Student Wellbeing and Behaviour Management Booklet 2015

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INTRODUCTION

This booklet is designed to outline the values, procedures and programs that are in place at Winters Flat Primary School to promote self-esteem, tolerance and resilience among all our students. This is a working document, and as such it will be reviewed and updated regularly based on feedback from parents, students and staff.

It is hoped that this booklet will help parents to develop a better understanding of the policies and procedures at the school, which are designed to protect and nurture all students. The school values and principles that allow our children to grow and flourish in a safe environment are discussed. The programs that support those principles are presented, as well as the procedures that are put in place when problems arise. This booklet also provides some tips on detecting difficulties as early as possible so that action can be taken to remedy them.

Importantly, this booklet provides a basis for parents to give the school ideas for improving the ways in which we work with students to protect their welfare and safety. If you have any ideas, which you see as enhancing the content of this booklet, please contact the Principal or a member of the School Council, who will take them to the School Council meeting and staff for consideration.

SCHOOL VALUES

At Winters Flat Primary School, each child is treated as an individual and encouraged to develop a high level of achievement in all areas of the curriculum. We believe that it is the responsibility of all staff involved with the child to help develop his/her full potential as a responsible, thinking, and caring individual.

Our school is a “SPACE” school, meaning that we cater for each child’s Social, Physical, Academic, Creative and Emotional wellbeing.

We believe that all areas are equally important, and we strive to put in place structures and programs to address this. Our students will develop the knowledge, skills and attitudes necessary to understand and contribute to society. We believe that children should be encouraged to respond to high expectations, and develop high expectations for themselves.
PROCEDURES TO SUPPORT STUDENT WELLBEING AND BEHAVIOUR MANAGEMENT

One of the key elements of our Student Welfare Policy is to improve individual resilience through:

- Being sensitive to students’ feelings and needs.
- Accurate identification of concerns or issues.
- Empowering students to make well-informed responses to conflicts.
- Activating effective partnerships between school and home.
- Coordinating relevant services and using available programs.

Behaviour Management

The above principles will be achieved by:

- Use of restorative practices whenever possible.
- All staff developing classroom rules and consequences with their students.
- All teachers making explicit expected behaviours within our “Care Crow” matrix.
- Providing appropriate and consistent consequences for misbehaviour.
- Providing students with the opportunity to be involved in the Junior School Council and other decision making bodies.
- Acknowledging and affirming students through our Positive Behaviour Support and Student of the Week programs.
- Encouraging students to celebrate the achievements of others.
- Assisting students to take responsibility for their behaviour.
- Implementing a Mentor Program with significant adults to provide a support network for children at risk.
- Conduct a Safety Survey each year and provide feedback to staff, students and families.
- Including a pupil welfare report on the agenda for each staff meeting.

Behaviour Management Procedures

As a school, we recognise that parents will have questions and concerns, and we always welcome your thoughts and feedback.

Incident Reports

Incident reports are written by students and witnesses (where relevant) who are involved in any action where a school or class rule has been broken. Teachers provide assistance when necessary. Depending on the severity of the incident, multiple students might use the one report. The teacher involved in the incident is required to write what action was taken and whether or not follow up is required. All forms are given to the welfare co-ordinator for filing. Reports are collated at end of each term to help identify particular types of incidents or repeat offenders. All incident reports are collated by the welfare co-ordinator and filed at the end of each year. The Principal and welfare coordinator are the only staff members who have access to this file.
The Incident Report is divided into the following sections:

- The student’s account of what happened.
- What can be done to help rectify the situation or to prevent further incidents.
- The teacher’s report of the incident, the action taken and whether or not follow-up is required.
- Section for parents (as required) to allow parents to understand the nature of the incident and what action was taken by the school. Parents are also able to indicate if they would like further action taken or whether they are satisfied that the incident has been managed effectively.

**Restorative Practice**

This approach differs from punitive practices in the following ways:

- Allows students to understand what they have done wrong.
- Gives students ownership of the problems created.
- Presents a desirable way to solve problems.
- Gives students the chance to correct things with support.
- Leaves students’ dignity intact, and respects them as people.

