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**CHILD SAFE STANDARDS –**

**pOLICIES AND PROCEDURES**

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# Standard 1

## *Organisations must have strategies to embed an organisational culture of child safety, including through effective leadership arrangements.*

Heatherhill Primary School Leadership, Principal and Assistant Principal assume ultimate responsibility for Child Safety at the school. We plan for and implement preventative, proactive, and participatory approaches to child safety issues. We support all staff, School Council, and volunteers to abide by the school’s Code of Conduct, Child Safe Policy and other Well Being policies and procedures.

The safety and wellbeing of children in our organisation is of paramount consideration when developing activities, policies, and management practices.

**LEADERSHIP RESPONSIBILITIES**

Heatherhill Primary School leadership is responsible for embedding a culture of child safety in our organisation. Our school leadership takes the lead in protecting children from abuse and must be made aware of child abuse allegations and risks and take responsibility for ensuring an appropriate response.

We ensure that all allegations of child abuse and child safety concerns are treated very seriously by our organisation. This includes complying with all legal requirements, including reporting suspicions of child abuse to police and/or child protection.

If we believe a child is at immediate risk of abuse we will phone 000.

Heatherhill Primary School is committed to ensure that Child Safe practices are embedded at the school through:

**POLICIES**

Child Safe Policy, Code of Conduct and Student Engagement and Wellbeing Policies

**VISION *Learning to excel together***

**PURPOSE**

Heatherhill Primary School is committed to provide a secure, caring and harmonious environment in which students learn the knowledge, skills and values they need to contribute to and live happily in society. The school maximises each student’s potential to achieve academic and social success and celebrates and embraces diversity.

**CORE BELIEFS**

* All members of the diverse school community are treated with respect and positive relationships are sustained. Students feel safe and cared for and therefore, are better able to take advantage of all educational opportunities provided for them.
* There are high expectations for student achievement. The school implements the priorities of the Victorian education system, emphasising the importance of providing all students with strong foundations in literacy and numeracy learning. Provision is made for intervention and enhancement in English and Mathematics. The curriculum is engaging and stimulating and is delivered through high quality planning, implementation, and evaluation.
* Students receive excellent instruction – a program that includes high quality, explicit and effective teaching, based on sound methodologies and research, catering for groups and individuals. The development of Personal and Interpersonal Learning utilising Inquiry, Thinking and Information and Communications Technology enables students to be well equipped for their futures.
* All staff members understand and fulfil their professional responsibilities and cooperate and collaborate to address student learning needs. Staff members seek opportunities to enhance their own pedagogical growth through professional learning that is aligned with school goals.
* An atmosphere that is conducive to learning is endorsed throughout the school. Staff, students, and parents work together to maintain a congruent, educative, pastoral, emotional, social, and physical environment.

**PEDAGOGICAL PRINCIPLES**

*Learning is personalised. We are personalising learning when*:

* Relationships form the basis of all learning. Learning partnerships are formed to enable students to drive their own learning.
* Learning starts from the point of need, extending and challenging learners to achieve growth and success.
* Learners’ engagement needs are met through rich and authentic learning experiences.
* Evidence of learning is made visible within the learning partnership. Assessment and learning continua are used to match the curriculum to the learning needs of individual students.

# Standard 2

## Organisations must have a child safe policy or statement of commitment to child safety.

**Heatherhill Primary School Child Safe Policy**

**Rationale:**

* Heatherhill Primary School is committed to child safety and to our children being principled, caring, balanced members of our community. We are committed to our childrens’ safety, participation and empowerment and have zero tolerance of child abuse. All allegations and safety concerns will be treated very seriously and consistently. We have legal and moral obligations to contact authorities when we are worried about a child’s safety, which we follow rigorously. The school is committed to regularly training and educating our staff and volunteers on child abuse risks and all staff undertake Mandatory Reporting training.
* Heatherhill Primary School is committed to the safety and wellbeing of all international students irrespective of their cultural background, native language, or diversities. The safety and wellbeing of international students is a key focus of our care and decision making.
* Heatherhill Primary School is committed to providing an environment where international students are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the safety of international students from culturally or linguistically diverse backgrounds.
* All school staff have an individual responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all international students is at the forefront of all they do and every decision they make.

We support and respect all children, as well as our staff and volunteers and are committed to the cultural safety of children from diverse backgrounds, and to providing a safe environment for children with a disability.

**Aims:**

**Our children**

This policy is intended to empower children who are vital and active participants in our school. We listen to their views and respect what they have to say. We promote diversity and tolerance in our school, and people from all walks of life and cultural backgrounds are welcome. We promote the cultural safety, participation and empowerment of Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability

**Our staff and volunteers**

This policy informs our staff and volunteers on how to behave with children in our school. All of our staff and volunteers must agree to abide by our code of conduct. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the code of conduct.

**Implementation:**

**Training and supervision**

Training and education are important to ensure that everyone in our organisation understands that child safety is everyone’s responsibility.

The school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns.

For all jobs that require child connected work there will be an induction process providing explicit information about the job’s requirements, duties and responsibilities and the school’s child safety practices, including the code of conduct.

We also support our staff and volunteers through ongoing supervision to: develop their skills to protect all children from abuse; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

***Heatherhill Primary School has a zero tolerance for any form of child abuse***

**Recruitment**

We take all reasonable steps to employ appropriately skilled people to work with children. We identify selection criteria through Recruitment Online which clearly demonstrates our commitment to child safety. The school understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check. Please see the Working with Children Check website [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au) for further information. We carry out reference checks to ensure that we are addressing the person’s suitability for the job and working with children. Victorian Institute of Teaching (VIT) registration is compulsory, and we require proof of personal identity and any professional or other qualifications.

**Fair procedures for personnel**

The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

**Privacy**

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents, or children, unless there is a risk to someone’s safety. We have safeguards and practices in place to ensure any personal information is protected and will disclose how this information is recorded, what will be done with it, and who will have access to it.

