / upset / harmed by your actions? In what ways?

How has this affected you?

### **To the person(s) harmed:**

What did you think when it happened?

What have you thought about since?

How has it affected / upset/ hurt / harmed you?

What has been the worst thing?

What is needed to make it right / to make you feel better?

### **To the person(s) who caused harm:**

Is that fair?

Can you do that?

What else do you need to do to make things better?

How can you fix this?

### **To the person(s) harmed:**

Is that ok / do you agree?

Is that fair?

### **To Both:**

How can we make sure this doesn't happen again?

Is there anything else I can do to help?

Is there anything else you would like to say?

Formally record / agreement / congratulate them for working it out.

Arrange for time to follow-up.

Meet again to see how things are going.



# Appendix 2 – School Actions and Consequences

## Stages of Intervention

<b>Stage 1: Prevention and Early Intervention- Creating a positive school culture</b>	
<b>Suggested Strategies</b>	<b>School Actions</b>
Define and teach school- wide expectations for all	<ul style="list-style-type: none"> <li>· Students and teachers recognise and agree to abide by the school rules.</li> <li>· Negotiate classroom expectations at the beginning of the school year and revisit periodically.</li> </ul>
Establish relevant school- wide prevention programs	<p>Primary Prevention Programs and resources provide a means of promoting student wellbeing and building a sense of belonging. Broadly speaking, these programs ease student transition, engage students in meaningful social activities, encourage supportive relationships and ensure student safety within a structured social environment.</p> <p>Programs include:</p> <ul style="list-style-type: none"> <li>● APS Global Kids weekly social skills program</li> <li>● Drug Education programs</li> <li>● Health and wellbeing programs – Values for Life, Respectful Relationships, Bounceback, Cyber Safety, Friends for Life.</li> <li>● School Values activities</li> <li>● Civics and Citizenship program</li> <li>● Health education</li> <li>● Enrichment Groups</li> <li>● Environmental/Sustainability activities</li> <li>● Camps Year 3-6</li> <li>● Sporting activities</li> <li>● Perceptual Motor Program</li> <li>● Junior School Council – social service, student issues</li> <li>● Competitions/Assessments e.g. University of NSW, Writer’s Week</li> <li>● Buddy Program</li> </ul>

	<ul style="list-style-type: none"> <li>● Student of the week awards</li> <li>● Student Leadership positions</li> <li>● Life Education Van</li> </ul>
Establish consistent school- wide processes to identify students at risk of disengagement.	<ul style="list-style-type: none"> <li>● Transition Programs Kinder and Year 6-7</li> <li>● 'Up Day' internal transition program</li> <li>● Teacher judgment assessment and standardised testing procedures</li> <li>● 'Getting to Know You' parent teacher conferences at the beginning of the school year</li> <li>● Track attendance data and communicate with parents/carers of students at risk</li> <li>● Establish behaviour tracking data collection strategies eg. Learning Management System</li> <li>● Staff transition handover meetings</li> </ul>
Establish consistent school- wide processes and programs for early intervention	<p>Strategies targeted at <i>individuals</i> who display personal and social vulnerability. These include the identification of students at risk of social, emotional and physical harm. Strategies which include counselling, mediation, the development of individual learning programs and behaviour management plans.</p> <ul style="list-style-type: none"> <li>● Individual Learning Improvement plans</li> <li>● Parent referrals to support agencies</li> <li>● Special guest speakers for parents e.g. resilience, behaviour management, parenting, school readiness</li> <li>● Support groups for students with disabilities, special needs</li> <li>● Internal Intervention support programs</li> </ul>

<b>Stage 2: Intervention: A targeted response for Individual Students</b>	
<b>Suggested strategies</b>	<b>School Actions</b>
Establish an understanding of circumstances impacting on the student.	<p>This involves the provision of effective support to students in crisis. Students are helped to access support and treatment. Referral procedures to counselling and treatment facilities (whether within DEECD or outside agencies) are established. Ongoing and coordinated service and continuity of care, is ensured. Student progress is monitored and evaluated.</p> <p>Systemic collection and analysis of data</p>

Establish data collection strategies	Student behaviours are entered and monitored using the school's Learning Management System.
Develop a plan for improvement based on data and review regularly	<p>Establish a Student Support Group when required.</p> <p>Involve DEECD support personnel (if required)</p> <p>Develop an Individual Learning Plan for improvement in consultation with the teacher, student/ parents based on data and review regularly.</p> <p>Determine strategies for the monitoring and measurement of student progress.</p> <p>Explicitly teach and/or build replacement behaviours</p> <p>Establish inclusive and consistent classroom strategies</p> <p>Establish out-of-class support strategies</p>