The above is achieved by asking the student a series of questions, moving from what happened, to what the student was thinking at the time and since the incident, to owning their part in the incident, identifying the range of people affected, before moving onto how the student can “fix things up”, and identifying any adult assistance required. Underpinning restorative practice is a no blame philosophy and the belief that students innately desire to be a part of solving problems they have had a role in creating. The practice also involves group or whole class “no blame conferences”. These are based on the same principles and can be utilised to manage more significant difficulties within a peer group, classroom or in the yard.

Restorative Practices is the preferred method for managing behavioural difficulties. On the few occasions it is unsuccessful, the method employed is time out.

**Time Out**

If recommended by the reporting teacher, the student may be withdrawn from playground for a period of time. At this time the Welfare Co-ordinator will counsel the student by working through the Incident Report. Information will be discussed and alternative behaviours suggested. Relevant staff will also be made aware of the outcomes.

A copy of the report may be sent home to parents, who are then required to acknowledge that the issue has taken place and will be followed up at home. Confirmation of this will then be sent back to school.

Corporal punishment is prohibited in all Victoria schools. Corporal punishment must not be used at this school under any circumstance.
The behaviour management protocol used at Winters Flat Primary School

**Winters Flat Primary School – Behaviour Management Flow Chart**

Restorative Practices are used to respond to incidents of bullying and unacceptable behaviours in order to repair the harm to relationships. Restorative Practices empower young people, be they victim or wrong doer to act in socially responsible ways. It underpins our philosophy with the clear emphasis on the value of building relationships, working and learning together, and, managing and resolving conflict.

**Step 1 – Warning**

Revisit the “Care Crows shared expectations matrix” and recommit to these.

**Step 2 – If behaviour continues**

Student to be removed from immediate situation e.g.: to another part of the room or playground for 5 to 10 minutes.

**Step 3 – If behaviour continues**

Student removed from situation to a suitable time out area for 10-15 minutes. CICO or incident report may be used.

**Step 4 – If behaviour continues or serious**

Student is withdrawn from the situation. Incident report may be used. Parents are informed and student may be sent home.

Student Support Group established, which may include student(s), parents, teachers and principal and where appropriate, other support services. A Behaviour Management Plan will be developed. A Restorative Conference is conducted with those affected by the behaviours.

**Step 5**

Review of Behaviour Management Plan through regular Student Support Group Meetings.

**Step 6**

Suspension or expulsion serious disciplinary action will follow the DEECD ‘Engaging schools are Effective schools: Student Engagement Policy Guidelines’

Unacceptable Behaviours including but not limited to: Disruptive behaviour, swearing, physical or emotional harm and threatening behaviour.

Serious Incidents including but not limited to: Cyber Bullying, Fighting/Assault, Deliberate Threatening Behaviour, Theft, Verbally Abusive to Staff, refusal to follow directions (safety issue). Principal involved with resolution of matter with Parents/Teacher/Student.
POSITIVE BEHAVIOUR SUPPORT

Our school’s student wellbeing and behaviour management approaches are based on the foundation of School-Wide Positive Behaviour Support (SWPBS). This approach is well-researched and has been shown to support and enhance the schools in which it is implemented.

A key aim of PBS is to create a positive school community with consistent expectations in all areas of school life. From the classrooms to the specialist rooms, from the front gate to the playground, PBS helps Winters Flat’s students understand what is expected of them and provides motivation to comply with those expectations.

Care Crows

To help make PBS more meaningful to our students, we have adopted three mascots, which help to spread the message that we are a caring and respectful community. Our mascots are the “Care Crows” who represent “caring for yourself”, “caring for others” and “caring for the environment”. The Care Crows are used in our school awards and help to create a common language across the school regarding behavioural expectations for self and others.
The Care Crows Matrix is shown below and used to explain expected behaviours within the school community. Each week, the whole school focuses on a specified behaviour, which is taught explicitly in all classes.

The names of students who have been observed carrying out the specified behaviour during the week (based on our matrix) are entered into a “raffle”. Three names are drawn out at Assembly each Monday morning. These students receive a reward and have their names published in Flat Chat, which is the school’s weekly newsletter.
STUDENT SUPPORT

Bluearth

Many staff members at Winters Flat have completed the two-year training program to become an accredited Bluearth instructor. The key aim of this physical activity program is to improve students’ physical, emotional and social health.