**Legislative responsibilities**

Our organisation takes our legal responsibilities seriously, including:

* Any personnel who are mandatory reporters must comply with their duties.
* **Failure to disclose offence**: In addition to mandatory reporting and duty of care obligations, any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 must report that information to police. Failure to disclose the information to police is a criminal offence except in limited circumstances, such as where the information has already been reported to Child Protection or the child is over 16 when the belief is formed.
* **Failure to protect:** Any staff member in a position of authority, who becomes aware that an adult associated with their organisation (such as an employee, contractor, volunteer, or visitor) poses a risk of sexual abuse to a child under the care, authority or supervision of the organisation, must take all reasonable steps to remove or reduce that risk. This may include, for example, removing the adult from child-related work pending investigation. If a staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence. The offence applies only to adults in a position of authority within an organisation, including Principals, senior school staff, regional directors, and other senior managers.

**Risk management**

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, swimming), and online environments.

**Heatherhill Primary School has a zero tolerance for any form of child abuse.**

**Allegations, concerns, and complaints**

The school takes all allegations seriously and works to ensure all children, families, staff, and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place.

If an adult has a **reasonable belief** that an incident has occurred, then they must report the incident. Factors contributing to reasonable belief may be:

* a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
* behaviour consistent with that of an abuse victim is observed
* someone else has raised a suspicion of abuse but is unwilling to report it
* observing suspicious behaviour

**Review cycle and evaluation**

|  |  |
| --- | --- |
| **Policy review and approval** |  |
| Policy last reviewed | September 2020 |
| Consultation | School Council |
| Approved by | School Council |
| Next scheduled review date | September 2021 |

# Standard 3

## *Organisations must have a code of conduct that establishes clear expectations for appropriate behaviour with children.*

**CHILD SAFETY CODE OF CONDUCT**

**All staff, volunteers and School Council members of Heatherhill Primary School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.**

**All personnel of Heatherhill Primary School are responsible for supporting the safety, participation, wellbeing, and empowerment of children by:**

* adhering to Heatherhill Primary Schoolchild safe policy at all times / upholding Heatherhill Primary School statement of commitment to child safety at all time
* taking all reasonable steps to protect children from abuse
* treating everyone with respect
* listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
* promoting the cultural safety, participation, and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child’s self-identification)
* promoting the cultural safety, participation, and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
* is committed to the safety and wellbeing of all international students irrespective of their cultural background, native language, or diversities. The safety and wellbeing of international students is a key focus of our care and decision making
* is committed to providing an environment where international students are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the safety of international students from culturally or linguistically diverse backgrounds
* promoting the safety, participation, and empowerment of children with a disability (for example, during personal care activities)
* ensuring as far as practicable that adults are not left alone with a child
* reporting any allegations of child abuse to Heatherhill Primary School leadership, and ensure any allegation to reported to the police or child protection
* reporting any child safety concerns to Heatherhill Primary School leadership
* if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) is safe
* encouraging children to ‘have a say’ and participate in all relevant organisational activities where possible, especially on issues that are important to them.

All school staff have an individual responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all international students is at the forefront of all they do and every decision they make.

**Staff and volunteers must not:**

* develop any ‘special’ relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
* exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps.)
* put children at risk of abuse (for example, by locking doors)
* do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
* engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
* use inappropriate language in the presence of children
* express personal views on cultures, race or sexuality in the presence of children
* discriminate against any child, including because of culture, race, ethnicity or disability
* have contact with a child or their family outside of our organisation without our school leadership’s knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate)
* have any social media (Facebook, Instagram etc.) contact with a child or their family
* ignore or disregard any suspected or disclosed child abuse.

By observing these standards, you acknowledge your responsibility to immediately report any breach of this code to Heatherhill Primary leadership.

**If you believe a child is at immediate risk of abuse phone 000.**

I agree to adhere to this Code of Conduct:

Name: ………………………………..........

Signature: ………………………………… Date: ……………………………………........

# Standard 4

## *Organisations must have screening, supervision, training, and other human resources practices that reduce the risk of child abuse by new and existing personnel*

Heatherhill Primary School will ensure that recruitment processes are in place to manage and reduce the risk of child abuse. Processes to ensure that there are appropriate staff induction programs, staff professional development and staff supervision arrangements to ensure a child safe environment will be enacted.

The school will make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform child connected work:

1. Working with Children Check status, or similar check.
2. Proof of personal identity and any professional or other qualifications.
3. The person’s history of work involving children; and
4. References that address the person’s suitability for the job and working with children.

The school will induct new school staff into the school’s policies, codes, practices, and procedures governing child safety and child connected work; and monitor and assess a job occupant’s continuing suitability for child connected work.

# Standard 5

## *Organisations must have processes for responding to and reporting suspected child abuse.*

Heatherhill has many procedures in place to address Child Safety:

* A Mandatory Reporting Policy which outlines procedures for reporting Child Abuse.
* Several Well Being policies
* Fortnightly Risk Assessment Management Process (RAMP) meetings, at which the Assistant Principal and teaching teams confidentially discuss and record student wellbeing issues.
* Each staff member has a Welfare Diary, which is used to record incidents of concern, including abuse, neglect, bullying.
* An Incident Reporting document, used to record incidents of child abuse. The reports are filed by school leadership in a secure place.

|  |
| --- |
| **Heatherhill Primary School Incident Report** |

*Incident details*

|  |  |
| --- | --- |
| **Date of incident:** |  |
| **Time of incident:** |  |
| **Location of incident:** |  |
| **Name(s) of child/children involved:** |  |
| **Name(s) of staff/volunteer involved:** |  |

**If you believe a child is at immediate risk of abuse phone 000.**

Does the child identify as Aboriginal or Torres Strait Islander?

