STUDENT ENGAGEMENT AND WELLBEING

POLICY

To be read in conjunction with
‘Effective Schools are Engaging Schools – Student Engagement Policy Guidelines’ (DEECD 2009)

and also in conjunction with the following School Policies

Student Leadership Policy
First Aid and Medications Policy
Anti Bullying Policy
 Behaviour Management Policy
Health and Physical Education Policy
Drug Education Policy
Privacy Policy
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1. SCHOOL PROFILE STATEMENT

Strathmore Primary School was established in 1944 to serve the educational needs of the urban development to the north of Essendon. Located just eleven kilometres northwest of the city, this well-established residential area is adjacent to the Tullamarine Freeway and is well served by public transport.

Strathmore Primary School's enrolments have continued to rise steadily over recent years, with the number of students currently at 500. The school now has a ceiling to maintain that enrolment. Factors that influence Strathmore's strong increase in enrolment include the school's reputation, in the local and wider communities, for academic excellence and the positive behaviour of its students. The availability of a Before and After School Care Program and a Holiday Program are also attractive extras for parents.

With approximately 50% of students drawn from outside the traditional catchment area, the school population is quite diverse. The background of students reflects a cultural and socio-economic diversity with approximately 30% of students having a Language Background other than English (LOTE) and approximately 12% of students having English as their Second Language (ESL). The majority of students come from financially secure, middle class, socio-economic backgrounds with approximately 66% of parents tertiary qualified and 80% of parents employed.

The school has maintained its commitment to organising composite teaching teams which correspond to the levels of the Victorian Essential Learning Standards. In 2013, the school has 23 classrooms; four preps, six 1/2 classes, six 3/4 classes and seven 5/6 classes. Specialist programs operate in Physical Education, Visual Arts, Italian and Music.

Current school facilities include an administration block and staffroom, sufficient classroom spaces, a well equipped music room, a multi-purpose hall and a BER building which includes the library. All teaching spaces are air conditioned and heated.

All teaching staff have a laptop computer. All classrooms have access to a bank of laptop computers and iPads and their teachers provide highly engaging learning using the interactive whiteboards which are installed in the classrooms. There are also desktop computers in the classrooms.

The school community provides strong support for the school through active involvement in School Council, Parents Club and the Classroom Helpers Program. Whole school events are strongly supported by parents at an organisational and general assistance level. Through a calendar of regular fund-raising events, the Parents Club makes a substantial contribution to the school’s resources and regularly funds major projects. The wide-ranging and willing support of the school community is a strength of the school, is vital to the provision of programs and allows the school to provide a wider range of quality programs and resources for its students.

A number of long standing traditions contribute to a stable yearly routine that serves the community and students. Some examples of these popular events are school camps, the grade 2 sleepover, the House Swimming, Athletics and Cross Country Carnivals, the Bat Tennis competition, the Arts Festival, the Science and Technology Fair, the School Fete, the School Movie Night and the Strathmore 5000 Billy Cart Race. Traditions such as these serve to make Strathmore Primary School a very exciting place to be!
2. WHOLE-SCHOOL PREVENTION STATEMENT

Strathmore Primary School believes that students are better prepared for learning when they are happy, safe and healthy. This simple philosophy implies that the emotional and physical well-being of students is fundamental to their effective learning. Emotionally and physically healthy students are happy, able to deal positively with life’s challenges, experience a sense of connectedness with the school and others and are well placed to develop into well-balanced and successful young adults. Therefore, Strathmore Primary School is committed to parents, teachers and students working in partnership to provide a safe and supportive learning environment for all students. Strathmore Primary School believes that positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the creation of a safe, supportive and cooperative environment within the classroom and in the school yard.

The school is therefore committed to the achievement of the following aims to:
- provide a school environment which recognises, values and builds student wellbeing
- develop students who are emotionally and physically healthy
- develop students’ strategies to reduce their vulnerabilities and increase their resilience
- develop students’ positive social behaviours and problem solving skills
- prepare staff to be confident, skilled and proactive in the management of student welfare issues
- build a school environment based on positive behaviour, responsibility, cooperation and respect for the rights, feelings and property of one another
- establish clear expectations for student behaviour and well understood, logical consequences for inappropriate behaviour
- manage inappropriate behaviour in a positive, proactive, constructive and equitable manner.