<p><b>Stage 3: Discipline Procedures - withdrawal, detention, suspension and expulsion</b></p> <p>When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in <b>Effective Schools are Engaging Schools Student Engagement Policy Guidelines</b></p>	
<b>Suggested strategies</b>	<b>School Actions</b>
<p>A student may be excluded from school situations where all other measures have been implemented without success or where a severe consequence is the only appropriate course of action in response to a student's behaviour</p>	
Withdrawal of privileges	<p>The reason for and period of the withdrawal is clearly communicated to the student</p> <p>Students may remain inside for a portion of recess or lunch time (5-10 mins) to complete unfinished work, restricted access to class activities, or be returned to class from a specialist lesson</p> <p>The student is made aware of the behaviour standards expected in order for the privileges to be reinstated</p>
Withdrawal from class if a student's behaviour significantly interferes with the rights of other	Students may be isolated from their classroom's activity by going to their buddy class, another class in their year level, to a

<p>students to learn or the capacity of a teacher to teach in class.</p>	<p>neighbouring classroom or back to their class if in a specialist lesson</p> <p>Restorative Conference (undertaken with initial teacher)</p> <p>Letter of apology (if required)</p> <p>Written reflective “think smart” sheet (as per example in Appendix 6)</p>
<p>Recess or lunchtime detention (if student behaviour is contrary to school rules)</p>	<p>Parents to be informed</p> <p>Students may be required to complete work that has not been completed in class or undertake additional work or duties at a reasonable time and place.</p> <p>No more than half of a break may be used for this work</p> <p>Restorative Conference</p> <p>Letter of apology / Sincere verbal apology</p> <p>Written reflective “think smart” sheet (as per example in Appendix 6)</p>
<p>After school detention (if student behaviour is in major violation of our school rules or values)</p>	<p>Parents to be informed at least a day prior</p> <p>Students may be required to complete work that has not been completed in class or undertake additional work or duties at a reasonable time and place.</p> <p>Restorative Conference</p> <p>Letter of apology / Sincere verbal apology</p> <p>Written reflective “think smart” sheet (as per example 6)</p> <p>Time after school should not exceed 45 minutes</p> <p>Where family circumstances are such that the work would create undue hardship, the school may choose to negotiate an alternative disciplinary measure with parents/carers</p>
<p>Exclusion from school - suspension / expulsion</p>	<p>For more detail – see Appendix 5</p>

# Appendix 3 – Prevention Programs

## Learning and Teaching Practices

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

## Support and Information Processes

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

## Co-curricula Programs

- Enrichment Groups
- Choir & Band
- Environmental/Sustainability committee
- Camps Year 3-6
- Sporting activities
- Perceptual Motor Program
- Junior School Council
- Competitions/Assessments e.g. Uni. of NSW,
- Buddy Programs
- LitFest / Family Maths / STEM Evenings
- Graduation awards Year 6
- Junior School Council
- Student of the week
- Student Leadership positions
- Life Education Van

## Focussed Classroom- Based Programs

- Drug Education programs
- Health and wellbeing programs – APS Kids are Friendly Kids, Values for Life, Quest skills, Healthy Relationships, Bounceback
- Classroom Rules/Agreements
- School Values activities
- Civics and Citizenship program
- Health education
- Inquiry Learning
- Circle Time
- Friends For Life
- Sexuality Education

## Transition Programs

- Education week tours, open day
- Parent tours and information evenings
- Kindergarten to Primary and Primary to Kindergarten visits
- Year 6/7 transition program (work in Mordialloc Secondary College 3 days)
- Prep Transition program of 4 visits
- 'Up' Days to facilitate transition between year groups (whole school)
- Year 6 Art Project

## Other Programs and Agencies

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

## Professional Development (PD Programs for staff)

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

# Appendix 4 – Digital Technologies

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

DATE

Dear parents and guardians,

Digital technologies and the internet are essential for modern learning.

We know however, that these technologies need to be used responsibly. We'd like you to work with us to ensure that your child understands what is safe and responsible to do.

That's why we've developed this General Acceptable Use Agreement that applies to digital technologies, social media tools and learning environments used by our school or accessed using school networks or systems (Not the Bring Your Own Technology Program).

It aims to help you have a discussion about safe and responsible use of computers and the internet with your child.

Please read it, discuss it with your child, and then sign and return it.

Please talk to your child's classroom teacher if you have any concerns.

It isn't a legally binding document, but in signing it you say you are committed to help us with this important issue.

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

Australian Communications and Media Authority - information about how to filter digital content

<http://www.acma.gov.au>

Kids Helpline activities and games for students to learn about how to be safe online

<http://www.kidshelp.com.au>

Bullying No Way - information on cyberbullying for parents and children

<http://www.bullyingnoway.com.au>

DEECD - safe and responsible use of digital technologies

<http://www.education.vic.gov.au/school/teachers/support/Pages/safeandresponsibleuse.aspx>

Yours sincerely,

ICT Coordinator

### **For Prep -2 students**

I agree that I will never

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

I agree that I will

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

### **For year 3-6 students**

I agree that I will never

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

I agree that I will

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

**For parents**

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

- To be returned to your child’s classroom teacher.

This General Acceptable Use Agreement applies to digital technologies, social media tools and learning environments used by our school or accessed using school networks or systems (Not the BYOT program).