(Mark with an ‘X’ as applicable)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** |  | **Yes, Aboriginal** |  | **Yes, Torres Strait Islander** |  |

*Please categorise the incident*

|  |  |
| --- | --- |
| **Physical violence** |  |
| **Sexual offence** |  |
| **Serious emotional or psychological abuse** |  |
| **Serious neglect** |  |

*Please describe the incident*

|  |  |
| --- | --- |
| **When did it take place?** |  |
| **Who was involved?** |  |
| **What did you see?** |  |
| **Other information** |  |

*Parent/carer/child use*

|  |  |
| --- | --- |
| **Date of incident:** |  |
| **Time of incident:** |  |
| **Location of incident:** |  |
| **Name(s) of child/children involved:** |  |
| **Name(s) of staff/volunteer involved:** |  |

*Office use:*

|  |  |
| --- | --- |
| **Date incident report received:** |  |
| **Staff member managing incident:** |  |
| **Follow-up date:** |  |
| **Incident ref. number:** |  |

*Has the incident been reported?*

|  |  |
| --- | --- |
| **Child protection** |  |
| **Police** |  |
| **Another third party (please specify):** |  |

*Incident reporter wishes to remain anonymous.*

*(Mark with an ‘X’ as applicable)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes** |  | **No** |  |

# Standard 6

## *Organisations must have strategies to identify and reduce or remove risks of child abuse.*

At least annually, the ***school*** will ensure that appropriate guidance and training is provided to the individual members of the ***staff*** about:

* individual and collective obligations and responsibilities for managing the risk of ***child abuse*** ;
* ***child abuse***  risks in the school environment; and
* the school’s current ***child safety*** standards.

At least annually, Heatherhill Primary School leadership will advise and/or train all school staff in the school’s policies, codes, practices, and procedures governing child safety and child connected work. Staff will monitor for their completion of appropriate training.

# Standard 7

## *Organisations must have strategies to promote the participation and empowerment of children.*

Organisations must ensure that children feel safe to report abuse and have processes in place to ensure that students are empowered to raise any child safety concerns. Organisations must support students to develop appropriate knowledge and skills so that children can identify and communicate when they don’t feel safe.

Heatherhill Primary School will ensure participation is designed to be:

* Ethical
* Age appropriate and child-friendly
* Culturally respectful
* Inclusive of a diverse range of children,
* Demonstrating respect for children of all ages, abilities, social and
  + - cultural backgrounds
* Positive
* Voluntary and with informed consent.

Staff involved will:

* Be clear, honest, and realistic about the boundaries of a discussion and what can change.
* Give adequate time to consult and make sure the venue is appropriate.
* Listen to what you are being told by children – they may have a very different view to you or what you expect – acknowledge, value, and take seriously the views put forward by children.
* Ensure adults involved are skilful in facilitating the participation of children.
* Be clear if the discussion will be confidential or if the outcomes will be made public.
* Monitor the impact your consultation may have had on the children involved.
* Ensure you have procedures in place to provide support to any child who may be distressed as a result of their involvement or disclosure of concerns.
* Provide feedback to children about how their views had informed decision-making.

Heatherhill Primary School has a various teaching programs designed to empower students and to give them a “voice” in decision making and feeling safe:

* School Wide Positive Behaviours
* School based Values Education
* You Can Do It!
* 7 Habits
* Protective Behaviours
* Student Council

Through focus groups and Student Council examples of child participation events may include:

* + Conducting a meaningful consultation with children to inform the development of the school’s Child Safe Policy – asking them about what makes the children in our school feel safe and unsafe
  + Planning and identifying the risks involved in an overnight camp – it is important to be aware that adults’ views about safety may be different from those held by children.
  + When planning changes to playground areas, consulting students for their opinions about safe and unsafe areas

# Heatherhill Primary School Well Being Policies

1. Duty of Care
2. Mandatory Reporting
3. Critical Incident management
4. Drug Education
5. Well-being
6. Rights and Responsibilities
7. Staff Engagement
8. Student Engagement
9. Attendance
10. Anti-Bullying

## DUTY OF CARE

**Instructions for the supervision of Students**, **Student Care and Supervision**

**Background**

Whenever a student teacher relationship exists, the teacher has a special duty of care. This is a legal obligation to protect students from injury.

***"A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teachers charge from the risks of injury that the teacher could have reasonably foreseen."***

**(Richards v State of Victoria, 1969)**

As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also from those that could arise (those that the teacher could have easily foreseen) and against which preventative measures could have been taken.

* Teaching is a skilled profession and teachers must accept the legal consequences of such special knowledge and skills.
* Teachers in breach of duty of care may be liable for injuries inflicted by one student on another, as well as the injuries sustained by the student.
* For a teacher or a school to be held guilty of negligence, it must be proved that the injury was foreseeable result of the actin or lack of action. In courts this test **is not a demanding one**.
* In situations where the teacher should reasonably have foreseen the possibility of injury, the teacher has a duty to take reasonable care.
* The teacher’s duty of care will increase as the child's age is lower.
* Schools are bound by standards which are issued under legislative authority, non-compliance with these standards may amount to negligence.

The principal is responsible for making and administrating such arrangements for supervision as are necessary according to the circumstances in the school. Teachers are responsible for the carrying out of their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury.

(This background information is based upon the appropriate sections of the Schools Reference Guide, plus information from relevant court judgements and legal texts).

**Implementation**

In the context of duty of care owed to our students and my responsibility as Principal to administer the necessary arrangements for student supervision appropriate to this school, the following instructions and notices **apply to all teaching staff.**

**Classroom Supervision**

At **no** time are students to be left unsupervised in the classroom or specialist areas (This includes before and after school lunchtimes and recess breaks)

It is **not** appropriate to leave students in the care of ancillary staff, parents or trainee teachers (At law, the Duty of care cannot be delegated)

It is **not** appropriate to leave students in the care of external education providers for example incursions (At law, the Duty of care cannot be delegated)

In **an emergency** use the phone for the Principal or Assistant Principal or contact the teacher in the next room

**No student** is to be left unsupervised **outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague’s classroom, or to the Assistant Principal or Principal. This should be accompanied by documentation. The teacher, Principal or Assistant Principal **is to be contacted first** to alert them that the student is on their way.