Strathmore Primary School specifically aims to ensure students are engaged and confident learners who feel safe and connected to school, thus promoting student attitudes and behaviours that support academic excellence.
To promote student engagement, student wellbeing, student attendance and positive behaviours, Strathmore Primary School has embedded in its practices a range of primary prevention and early intervention programs.

The ‘Strathmore Kids Care Values Education Program’ incorporates the community’s seven identified key values – Sense of Community and Belonging, Respect, Tolerance, Resilience, Integrity, Perseverance and Responsibility. Over the course of the year, each of these values is taught in detail, with a specific related focus each week. The week’s designated value is promoted at the whole school assembly, explained to parents in the school newsletter and integrated into classroom and specialist teachers’ programs.

Each year, the ‘Strathmore Kids Care Values Education Program’ dedicates a ten-week period to explicitly and simultaneously promoting student resilience and eliminating bullying. During one term and ongoing throughout each year, teachers devote considerable class time to discussions and activities designed to assist students to be assertive regarding their rights, to be proactive in preventing conflict and to differentiate between when to deal with issues themselves and when to seek help. The school’s Anti Bullying policy is distributed annually to staff and parents. A permanent event on the whole school calendar is the inclusion of a whole school bullying awareness performance to stimulate valuable discussion. It is intended that this be a permanent event on the school’s calendar. The school’s diagnostic bullying survey is administered annually to all students and a similar parent survey is also distributed. Each year, data generated from these surveys is analysed by staff and the School Council, summary data and recommendations disseminated to parents via the school newsletter and modifications made to school programs, processes and policies as a result of the recommendations. Lastly, but most importantly, the early identification and support of students with inappropriate behaviours helps prevent students attaining the sometimes lasting label of “bully”.

A range of successful student welfare programs is embedded in the school’s practices. BuDDIES (Building Different Dynamics in Engaging Socially) is conducted each year, focussing on building and maintaining friendship skills in identified year 3/4 students. The Peer Support program provides support between Year 3 students and trained Year 6 students, empowering students to grow in confidence and responsibility. All Prep students are matched with a Year 5/6 Buddy and strong relationships are forged through regular contact during class time and in the yard. The school’s philosophy on student leadership embraces a commitment that each Year 5/6 student will assume a significant leadership role in the school. Senior leadership opportunities include House Captaincy, Junior School Council representation, Prep Buddies, Peer Support leaders, “Go For It” group and ICT leaders assisting in other classrooms. The school is keen to examine means by which to develop leadership skills in its younger students. At a whole school level, student engagement and wellbeing is further sustained by retaining the range of programs recognised as long standing traditions to which the students eagerly look forward. Notable of these each year are such programs as Athletics, Swimming and Cross-Country Carnivals, Camps, 1/2 sleepover, School Fete, Movie Night, Science and Technology Fair, Arts Festival, School Carols and of course the Strathmore 5000 Billy Cart Race.

All teachers are committed to providing stimulating, challenging and engaging activities for their students. Staff has identified as an area for improvement students’ willingness to take risks and acknowledges that this aspect of learning confidence needs to be fostered from Prep. Similarly, staff recognises the need to continually explore and extend teaching strategies and programs that will motivate and challenge students and take maximum account of their talents, interests and learning styles. The school is therefore committed to providing a differentiated curriculum; inquiry-based learning, personalised learning and pursuing further professional development on the e5 Instructional Model and PoLT.

Student safety is a high priority of the school and is duly well resourced. A First Aid Coordinator manages first aid supplies, staff training and procedures. Approximately one quarter of the staff maintain Level 2 first aid training, including CPR training and a core group of staff is rostered to manage all first aid incidents at recesses. At the beginning of each year, all staff members are trained in the treatment and care of the school’s medically at-risk students. As an Asthma Friendly School, asthma training is regularly provided to staff. Additionally, with a significant number of students at risk of anaphylaxis, all staff members are also annually trained in the use of epipens. To maximise student safety and healthy relationships in the playground, a yard duty roster of staff is developed and stringently adhered to each year. This roster ensures coverage of the whole yard enabling students to readily seek teacher assistance when needed. To further guarantee student safety, adventure playground equipment is purpose-designed, age-appropriate and covered by shade structures.
One of the school’s greatest strengths over many years is the manner in which the school’s behaviour management processes prevent and respond to incidents of inappropriate behaviour in the yard and in the classroom. The school is committed to maintaining accurate and detailed documentation of all incidents. In the event of inappropriate behaviour, staff follows clear procedures and applies logical consequences. The weekly and term summaries of yard incidents enable the Student Welfare Coordinator to respond to patterns of individual and general student misbehaviour. A similar register of classroom incidents is also maintained, enabling the Student Welfare Coordinator to assist teachers to implement a range of behaviour management strategies within their classrooms.