Camps and excursions

Our camps and excursions programs, together with the outdoor education program, offer a learning environment for all students away from the day to day routine of the classroom. These activities are often a good opportunity for social interaction, and the development of stronger peer relationships.

Chaplain

The role of the school Chaplain is to support student wellbeing. This part-time staff member is available to staff, parents and students for support as required. The role is designed to support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.

“Check-in Check-out” (CICO)

The “Check-in Check-out” (CICO) program is sometimes referred to as the Behaviour Education Program (BEP). Students are presented with daily/weekly goals and receive frequent feedback on meeting the goals throughout the day. The feedback system is connected to the school wide expectations for behaviour. Basic features of the CICO program include:

- Students identified and receiving support within a week.
- Check-in and check-out daily with an adult at school.
- Regular feedback and reinforcement from teachers.
- Involvement of the family.
- Daily performance data used to evaluate progress.

Cobbers Program

The cobbers program involves students in the senior classes work with students in the junior classes once a fortnight. The senior students have the important role of helping the younger students settle into the school environment. The presence of senior students in the Prep and Grade 1 classrooms helps to remove any apprehension younger students might have about older students in the playground. This program gives the junior student a “friendly face” to seek out in the playground for support if needed. It also provides older students with the chance to be positive role models of appropriate behaviours.

“Cumalong” Cup

The class with the best attendance each week is awarded the “Cumalong” Cup at Monday morning’s assembly. The cup is displayed in the winning classroom for the week.
**Educational Psychologist**

Our school has the benefit of the services of an Educational Psychologist who works with parents and students to assist students with their learning. The Educational Psychologist is primarily responsible for conducting cognitive assessments with identified students and for preparing applications for the Program for Students with Disabilities (PSD).

**Healthy Eating**

The school has a healthy eating policy which encourages students to bring fruit, vegetables and water bottles in their lunch boxes every day. Chips, confectionery, fried foods and high sugar drinks such as soft drinks, energy drinks and flavoured mineral waters are excluded from the Lunch Order system, and are not to be brought to school by children for eating at play/lunch time. We encourage rubbish-free lunches and snacks, and the use of re-usable containers. No packaged food is allowed to be eaten outside the school building. Winters Flat is aiming for full accreditation of the “Achievement Program” - a Healthy Togethers Victoria initiative. It supports early childhood education and care services, schools and workplaces and workforces to create healthy environments for learning, working and living.

**House System**

The Houses were named after four surrounding mountains/hills. House points are awarded to individual students throughout the week as positive reinforcement. Points can be awarded, but not removed. These points are displayed prominently in each class. The points are collected at the end of each week, with the results being read out at the school assembly on Monday morning. Each student is allocated to a School House:

- Tarrengower – Yellow
- Alexander – Red
- Franklin – Green
- McKenzie – Blue

Students tend to form a strong relationship to their House and exhibit a great deal of pride and loyalty. In general, sporting events are linked closely to gaining house points.

**Multi-age Days**

These days are conducted at different times for half a day each. Students are grouped across the school and work with teachers in 30 minute blocks. Each day has a different curriculum focus (e.g., indigenous education).

**Program Support Group Meetings**

Students who need to be on an individual learning program are supported by the meeting of parents, classroom teacher, and the Principal (if appropriate), to discuss achievements and future goals for learning. These occur on a regular basis with student progress towards learning goals being closely monitored.
Recognition from the Wider Community

Whenever possible, students receive recognition from areas outside of school. Such recognition might occur through the local newspaper, community events, school assembly, competitions, and the school newsletter.

Safety Survey

A Safety Survey is sent home to all students and families each year. The survey helps to identify areas around the school where certain groups of students may not feel comfortable. It also helps to identify potential and perceived bullies. The results of this survey are acted upon confidentially. Feedback is provided to staff, students and families.

Student Leadership Group

The Grade 3-6 students have the opportunity to join one of three leadership groups.

**Community Leaders** are the civil leaders of the school. They run Junior School Council and focus on ways in which to engage with the school community. Our school captains are leaders of the Community Leaders group. Each class elects two representatives.