**Movement of Children**

Extreme care needs to be taken in allowing students to leave the room for any reason. A student who leaves the classroom or teaching area for any reason must be accompanied by an adult, or I when going to the toilet, by another student

Use of students as monitors outside the room during class time must only occur with the approval of the Principal or Assistant Principal

Utmost discretion is to be used when allowing students to visit the toilet during class time.

**Yard supervision**

Playground supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising pupils, teacher's duty of care is one of positive action.

Be aware that children are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that yard duty supervision within the school requires the teacher to fully comply with DEECD guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow school policy whilst on yard duty.

Teachers rostered for duty are to attend the designated area at the time indicated on the roster and at the sounding of the appropriate bell.

Teachers on duty are to remain in the designated area until the bell signals the end of the break period or until replaced by the relieving teacher, whichever is applicable.

The handing over of duty from one teacher to another must be quite definite and **must occur in the area of designated duty**. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, **but not leave the area until replaced**.

No changes to the yard duty roster are to be made without the approval of the Assistant principal.

If a teacher rostered for duty will be absent due to an excursion, sport etc. it is that teacher’s responsibility to notify the Assistant Principal of the situation to arrange a swap. Once a swap is arranged the details are to be in writing.

Be alert and vigilant -intervene **immediately** if potentially dangerous behaviour is observed in the playground - enforce school behaviour standards and logical consequences of playground safety rules. Always be moving.

**Excursions, Incursions and Camps**

Be aware that children are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be always present and remain the person designated with duty of care responsibilities.

Be aware that excursions outside the school require the teacher to fully comply with DEECD guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care.

Be aware that camp activities require the teacher to fully comply with DEECD guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care.

Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DEECD guidelines.

Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.

The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. Copy of this material will also be kept at school.

Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.

The teacher in charge or designated teacher of an excursion or camp will carry mobile contact know to the school and a first aid kit.

If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the principal of the new arrival time so that parents can be contacted, and a senior staff member will remain at school until they arrive.

If crossing roads students are to use designated crossing points. Staff are to walk to middle of crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

All staff must follow the DEECD guidelines when organising an excursion, incursion, or camp. All procedural steps contained in the school camping, excursions and incursions Policy and Procedure outlines must also be followed.

## MANDATORY REPORTING

**Rationale:**

* All children have a right to feel safe and to be safe. As teachers, we have a legal and moral responsibility to respond to serious incidences involving abuse and neglect of the children with whom we have contact, and to report instances that we believe involve physical abuse, sexual abuse or neglect.

**Aims:**

* + - To ensure that children’s’ rights to be safe are maintained and each child is protected against physical and sexual abuse, and neglect.

**Implementation:**

* + - All members of the Teaching Service are mandated by law to report signs of physical and/or sexual abuse, and neglect.
    - New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.
    - Staff will be reminded of mandatory responsibilities annually.
    - All concerns must be reported immediately to the principal, or in his/her absence, the Assistant Principal.
    - The principal will keep a record of all discussions about a student with whom there is a concern.
    - The principal/or delegate will contact the Department of Human Services by telephone as soon as possible to make an official notification.
    - Members of the Department of Human Services, or associated support or intervention services that visit the school following a notification, will interview staff and children only in the presence of a Principal class member or his/her nominee.
    - All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential.
    - All incidents to be monitored, and any subsequent signs or indications of abuse are also to be reported.
    - While only mandated by law to report incidents of physical and sexual abuse, and neglect; teachers are also encouraged to report incidents of emotional abuse or neglect.
    - Students who disclose to staff a desire to harm themselves or others, must be reported by staff to the principal.

**CRITICAL INCIDENT MANAGEMENT**

**Purpose:**

Events that cause severe emotional distress may occur at any time and without warning. These events (variously called Critical Incidents, Traumatic Incidents, Disasters, Emergencies or Crises) often denote disaster or crisis situations which affect many people, and which can give rise to a range of stress or trauma responses. They can also refer to events of a much smaller scale.

In most cases emotional and psychological reactions to critical incidents are normal human reactions to abnormal circumstances and, with appropriate support, most people can deal with these and soon return to normal functioning. For some, specialist professional support may be advisable when symptoms are extreme or persistent and are causing an individual ongoing trauma or difficulty.

Healthy coping responses are likely to be facilitated when an organisation acknowledges the effects of traumatic effects on individuals and creates opportunities for individuals to appropriately address their needs for recovery and healing.

**Definition:**

For the purpose of this policy a critical incident is defined as any event which has a stressful impact sufficient enough to overwhelm the usually effective coping skills of either an individual or a group. Critical incidents are typically sudden, powerful events which are outside the range of ordinary human experiences. Since they are so sudden and unusual, they can have a strong emotional effect even on well-trained, experienced people.

Critical incidents can range from small scale localised incidents lasting minutes and affecting a single school or section of a school through to large scale events requiring state level coordination and assistance from external agencies. Critical incidents can also be events which, by their nature, have the potential to leave lasting effects on those involved.

Some Critical Incidents that may affect a school community include:

* a death in the school community - following illness, by accident, by suicide or the result of criminal behaviour
* serious injury to a member of the school community
* students or staff lost or injured on an excursion/camp
* violent assault on a member of the school community
* witnessing a serious accident or an act of violence
* significant damage to, or destruction of, part or whole of the school property, due to vandalism, accident, or fire, flooding or some other extreme of nature
* bomb threat, explosion, gas or chemical hazard
* use of violent weapons in the school
* outsiders coming into school and being aggressive towards students and/or staff
* disappearance of a student or staff member
* media coverage of issues in a way which is distressing to the school community
* drug related incident

Such incidents often involve:

* rapid time sequences
* overwhelming of usual coping responses of individuals and communities
* severe disruption, at least temporarily, to the functioning of individuals or communities
* perceptions of threat and helplessness, and a turning to others for help

**Guidelines:**

It is the nature of many critical incidents that they come upon us without warning and require immediate thoughtful response. This response will be guided by the Critical Incident Management Policy and comprises four components:

*Preparedness*

The continued adherence to the Heatherhill Emergency Management Plan, and the planning and rehearsal of processes to be undertaken when an emergency occurs.