Vital to student wellbeing, the school psychologist is regularly in attendance at the school, responds to the school’s needs by providing efficient and timely service and sustains a manageable caseload. The psychologist works with individual students, provides parent counselling and access to outside agencies and liaises with staff to assist with behaviour management. We currently have a Student Wellbeing Worker, funded through the Chaplaincy program who works at the school once a week. To further support student engagement and wellbeing, staff meetings regularly provide professional development on such issues as behaviour management, bullying and first aid. Additionally, staff meetings are used as needs arise, to address issues pertaining to individual students or patterns of student behaviour.

The school has in place a range of successful strategies to promote student attendance and punctuality. Parent and student education programs stress to parents and students the impact of absence and/or late arrival on the student, his/her class teacher and his/her fellow classmates. This information is transmitted to parents and students at every opportunity, via such avenues as the school newsletter, school assemblies, parent information evenings and Prep parent orientation sessions. This information is also included in all school handbooks.

The school uses a late pass system and an agreed definition for “late” and teachers record in class rolls, their students’ late arrivals. Class teachers assume responsibility for monitoring and responding to students’ absence and late arrivals. This is done by teachers either contacting, by phone or in person, parents of children whose attendance is of concern or requesting that the Assistant Principal makes contact in the case of more persistent lateness. By providing summary data to teachers at the end of each term, teachers are more aware of the attendance patterns of their students and are proactive in procuring explanations from parents for their children’s absences.

A range of strategies is also implemented to positively reinforce attendance and punctuality, these strategies peaking during designated attendance weeks/months. Classes are encouraged to graph and present class attendance data. Various awards and certificates are regularly presented to individual students and classes. Additionally, recognition is given to improved student attendance and/or punctuality with similar certificates awarded and parents contacted and thanked.

Last but by no means least, student engagement and wellbeing are enhanced by the influence of parents and the home environment on students. Parent expectations and support of their children generally remain high. Most parents maintain close communication with the school, enabling the school to be aware of and respond to their children’s social and emotional needs. Moreover, because most students begin at the school in Prep and together move through each year level, students forge close friendships with, and are ensured ongoing support from, their peers and their peers’ families.
3. RIGHTS AND RESPONSIBILITIES

Strathmore Primary School believes that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive, that is free from all forms of harassment and discrimination and provides equal opportunity for all. The school acknowledges its responsibility to value and encourage diversity and ensure that everyone is treated with respect and dignity. This commitment is reinforced each Monday morning at assembly when students, staff and parents unite in reciting the School Community Promise:

'We are proud members of the Strathmore Primary School Community.
We are proud to call Australia our home.
Together we will strive to achieve our best and honour our school values.
Together we will make everyone feel welcome, safe and respected'.

The school’s Student Code of Conduct provides a simple summary of the rights and responsibilities of its students.

**RIGHT**
Something to which you are entitled and which should not be taken from you.

**RESPONSIBILITY**
Something you should do without being asked to preserve the rights of yourself or others.

**Rights:**
- You have the right to work and play without interference
- You have the right to have others care about you
- You have the right to be safe at school
- You have the right to be respected as an individual
- You have the right to be treated with fairness and kindness

**Responsibilities:**
- You are responsible for your work and actions
- You have a responsibility to help make our school a happy place where we care about other people
- You have a responsibility to care about our school, its equipment and the belongings of others
- You have a responsibility to follow school rules
- You have a responsibility to make our school a safe place
- You have a responsibility to put things right if you break a rule

In more explicitly developing a set of rights and responsibilities as they pertain specifically to students, staff and parents/carers, the school has taken account of its legal responsibilities under the following relevant legislations:

- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992
- Education and Training Reform Act 2006

Strathmore Primary School is committed to ensuring, for its students a bullying-free and harassment-free environment. The school has an Anti Bullying Policy specifically for this purpose (Refer to Appendix).