**Health Leaders** assist with all activities related to healthy living, including sporting events. Our House Captains and Vice Captains are leaders of this team.

**Koorie Leaders** focus on community engagement and awareness of Koorie related matters. Members do not have to be from an Aboriginal or Torres Strait Islander background. Each class elects two Koorie leaders. These leaders are also responsible for raising and lowering our flags every day.

Student of the Week

Individual achievement within the classroom is recognised and celebrated. These awards are presented at Assembly and also published in Flat Chat. The Award certificates are based on the Care Crows Matrix of Behavioural Expectations.
STUDENT CODE OF CONDUCT

The Student Code of Conduct is designed so that students, parents and staff have a clear and consistent understanding of the rights and responsibilities of the school community.

The code of conduct is consistent with the Department of Education and Training’s Student Code of Conduct and reflects the following principles:

- Students will respect the rights and values of others
- All individuals are to be valued and treated with respect
- No one has the right to interfere with the learning of others
- Students have the right to work in a positive and supportive environment without intimidation where they are able to develop their talents, interests and ambitions
- Students will be educated in a safe environment in which care, courtesy and respect for the rights and property of others are encouraged
- Positive relationships between girls and boys to be encouraged.

Behaviour

Students have a responsibility to:

- Behave in a courteous way respecting others by acting in ways which are not physically or emotionally harmful to others or themselves
- Care for equipment, furniture, buildings, grounds and personal property
- Follow instructions given by staff.

Class Rules

The class rules focus on the positive, and are negotiated in order to allow the students a sense of ‘ownership’ of the rule making process. Clear rewards and logical consequences are established and discussion to encourage behaviour modification occurs regularly.

Rewards may apply to either an individual or an entire class, and may include:-.

1. “Bonus” time to be used on personal projects.
2. Special activity – negotiated with teacher.
3. Computer time.
4. Work with Cobber.
5. Special recognition.
6. Specific rewards (e.g., “lucky dip”).

Examples of negotiated class rules are:

1. We move safely and sensibly around the room.
2. We use equipment correctly and show respect for other people’s property.
3. We listen when others are speaking, value their ideas and wait our turn without interrupting.
4. We always try to include others, consider their feelings, and recognise their need for personal space.
5. We always try our hardest and take pride in everything we do.
Yard Rules

- These apply to all students and are non-negotiable.
- We keep our hands and feet to ourselves.
- We use appropriate language.
- We treat others with care and respect.
- We keep out of the school buildings during recess times, and before and after school, unless with a teacher.
- We use and care for equipment correctly.
- We leave our food wrappers in our bags.
- We are SunSmart.
- We do not throw inappropriate objects.
- We play in correct play areas.

Other values we encourage in the playground:

- We include others
- We help those who need it
- We keep our playground neat and tidy
- We respect other people’s personal space.
RESOURCES

Parent References
The school has a number of resources which may be borrowed by parents.

The Department of Education and Early Childhood Development also provides information on its Website. http://www.education.vic.gov.au

Other websites.
www.bullyingnoway.com.au
www.education.unisa.edu.au/bullying/ (Dr Ken Rigby)
www.bullying.org Bullying.org

IMPORTANT NOTES

Where student wellbeing is concerned, a good communication process, which results in regular, open and clear interactions between home and school, needs to be implemented.

Active parental support in behaviour management will always be encouraged.

A support group can be established for staff, parents and the student with a persistent behavioural issue. This can also include the situation for a student who may be a target of harassment.

If you feel your child is being bullied, some possible symptoms to watch for are: - not wanting to go to school, sadness or uncharacteristic quietness. These need to be reported to school.

Please let the school know if some personal situation has changed / occurred at home which may affect your child’s behaviour / progress.
Rationale:

Student Wellbeing requires the provision of an environment that promotes the physical, social and emotional wellbeing of each child and encourages children to develop increasing levels of self-responsibility for learning, safety and effective relationships with peers and teachers.