*Prevention*

The prevention and mitigation of emergencies, including trauma. The identification of risks that are specific to the Heatherhill environment.

*Response*

The implementation of planned procedures to ensure the ongoing safety of the school community including liaison with emergency services, mobilising action plans, assigning roles and responsibilities.

*Recovery*

The implementation of recovery processes to facilitate the return to routine including debriefing, the formation of a Critical Incident Response Team to coordinate recovery, monitoring reactions.

Heatherhill will also follow the general procedures of response and recovery set by DEECD. Refer to DEECD Guidelines 6.15 Emergency and Critical Incident Management and 7.28 Security Management.

**Implementation:**

*Prevention*

* Occupational Health & Safety Officer appointed.
* Policies developed for the areas of Student Welfare, Prevention of Harassment, First Aid Officer and Anaphylaxis
* File created on Staff drive to report repairs & problems with school equipment that is followed up regularly by the OH&S officer
* Procedures known to all staff regarding the late arrival or early release of students
* Procedures known to all staff regarding visitors to the school including easily identifiable badges

*Preparedness*

* Refer to the Heatherhill Primary School Emergency Management document

*Response*

* The principal should be notified immediately after a Critical Incident has occurred. The principal (or their designated representative) will then confirm the incident and collect information about the incident from a reliable source as a matter of urgency.

The formation of a Critical Incident Core Team will comprise of the Principal, Assistant Principal, Student Wellbeing coordinator, DEECD representative e.g. Guidance Officer, Emergency Management Support Person

* The initial concern will be for the immediate physical safety and well-being of staff and students. As the immediate crisis passes, recovery activities will follow. Short term tasks will include setting up a recovery room, informing staff, informing the students.
* The Core Team will be the decision-making group who will follow the general procedures of response and recovery set by DEECD. This also includes the delivery of public statements to the wider school community or the media (Refer to Managing School Emergencies, Minimising the impact of Trauma on staff and Students.)

*Recovery*

* Debriefing and counselling are important elements of the recovery that need to be offered to all groups of people affected by a traumatic incident.
* Groups affected by trauma may include those who suffer directly from the incident, parents, relatives or friends, helpers or recovery personnel or school community members.
* It is especially important for members of the Critical Incident Core Team and the Implementation Team who are required to make swift and often difficult decisions during or immediately following a critical incident to be provided with support.
* Support for debriefing & counselling can be provided by DEECD and the local council.
* Long term recovery management requires a continuing awareness of individuals’ needs and reactions and a process for managing those responses. The first six month period following a critical incident has been identified as especially critical. Research has shown that recovery can or may take up to three years or longer.

**Evaluation**:

Successful evaluation and assessment indicators will include:

* Emergency drills being conducted on a regular basis
* OH&S surveys to be conducted as required
* Regular inspection of the grounds and facilities conducted by the principal and OH&S Officer
* Review of Critical Incident Management Policy as part of the long-term recovery procedures following a Critical incident. Changes/modifications may need to be made as a direct result of the experiences gained from an event.
* The provision of professional development for staff as deemed necessary

**DRUG EDUCATION**

**Rationale**

Drug Education is a joint responsibility between school, home and the broader community. Drug Education will be provided at all levels of schooling and will include specific drug education curriculum as well as resilience education, problem solving skill and appropriate coping strategies. Drug education will be based on a Harm Minimisation approach.

**Aims**

* Drug Education will focus on a prevention model.
* To provide all students with a comprehensive, age-appropriate drug education curriculum.
* To ensure that drug education is embedded across all key curriculum learning areas.
* That resilience education forms a strong basis for drug education at our school.

**Implementation**

* The school will establish a core team of teachers to develop and oversee the implementation of a cross-curricula drug education program.
* A specific drug education curriculum will be provided to each year level.
* Appropriate resources will be used to enhance the curriculum e.g., Get Real, Get Wise, and other Australian Government resources.
* Drug Education will adopt a Harm Minimisation approach.
* Drug Education will be inclusive of resilience education and will encompass problem-solving skills and appropriate coping strategies at all year levels.
* Professional development will be provided to ensure staff feel confident in delivering drug education
* DEECD regional Drug Education consultants will be used as a resource
* The school will provide information sessions for parents around drug education including such programs as Talking Tactics Together and Creating Conversations.

## WELLBEING

**Definition**

Wellbeing refers to a student’s behavioural, emotional, and cognitive engagement. At Heatherhill Primary School we believe in enhanced student wellbeing promotes effective learners. Students who are distracted and anxious due to significant physical, social, and emotional issues will find it harder to engage in educative programs. Enhancing wellbeing involves employing preventative and early intervention approaches. Wellbeing is a whole school responsibility and is supported by our school values, environment, curriculum and community links and partnerships.

**Rationale**

Heatherhill Primary School is committed to provide a secure, caring, and harmonious environment in which students learn the knowledge, skills, and values they need to contribute to and live happily in society. The school maximises each student’s potential to achieve academic and social success and celebrates and embraces diversity.