This policy addresses:

- **Harassment** - any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.
- **Bullying** - repeated physical or psychological oppression of a less powerful person by a more powerful person or group.
- **Cyberbullying** - a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).
<table>
<thead>
<tr>
<th>EACH STUDENT HAS A RIGHT TO:</th>
<th>EACH STUDENT HAS A RESPONSIBILITY TO:</th>
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</thead>
<tbody>
<tr>
<td><strong>School Culture</strong>&lt;br&gt;Attend a school with a friendly, safe and happy environment&lt;br&gt;Work in a secure environment, without intimidation, bullying or harassment</td>
<td>• Interact and contribute in a positive way with others&lt;br&gt;• Demonstrate the school values of Sense of Community and Belonging, Respect, Responsibility, Tolerance, Perseverance, Resilience and Integrity&lt;br&gt;• Report inappropriate treatment of others, including bullying&lt;br&gt;• Follow the school uniform policy</td>
</tr>
<tr>
<td><strong>Student Learning</strong>&lt;br&gt;Fully participate in educational programs&lt;br&gt;Be provided with interesting and varied learning experiences&lt;br&gt;Be supported with additional support and student services as required&lt;br&gt;Have successes acknowledged in various ways</td>
<td>• Participate in all educational opportunities in a responsible manner&lt;br&gt;• Actively involve themselves in learning whilst continually trying to achieve their best&lt;br&gt;• Take increasing responsibility for their own learning&lt;br&gt;• Follow set programs of support&lt;br&gt;• Recognise and understand their personal strengths and weaknesses and focus on what needs improving&lt;br&gt;• Respect the rights of others to learn and to teach</td>
</tr>
<tr>
<td><strong>Attendance</strong>&lt;br&gt;Access a range of ongoing learning experiences</td>
<td>• Attend school regularly if well&lt;br&gt;• Follow the set processes for late arrival or absenteeism (collecting a late pass, handing a note to the class teacher)&lt;br&gt;• Find out about missed learning and, if required, complete it</td>
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<tr>
<td><strong>Communication</strong>&lt;br&gt;Be informed about current and future happenings around the school</td>
<td>• Come prepared for events and activities&lt;br&gt;• Meet given deadlines</td>
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<tr>
<td><strong>Safety</strong>&lt;br&gt;Be provided with the required first aid treatment.&lt;br&gt;Play in a school yard in which equipment or people don’t hurt you</td>
<td>• Play and work in ways that do not risk the safety of themselves or others&lt;br&gt;• <strong>Play within designated play areas</strong>&lt;br&gt;• Report injuries to school staff&lt;br&gt;• Assist other students who are injured or upset&lt;br&gt;• Report any faulty equipment to school staff&lt;br&gt;• Report any “non- badged” visitors to the office</td>
</tr>
<tr>
<td><strong>Community Partnerships</strong>&lt;br&gt;Interact with community members who can assist students with their learning</td>
<td>• Welcome community members into the school&lt;br&gt;• Actively listen to what community members have to share and ask appropriate questions&lt;br&gt;• Present as good role models for the school, asking questions to extend learning&lt;br&gt;• Thank visitors for their attendance and contribution&lt;br&gt;• Think about the new information learnt and use what is important for their future development</td>
</tr>
<tr>
<td><strong>(Cyber Bullying)</strong>&lt;br&gt;Use a range of information communication technologies&lt;br&gt;Access internet sites that have been appropriately filtered</td>
<td>• Demonstrate appropriate use of technology in the learning process&lt;br&gt;• Sign and adhere to the Strathmore Primary School Internet and Computer Usage policy and procedures&lt;br&gt;• Only access sites approved by school staff&lt;br&gt;• Alert teachers to inappropriate sites/information&lt;br&gt;• Refrain from informing others about inappropriate websites</td>
</tr>
<tr>
<td><strong>EACH STAFF MEMBER (PRINCIPAL, TEACHER AND EDUCATION SUPPORT STAFF) HAS A RIGHT TO:</strong></td>
<td><strong>EACH STAFF MEMBER (PRINCIPAL, TEACHER AND EDUCATIONAL SUPPORT STAFF) HAS A RESPONSIBILITY TO:</strong></td>
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</tbody>
</table>
| **School Culture**  
Work in a positive and safe school environment  
Receive support and recognition from peers and leaders  
Feel valued as a person and a professional | • Contribute to and maintain a positive work environment  
• Provide positive support to others, recognising their achievements  
• Treat others with respect |
| **Student Learning**  
Access comprehensive curriculum documentation, based on VELS expectations, and adapt its delivery based on student learning needs  
Access appropriate learning spaces  
Access available resources (human and material) to further support student learning  
Teach with minimal disruption | • Create and maintain a safe, supportive and challenging learning environment  
• Know their students  
• Know how they learn and use a range of teaching strategies and resources to engage students in effective learning  
• Assist students to develop their talents, pursue their interests and achieve their potential  
• Have a comprehensive knowledge of VELS appropriate to current teaching level/s  
• Collect ongoing student data and forward it to designated personnel to be entered onto the appropriate tracking systems  
• Plan engaging, differentiated and inclusive teaching experiences based on student data and student needs  
• Support students to take increasing responsibility for their own learning  
• Organise classrooms/furniture/layout to best support student learning groupings  
• Maintain appropriate room temperature and ventilation  
• Access appropriate student support services as needed  
• Implement student management processes in accordance with the school’s student management processes |
| **Attendance**  
Expect students to be at school regularly, arriving prior to the start of the school day | • Monitor student punctuality and attendance and respond to concerns through parent contact  
• Inform leadership of consistent attendance or punctuality concerns  
• Encourage and celebrate consistent attendance and punctuality |
| **Communication**  
Participate in a positive home/school communication  
Have confidentiality maintained  
Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student  
Be informed of school related events  
Be involved in a recognition and appraisal process that involves receiving feedback from peers and leadership  
Present views and ideas related to school improvement | • Initiate and further develop parent/school partnerships  
• Initiate contact for positive reasons  
• Avoid involvement in inappropriate discussions  
• Read emails and newsletters, attend meetings, demonstrate active listening  
• Set personal goals, collect evidence, attend meetings, discuss progress  
• Be open to the ideas of others  
• Communicate all concerns pertaining to student safety and student welfare to leadership |
### Safety