The school will:
- ensure that each child achieves the maximum benefit from the school experience in a secure and pleasant environment
- base all Wellbeing procedures on the School-Wide Positive Behaviour Support approach (SWPBIS)
- facilitate the development of each child’s confidence, resilience, courtesy, reliability and tolerance
- develop in each child the ability to be responsible for his/her own actions
- ensure that each child’s rights are protected
- ensure that there is a total school approach to discipline.

Guidelines
- Positive behaviour should be reinforced and children should be encouraged to take responsibility for their own behaviour.
- A set of appropriate consequences should apply when students do not adhere to the expected code of conduct. (Refer to Student Engagement and Behaviour Management Policy and Procedures)
- Implementation of the policy will be the responsibility of all staff.
- Reporting of suspected physical, emotional and sexual child abuse is the obligation of all adults who work at Winters Flat PS. Teachers are legally mandated report when they form a belief that a child is at risk of harm. (refer Mandatory reporting policy)

Implementation
- Each year, the elected convenor of Buildings and Grounds is to coordinate playground and grounds checks so that safety can be maintained.
- Children will be given explicit instruction about our Positive Behaviour Expectations.
- Children will be taught:
  - about cooperation
  - strategies for conflict resolution
  - respect for and acceptance of others
  - responsibility for themselves and for their actions
  - sport ethics.
- Classroom teachers will receive support from other team members in providing a successful student welfare program.
- Staff will regularly review the School’s Behaviour Management Procedures, especially the specific details of implementation in the classroom and the school ground.
• Staff will explain and implement clear steps of action if parents or teachers have any concern about any aspect of a student’s welfare.

• A transition program for students entering and leaving Winters Flat Primary School will be maintained, regularly reviewed and further developed.

• Parents will be informed of the school’s approach to pupil welfare and discipline. It will be expected that they will actively support its implementation.

• Staff will involve the pupils in regularly reviewing our Expected Behaviours Matrix which is applicable to both the classroom and school grounds with emphasis on the encouragement and reinforcement of positive behaviour.

• Staff should be given opportunities to attend Professional Development on pupil welfare and discipline.

• The Student Wellbeing Co-ordinator will provide support for the staff and oversee the implementation of the policy.

• The support of DET employed Student Support Staff, community based workers and other professionals will be sought as appropriate.

Evaluation

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

This policy was last ratified by School Council

March 2015
B. Attendance policy

What is the aim of this policy?

The aim of the policy is to maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

Why is this policy important?

The Education Act requires that children of school age (six to seventeen 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.

Daily school attendance is important for all children and young people to succeed in education and to ensure they don’t fall behind both socially and developmentally. Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

Conversely, limited school participation is associated with a greater chance of dropping out of school, disruptive and delinquent behaviour and may lead to a cycle of rebellion against authority. These outcomes have later implications for employment, a range of health risk behaviours (drug and alcohol abuse), homelessness, poverty, welfare dependence, and involvement in the justice system. For more information, see: Student Attendance and Educational Outcomes: Every Day Counts

What is the responsibility of parents?

Parents have a responsibility to ensure their children attend school during normal school hours every day of each term, unless:

- there is an approved exemption from school attendance for the student, or
- the student is registered for home schooling and has only a partial enrolment in a school for particular activities.

Parents have a further responsibility to provide a written note or return a completed absence form.
What type of absences will be approved?

- Absences that will receive approval include illness, medical appointments (which should be arranged outside school hours if possible) family issues, bereavement and school refusal if there is a return to school plan in place.
- Absences that will not receive approval include shopping, birthdays or other activities that are generally part of weekend and school holiday activities.
- Children are encouraged to return to school after a medical or dental appointment if they are fit and well to do so. If they are sent home with head lice they are encouraged to return to school once treatment has been completed.
- Extended family holidays will be approved if there is an education plan in place. These plans are to be agreed between the parent and child’s teacher.

What is the responsibility of the school?

Principal and Classroom Teachers

- It is the responsibility of the Principal to approve all absences.
- 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.
- Classroom teachers will also contact parents to discuss irregular attendance patterns or frequent late arrival and work with parents to develop strategies to ensure more regular, punctual attendance.
- Ongoing unexplained absences, or lack of co-operation regarding student attendance may result in a formal attendance conference being organised. Unresolved attendance issues may be reported to the Department of Human Services.