**Implementation**

* Student Wellbeing is a shared responsibility between school, home, and the community
* The Assistant Principal oversees well-being/welfare issues. The Well-Being Officer manages many of the prevention strategies/programs.
* The school will adopt a proactive and strategic stance with issues of student wellbeing, rather than operating in a consistently reactive mode
* The school will implement wellbeing support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy. Refer to: **‘***Framework for Student Support Services 1999’*

**Aims**

* The school is a positive environment in which all staff assume responsibility for student wellbeing, endeavouring to provide successful experiences for all students, where students feel safe and secure in a supportive environment where a sense of belonging, and wellbeing are strengthened
* Students develop positive social behaviours and problem-solving skills
* Staff are confident, skilled, and proactive in the management of student wellbeing issues
* Communication processes and protocols are clear and well known to ensure the effectiveness of student wellbeing support
* The school aims to enhance student wellbeing by employing specialists who work with students when a wellbeing issue is identified

**The school offers the following additional programs**

* RAMP (Risk Assessment & Management Process)
* Literacy Enhancement in the P-2 (new)
* Language Support Program
* Breakfast Club
* Girls on the Go
* Boys on the Bounce
* Active After-schools
* Special interest lunch-time programs (chess, craft etc.)
* Lunch-time inter-grade sports competitions
* 5/6 Camp or Challenge Program (alternate years)
* 3/4 Camp
* Inter and Intra-school Sport
* PMP & Fundamental Motor Skills
* Intensive Swimming Program
* Footsteps Dance Program
* Student Council
* Peer Mediation (5/6 students)
* Prep Buddies
* GRIN

**Other**

Our school uses *Assertive Discipline* and incorporates aspects of *Restorative Justice* into our classrooms. *The Calmer Classrooms* document and training helped raise staff awareness concerning students’ differing needs.

**CORPORAL PUNISHMENT**

The school prohibits the use of corporal punishment. *Assertive Discipline* strategies are used to manage student behaviour.

School personnel may provide advice to parents and carers on appropriate means of dealing with children’s behaviour through individual consultation; arranging meetings with school psychologists; school newsletters; and in other suitable ways.

Drug Education is taught in our Health program in class but also through specialist programs where appropriate. (See Appendices)

Many of our parents (approximately 68%) receive CSEF support and this is used to support the students. Where necessary, assistance is available for special programs (e.g., camp) via the school or long-standing sponsorship from local organisations such as Lions Club.

**WHOLE SCHOOL PREVENTION**

At Heatherhill Primary we prefer to use prevention strategies but have other strategies and programs to deal with situations as they arise. The table below outlines these. Additional programs (listed in the profile e.g. lunchtime activities) help to redirect student energies and interest in order to prevent problems arising or to cater for students who are experiencing difficulty interacting with others or making friends.

|  |  |  |
| --- | --- | --- |
| ***Primary Prevention Responses.*** | ***Early Intervention Strategies.*** | ***Intervention Strategies.*** |
| * Learning Centre rules/protocols * You Can Do It * Community Ethos * Transition Planning   • Welfare and Discipline  Policy   * Student Leaders * Leadership Training * School-wide rules | * Peer Mediation * Playground Supervision * Student Council * Student Welfare Support * Social Skills Groups * Boys on the Bounce * Girls on the Go | * Administrative organisation * Curriculum approaches e.g. Stop, Think, Do, You Can Do It, Revved Up * Some Restorative Justice practices |

Pro-active Reactive

**WHOLE SCHOOL VALUES**

|  |  |  |
| --- | --- | --- |
| Value | Definition |  |
| Respect (self, others, and property) | To be tolerant, considerate, and courteous | Developing in students a sense of personal identity and a feeling of belonging  Supporting students in developing positive relations, tolerance, and appreciation of others  Building a cooperative link between home, school, and community |
| Trust | To be fair, honest, truthful, and reliable. | Providing a safe, nurturing environment ensuring emotional, social, physical, and creative wellbeing |
| Doing Your Best | Everyone is encouraged to make the best possible use of all their talents and abilities. | Providing high-quality educational programs, allowing each child to reach his/her fullest potential  Developing a positive attitude to ongoing learning within the whole school community |

**Local Community**

* The local Lion’s Club supports our camping program by providing funding for student sponsorship.
* Learning Centres access local businesses, experts, or community members as relevant to their programs/ Inquiry-Based Learning.
* The senior school makes use of Keysborough Secondary resources (staff and facilities) as well as under-taking some joint programs e.g., martial arts, science.
* “Girls on the Go” is a locally supported program at the moment though it is sometimes our sole financial responsibility. In those years, we use as many community resources as possible.
* We provide opportunities for Student Teachers, Work Experience students and Community Service students. These students are excellent role models for our students.
* Each year the Primary Welfare Officer leads the development and implementation of Harmony Day activities.
* Links with sporting groups, most prominently the connection with the AFL Multi-cultural program.
* Student Council runs events to support local, state, national or international communities with special need e.g., Flood Relief.

## RIGHTS AND RESPONSIBILITIES

|  |  |
| --- | --- |
| **Students have the right to:** | **Students have the responsibility to:** |
| Feel safe and secure at school which is enhanced by an anti-bullying policy and strategies to enhance student engagement | Behave in way that ensures the school is a bully free zone and support members of the school community to feel safe and secure at school. |
| Have their feelings, rights, thoughts, and possessions treated with respect. | Act honestly and show consideration for the feelings, rights thoughts and possessions of others |
| Be spoken to courteously and treated with fairness and consistency | Co-operate with school staff and treat them courteously and with respect |
| Curriculum which is appropriate to individual and collective needs | Take full advantage of learning opportunities and to allow others to do the same |
| Regular scheduled classes, equal access to teachers’ time and updates on their progress | Attend classes punctually and regularly, ask for help and assistance when required |
| A clean, safe, smoke-free, and attractive school environment where all property is respected | Maintain and keep a safe, clean and attractive environment and appear neat and in clean in school uniform |