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

- desktop computers, laptops, tablets, cameras, printers and scanners owned by the school
- Google Apps (School Domain)
- Digital Excellence
- forums, discussion boards and groups (e.g. Google groups)
- wikis (e.g. Wikipedia)
- video conferences and web conferences (e.g. Skype)

This agreement applies when my child is using any of these digital technologies at school, at home

and during school excursions, camps and extra-curricular activities.

I agree to explain to my child their responsibilities and ensure that he or she understands them.

I agree to explain to my child that not acting responsibly will result in consequences as outlined in

the school’s Student Code of Conduct Policy.

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

To be signed by parent or guardian

My child’s name

My name.....

My signature..... Date.....

**Communication**

If you are happy to be emailed information by your teacher please clearly print your preferred email address(es) on the line below.



# Appendix 5 – Suspension / Expulsion

(As per DET Guidelines)

## Grounds For Suspension

In order for suspension to be an option; the following conditions must be in place.

The students' behaviour must have occurred:

- Whilst attending school
- Travelling to or from school
- While engaged in any school activity away from school
- Travelling to or from a school activity.

The students' behaviour must meet one or more of the following conditions:

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- b) causes significant damage to or destruction of property
- c) commits or attempts to commit or is knowingly involved in the theft of property
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- f) consistently engaged in behaviour that vilifies, defames, degrades or humiliates another person based on age, gender, identity, impairment, industrial activity, , lawful sexual activity, marital status, parent/carer status, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association with a person who is identified by reference to any of the above attributes
- g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student

## Authority to suspend a student

Only Principals have authority to make the final decision to suspend a student. This authority cannot be delegated.

School staff may provide advice to inform the principal's decision whether to suspend a student and may assist in the management of the students' behaviour and / or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed correctly.

## In School Suspension

An in-school suspension is where the student is excluded from the standard instruction or educational opportunities being provided to other students, but can still undertake educational activities on the premises for the period of the suspension.

In school suspensions should focus on encouraging the students to exhibit more positive behaviour, to increase their level of participation and where appropriate, to learn problem solving and / or conflict resolution skills'

**Options for in school suspension include:**

- having the student accompany an experienced teacher / appropriate staff member to their classes for the day
- participating in work-based in-school suspension (working outdoors or preparing educational materials)
- providing a dedicated room or area where students can complete school work under appropriate supervision

The same process (including record keeping) must be followed for in-school suspension as for out of school suspensions.

**Immediate Suspension**

The Principal may implement a suspension with immediate effect if the students' behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.

Where an immediate suspension is imposed, the Principal has a duty of care to provide supervision of the student until they can be collected by a parent, carer, or an emergency contact is unable to collect the student, the student must be adequately supervised by a member of staff until the end of the school day.

It may be appropriate to implement a suspension with an immediate effect whilst the student is on an excursion or school camp. In these situations, if students' parent, carer or emergency contact is unable to collect the student, they will need to be supervised until the end of the camp or excursion. If this is the case, it is suggested that the student be removed from any activity organised as part of the excursion or camp. It may also be suitable to assign the student an appropriate task or school work to go on with.

**Period of suspension**

Suspending a student can have serious implications for the students' engagement in learning, therefore suspension should be applied for the shortest time necessary. In determining the period of suspension, the principal must note:

- the period of suspension must not exceed five school days
- the suspension must not result in the student being suspended for more than 15 school days in the school year unless there is prior written approval from the Regional Director.
- If the period of suspension is longer than the days left in the term, the Principal should consider the likely disruption to the students' learning before imposing a suspension that will continue into the following term.

**The relevant person**

Due to the seriousness of suspension and expulsion, Ministerial order 625 requires that students who are subject to suspension and / or expulsion processes have a 'relevant person' to

participate in the process to support and advocate for them For most students this will be a parent or carer.

In situations where the parent or carer is unavailable or unwilling to act as the relevant person for their child, they can nominate an alternative relevant person.

### **Students with separated parents**

For students who have separated parents, it is important to remember that suspension and expulsion are serious disciplinary measures and therefore all parents and carers are entitled to be notified of the intention to suspend or expel.

In circumstances where there is more than one parent or carer who would like to participate in the suspension and expulsion process, it is important to involve them all in the process.

### **Suspension of Aboriginal and Torres Strait Islander students**

When considering a suspension for an Aboriginal or Torres Strait Islander student, a Principal may engage a Koorie Engagement Support Officer (KESO). The KESO can support the school and the family to find the best outcome for the students and also connect the school and family to any local or regional resources to assist.

# Appendix 6

## Behaviour Think Sheet

Name:..... Date: ..... Class .....

Completed with .....

1. This is what I did

---

---

---

---

---

---

---

2. This is what I needed to be / do

---

---

---

---

Caring  
Balanced Inquirer  
Communicator  
Thinker Open-minded  
Principled Reflective  
Risk-Taker Knowledgeable

3. This is what I will do to make things right.

---

---

---

---

---

Student Signature: \_\_\_\_\_



## References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>

September 2017

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