Promoting and celebrating attendance

- Improved attendance will be acknowledged and celebrated through class and individual student recognition.
- Alternative programs will be arranged for students who do not attend School Camps and Excursions, as these students are required to attend school on those days.
- Posters encouraging school attendance will feature prominently, as well as newsletter articles.

Record Keeping

- The Principal has a responsibility to ensure that attendance records are maintained and monitored at school. All student absences will be recorded in both the morning and the afternoon by teachers (including late arrivals and early departures), and aggregated on our CASES database and communicated to the Department of Education and Training (DET). This data is reported to the DET and the wider community each year as part of the annual report.
- The School will maintain documentation of all attempted and implemented intervention strategies aimed at restoring a student's attendance.
- Half Year and End of Year attendance reports will be sent home with all students.
The School will ensure attendance records (electronic and hardcopy) are managed in accordance with standards set by the Public Record Office Victoria and guidelines issued by DET, or relevant Commonwealth privacy legislation (non-government schools).

**Action that can be taken in cases of repeated absenteeism**

- The Principal may refer a child to a School Attendance Officer as listed below.

  *School Attendance Officers (Regional Directors) are empowered by the Education and Training Reform Act to issue School Attendance Notices if they have reasonable grounds to believe:*
  
  - a child who is enrolled at a registered school has been absent from the school on at least 5 separate days in the previous 12 months; and
  
  - no reasonable excuse has been given for the absences; and
  
  - measures to improve the student’s attendance have been undertaken in accordance with any guidelines issued by the Minister and have been unsuccessful; or are considered to be inappropriate in the circumstances.

  *School Attendance Officers have the authority to issue an Infringement notice.*

**Evaluation:**

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

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This policy was last ratified by School Council

March, 2015
## Absence Note

**Winters Flat Primary School**

### Absence Note

**Student's Name:**

**Grade:**

This student was absent on (insert dates):

<table>
<thead>
<tr>
<th>Tick Applicable Box</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Illness, Medical, Dental, etc.</td>
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<tr>
<td></td>
<td>Extended Family Holiday</td>
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<td></td>
<td>Parent Choice</td>
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<tr>
<td></td>
<td>Bereavement</td>
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</tbody>
</table>

Additional Comment (if required)

Parent/Guardian Signature: 

Date: 

*ALL ABSENCES SHOULD BE REPORTED ON THIS STANDARD FORM.*

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**Winters Flat Primary School**

### Absence Note

**Student's Name:**

**Grade:**

This student was absent on (insert dates):

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</tr>
</tbody>
</table>

Additional Comment (if required)

Parent/Guardian Signature: 

Date: 

*ALL ABSENCES SHOULD BE REPORTED ON THIS STANDARD FORM.*
C. Bullying Policy

**Definition:**
A person is bullied 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.

**Rationale:**
- All members of Winters Flat Primary School have the right to feel safe at all times. The school is committed to achieving this and each staff and student member has the responsibility to support and promote this right.
- 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 at all times.

**Aims:**
- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- To alert everyone within the school community of the signs and evidence of bullying and to build ensure bullying is reported to staff whether a person is an observer or a victim.
- To ensure that all reported incidents of bullying are followed up appropriately.
- To seek parental and peer-group support and co-operation at all times.

**Implementation:**
- Bullying may consist of physical harm, harassment, verbal insults or hurtful remarks, or actions designed to hurt somebody’s reputation, social standing or to cause humiliation. Bullying may be carried out directly or indirectly, and may include the use of digital technologies such as social network sites, websites or on-line chat rooms.
- Our school has adopted a zero tolerance position on bullying.
- Our school will combat bullying by providing a safe, secure and stimulating learning environment based on the Effective School’s model.
- We have adopted a four-phase approach to bullying.