|  |  |
| --- | --- |
| **Staff have the right to:** | **Staff have the responsibility to:** |
| Be treated as individuals with courtesy, respect without discrimination | Treat with respect and courtesy all members of the school community; to promote such attitudes in their children |
| Be supported by students, colleagues, parents, School Council and appropriate Government Departments. | Provide a full range of learning activities across Victorian Curriculum and to provide support to students, colleagues, parents, School Council and appropriate Government Departments. |
| Have access to information and be part of the collaborative decision-making process in the areas of curriculum and organisation; to have on-going funded professional development; to have decision making structures in place; to have representation and collaboration on School Council and Sub-Committees. | Contribute to decision making processes (e.g.: School Council) and actively participate in the areas of curriculum and Strategic Plan development, organisation, and administration; to participate in professional development activities. |
| Access ongoing training and professional development opportunities | Ensure their teaching reflects current and effective teaching practices |
| Work in an aesthetically pleasing, clean, orderly, safe (safety of belonging) and comfortable environment and to have access to sufficient equipment and resources | Help create an aesthetically pleasing, clean, orderly, safe (safety of belonging) and comfortable environment; to select, order and maintain equipment |

|  |  |
| --- | --- |
| **Parents have the right to:** | **Parents have the responsibility to:** |
| Participate in all aspects of their children’s learning, to be informed and to be listened to | Take an active interest in their children’s learning and school activities. To convey concerns and inform teachers of any circumstances which could affect the learning of their children |
| Be treated as individuals with courtesy and respect without discrimination | Treat with respect and courtesy all other members of the school community; to promote such attitudes in their children |
| Have ready access to information and be part of the decision-making process where appropriate | Contribute to the best of their ability and to respect the contribution of other members of the school community |
| Have their children educated in a secure environment where care, courtesy and respect is encouraged and valued | Help create and maintain a safe environment and encourage their children to do the same and to support the school in its efforts to maintain a positive teaching, learning environment |
| Expect that the school community needs are expressed and access to Support Services is available when required | Assist students with the establishment of goals and plans which build their confidence and competence in social relationships and academic |

Students have a wide range of opportunities to participate in school operations. These include:

* Student Council - Representatives (for all Home Groups) on Student Council are elected by the students
* Voluntary participation as Peer Mediators (trained once they choose to take on the role)
* School Captains and Vice-captains elected by the students
* House Leaders elected by the students
* Leadership training for House and School Captains
* Student-led weekly assemblies
* Inter-school Sport leadership roles
* Intra-school Sport leadership roles
* Teacher-selected & voluntary monitor roles.

**SHARED EXPECTATIONS**

All members of the diverse school community are treated with respect and positive relationships are sustained. Students feel safe and cared for and therefore, are better able to take advantage of all educational opportunities provided for them.

An atmosphere that is conducive to learning is endorsed throughout the school. Staff, students and parents work together to maintain a congruent educative and positive pastoral, emotional, social, and physical environment. Programs and support structures exist to help students engage effectively in their learning, experience success and become good citizens.

## STAFF ENGAGEMENT

Attendance

In compliance with Departmental procedures and school policy school staff will:

* Contact parents if absences are unexplained
* Consult the leadership if patterns of absences appear
* Members of the leadership team will follow-up such problems. If unsuccessful in bringing about change, they will contact the relevant authorities at SMR.

Behaviour

School Leadership will:

* Support staff, students, and families.
* Follow school policy
* Seek support from relevant agencies where necessary.

Staff will:

* have high expectations about behaviour
* help to maintain a safe and happy environment
* follow school policies
* inform the AP of any concerns about students
* bring relevant concerns to the attention at their fortnightly team RAMP meetings

## STUDENT ENGAGEMENT

Students are expected to participate fully in all programs and activities to the best of their ability.

Attendance

All students are expected to:

* attend everyday unless very unwell
* Arrive at school on time
* Report to the office if late

Behaviour

All students are expected to behave in a manner that

* allows other to feel safe
* shows respect for others
* allows others to participate fully in tasks/activities
* sets an example for others
* demonstrates responsibility e.g. report dangerous or inappropriate behaviour to protect others within the school community.

**PARENTS/CARERS ENGAGEMENT**

Parents attend Parent/Teacher interviews twice a year, a “getting to know you” interview at the start of the year to share information about their child and a reporting-to-parents interview mid-year. If students require Support Group meeting, parents will attend these to help develop Learning Plans and share information.

Attendance

Parents are expected to:

* contact the school via phone if their child is absent. If they are unable to do so, a note indicating the reason for the absence will be provided when the student returns to school.
* endeavour to take overseas or interstate holidays during term breaks
* try to make appointments outside school hours.
* ensure that students arrive on time.

Behaviour

Parents:

* support the school at the start of the year by reading the Class and School Rules, discussing them at home and returning the feedback sheets
* attend meetings to develop Behaviour Plans and share information if necessary.

**SCHOOL ACTIONS**

**CONSULTATION**

At the commencement of the school year, the following will occur:

* Students in each Learning Centre develop rules/protocols for the centre. They also review consequences and develop positive reinforcements.
* These rules/protocols are sent home, together with school rules and a covering letter outlining preventative and intervention strategies. Parents are asked for comments.

School Council offers opportunities for parents to participate in decision-making, including the development and adoption of school policy.

In term one each year, parents are invited to attend parent/teacher interviews which are really “getting to know you” sessions. During these sessions, parents, teachers and often students discuss personal, social and engagement issues specific to the parties involved. At this time Learning Centre protocols and expectations are usually discussed, as well as parent expectations.

**BEHAVIOURAL CONSEQUENCES**

Students are expected to show respect for themselves, others and property. This includes allowing others to work and play uninterrupted in a safe environment that is conducive to learning. They are to be fair, honest, truthful and reliable.

**IF A STUDENT CHOOSES TO BREAK A RULE:**

1st time Name on board - warning

2nd time Time out in classroom

3rd time Time out in another classroom

4th time Detention at lunchtime and letter sent home

5th time Sent to the Office. Parents/Guardians phoned

Severe disruption: Sent to the Office. Parents/Guardians phoned

**DISCIPLINE PROCEDURES – 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**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

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

Consequences which may be used prior to suspension include:

* 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 a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
  + Where appropriate, parents/carers should be informed of such withdrawals.
* Detention - teachers may require a student to finish schoolwork that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
* Convening of a support group (See Effective Schools Are Engaging Schools - Student Engagement Policy Guidelines for process required).