**A. Primary Prevention:**
- Professional development for staff relating to bullying, harassment and proven counter measures.
- Each classroom teacher to clarify with students the types of bullying, as well as the consequences and impact of bullying.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and 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. In particular, assertiveness training and bystander training that builds skills in children to challenge and/or report unacceptable behaviour will be central to our curriculum.
- A Safety survey to be administered and responded to annually.
o School-Wide Positive Behaviour Support to be implemented across the school.
o Anti-bullying messages and posters will be displayed around the school.
o Student Representative Council, peer support delegates, staff and students to promote the philosophy of ‘No Put Downs’.
o A Cobber program will be implemented between junior and senior classes.
o Electives and structured activities will be available to students at recess and lunch breaks.
o Teachers will be trained in cybersafety. Cybersafety awareness programs will be provided for parents and cybersafety will form part of each child’s ICT curriculum.

B. Isolated, Infrequent or Less Serious Incidents:
o All instances of suspected bullying or inappropriate behaviour must be responded to by staff.
o Parents are encouraged to contact the school if they suspect a bullying or behaviour problem.
o The school will reinforce with children the importance of appropriately reporting incidents of inappropriate behaviour involving themselves or others, and the 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 on our on-line behaviour tracker.
o Parents are to 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.
o Appropriate and proportional consequences may include a verbal apology, writing a letter of regret, completing an incident report, loss of privileges etc.
o Public recognition and reward for positive behaviour and resolution of problems will occur as appropriate.

C. Repetitive or Serious Incidents:
o Serious incidents and/or repetitive incidents of bullying or unacceptable behaviour must be reported, responded to by staff and documented.
o Serious incidents are those that include physical assault, sexual assault, criminal activity involving theft or serious damage of property, serious threats or homophobic bullying etc.
o All such incidents or allegations will be properly investigated and documented. Depending upon the nature of each incident, they may be also be reported to and investigated by police, reported to the Student Critical Incident Advisory Unit, and/or reported to the Department’s Emergency and Security Management Unit.
o The school may contact support professionals such as Welfare officers, Welfare coordinators or Counsellors and/or Student Support Officers for assistance and support.
o Students and staff and parents identified by others as bullies will be informed of allegations.
o Both bullies and victims will be offered counselling and support.
o All repetitive or serious incidents must be brought to the attention of the principal class members of the school.
o The most appropriate staff member will contact parents of the targeted child. Principal class members will contact alleged perpetrators unless advised by police etc not to do so.
o Regional office will provide support as appropriate, and the principal will monitor the investigation and review the situation until matters are appropriately resolved.
o Consequences of repetitive or serious incidents may include criminal charges, suspension, expulsion, loss of privileges, counselling, conciliation or any other consequences consistent with the school’s Student Code of Conduct.
o A management strategy for all parties will be developed in consultation with the students and parents involved.
Parents or community members who bully or 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 consistent 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. Appropriate strategies may include:

- conciliation meetings between all parties
- ongoing monitoring of students involved.
- identification of an agreed key contact staff member for each student involved.
- follow-up meetings regarding each child’s management strategy.
- ongoing communication with parents.
- counselling from appropriate agencies of support officers etc for both parties.
- reinforcement of positive behaviours and appropriate behaviour strategies.

Evaluation:
This policy will be reviewed as part of the school’s three year review cycle.

This policy was last ratified by School Council in May 2015.
E. Incident report

WINTERS FLAT PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT INCIDENT REPORT FORM

Student Name: ____________________________________________ Grade: _____________

Date: _____________________ Time: _____________________

STUDENT’S REPORT OF INCIDENT

Teachers may assist students with this section. One form may be used if several students are involved and similar outcomes are required. Information should include:

a) What happened:

b) What I was thinking about at the time

c) What I have thought about since it happened

d) Did I do the right thing or the wrong thing?

d) Who has been affected by what I did? In what ways?

What can I do to fix it? & What can I do next time?

WINTERS FLAT PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT INCIDENT REPORT FORM

Parent/Guardian Section

Today your child spent some time in Time out with the teacher on duty to think about his/her behaviour, as a result of the incident mentioned on the other side of this form.

Please take the time to discuss this incident with your child, especially what he/she can do in future situations. Please sign this form and indicate how you would like this incident to be dealt with and return it to school.

Reporting Teacher: _______________________________ Date: ______________

Tick as appropriate:-

I would like to discuss this incident further and I will contact the school. ☐

I would like to know more information to help me with this issue. ☐

This issue is now resolved for me. ☐

Parent/Guardian Signature: ____________________________________________