**STRATEGIES FOR DEALING WITH BEHAVIOUR**

The school maintains a fair discipline system that is based on natural justice, procedural fairness, and restorative practices. Central to this system is the establishment of preventative strategies and systems in the classroom and playground. Some of these systems are listed in section 2 above.

At Heatherhill Primary School, appropriate behaviours and attitudes are defined by the principles of ‘You Can Do It’. These principles of ‘You Can Do It’ are:

* Confidence
* Getting Along
* Persistence
* Organisation
* Resilience

**RECOGNISING APPROPRIATE BEHAVIOUR**

Students who display behaviour that supports the ‘You Can Do It’ values may be rewarded with:

* Verbal recognition
* Awards/certificates
* Individual classroom recognition programs/incentives
* Values awards
* YCDI awards

**RECOGNISING ‘AT RISK’ STUDENTS**

Students may be identified as being at risk of harm or disengagement from education due to behaviours including:

* Bullying
* Social isolation
* Inappropriate behaviours
* Disclosing issues

Where a student is identified as ‘at risk’ they may be:

* Referred to the Principal or Assistant principal directly
* Discussed at a RAMP meeting

As a result of further discussions, the student may be

* Referred to a school-based program such as a friendship group
* Nominated for a support program
* Referred to an external agency for support

**MANAGING UNACCEPTABLE BEHAVIOUR**

Behaviour problems/incidents, other than minor incidents, are recorded in staff welfare books. Each teacher is supplied with a book.

* Follow the Assertive Discipline steps e.g., warn students that their behaviour is affecting other students negatively, ‘time out’, sent to office, parent interview with Principal where options are discussed at the principal’s discretion.
* Some incidents need to be referred to the Principal or AP
* All incidents of swearing, racial comments/abuse/taunts and gender slurs must be referred to the AP and recorded.
* Sometimes students may be asked to participate in a Restorative Justice Session or complete an incident report
* Incidents referred to the AP or principal will be recorded on school records

**ATTENDANCE**

Our school employs the “It’s not okay to be away. It’s cool to be at school” strategy. A school sticker chart monitors absences and on-time arrivals, by class. Stickers are awarded at assembly, with high levels of excitement and expectation evident each week and improved attendances.

Families are contacted by the classroom teacher if absences reach 2 or three consecutive days. Prep students’ families will be contacted for each absence to develop positive attitudes to attendance. The school will adopt Departmental and Network strategies based on an attendance agreement with parents.

## ANTI-BULLYING

**Purpose**

Heatherhill Primary School believes that all students should be treated with respect. Bullying behaviour will not be accepted. Bullying is seen as repeated repression, psychological, verbal, or physical harassment resulting in intimidation.

**Broad Guidelines**

Our policy aims to:

* promote positive, responsible behaviour.
* Develop a safe and happy environment.
* Encourage an awareness of consequences of bullying behaviour.
* Empower victims.
* Reduce incidence of bullying behaviour.

Expectations:

* That each student owns his/her behaviour.
* That bullying behaviour is not acceptable at our school.
* There is no justification for bullying behaviour.

**Implementation**

Teachers will develop in students an understanding of the characteristics of bullying and the different types of bullying such as those outlined below.

**Typical characteristics of bullying:**

* There is a desire to hurt.
* This desire is expressed in action – verbal or physical.
* The action is hurtful.
* It results in intimidation.
* It is typically a repeated behaviour.
* It is carried out with obvious enjoyment.

**Examples of Bullying Behaviours:**

|  |  |
| --- | --- |
| **Direct**   * Name calling * Damaging property * Using insults * Using sarcasm * Using put-downs * Using physical aggression * Using loud behaviour * Teasing * Pushing in front of others * Pulling or knocking chairs out | **Indirect**   * Spreading rumours * Removing or hiding belongings * Deliberate exclusion * Messing up others work * Blaming others for something they haven’t done * Borrowing things and not giving them back * Forcing others to do things (give them lollies, money) |

**General Strategies to reduce bullying behaviour at Heatherhill Primary School:**

* Intentional monitoring of student behaviour in the classroom and in the yard.
* Central records to be kept of bullying behaviour.
* Any parent who considers their child has been bullied should report this to a teacher or the Principal or Assistant Principal.
* Demonstration of positive interest in children.
* Demonstrate warmth towards our students.
* Apply firm, consistent, and non-physical limits through appropriate consequences and school rules.
* Implement cooperative learning experiences.
* Intentionally teach students how to treat their peers.
* Conduct programs to teach students, parents and teachers how to deal with and minimise bullying behaviours.
* Implement ‘shared concern strategy’ with students who have displayed bullying behaviour.
* Meet with the victim (the child who has been bullied)
* Focus on their feelings through talking, drawing, and writing.
* Get permission from victim to share problem.
* Tell victim that their concerns will be dealt with and action will be taken.
* Discuss the incident with the bully.
* Bully to write an account of the incident. These written accounts are used to assist children in owning their own behaviour and will be kept on file by the Principal or Assistant Principal.
* Group meeting with bully and bystanders (if any).
* Communicate victim’s feelings to the bully and/or group.
* Discuss with the group how they may have prevented or stopped the incident.
* Elicit helpful suggestions – how can victim be made happier. No promise is required about proposals.
* Hand over responsibility to the group. It is now up to them. Meet again in a few weeks’ time.
* Individual meetings with participants- bully-victim-monitor what is happening.
* Repeated bullying behaviours will be reported to parents. Single incidents will be reported to parents if judged by principal or Assistant Principal to be of a serious nature. Any bullying incident where a child suffers physical harm will be reported to the parents.
* If bullying continues after the above strategies have been applied, more serious consequences, as listed in the Student Code of Conduct, will need to be considered.

**Evaluation**

* Observation of changes in number of bullying incidents.
* Completion of individual bullying surveys by children.
* Effective use of social skills resources.