**Feel safe and secure in the school environment**

- Teach students in a safe and orderly environment
- Expect students to be appropriately dressed for learning

- Develop OH&S awareness and report any hazards to the OH&S representative
- Maintain a safe teaching and learning environment
- Implement school policies and practices pertaining to:
  - School uniform
  - Sun protection
  - Inclement weather
  - School evacuation
  - Yard duty
  - Visitors

### Community Partnerships

**Attempt to engage local businesses and community members in their teaching programs**

- Promote positive, professional practices and dialogue with members of the wider community

### Cyber Bullying

**Expect students to follow the school Computer User agreement and access only appropriate internet sites**

- Model appropriate computer usage
- Ensure consistency by checking each year that all students have signed the school Computer User agreement
- Implement consequences in accordance with the school Computer Usage agreement
- Teach students specific computer research skills
<table>
<thead>
<tr>
<th>PARENTS HAVE A RIGHT TO:</th>
<th>PARENTS HAVE A RESPONSIBILITY TO:</th>
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</thead>
<tbody>
<tr>
<td>School Culture</td>
<td>• Model positive behaviours in line with the school community’s agreed values</td>
</tr>
<tr>
<td>Expect their child to attend a school that is safe and friendly and one which operates within a welcoming environment</td>
<td>• Support the school to maintain a safe and respectful learning environment</td>
</tr>
<tr>
<td></td>
<td>• Approach the school with any concerns</td>
</tr>
<tr>
<td></td>
<td>• Follow school procedures</td>
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<tr>
<td>Student Learning</td>
<td>• Support their children’s engagement in the school environment and wider school activities</td>
</tr>
<tr>
<td>Expect individualised programs based on student needs to be delivered by teaching staff</td>
<td>• Encourage and support their children in their learning and participation</td>
</tr>
<tr>
<td>Expect staff to be up to date with research and professional learning</td>
<td>• Attend relevant meetings in order to be informed of curriculum and related activities</td>
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<td></td>
<td>• Support their children in the completion of homework</td>
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<tr>
<td>Attendance</td>
<td>• Ensure their children attend school if well</td>
</tr>
<tr>
<td>Expect the school to be open for learning at all expected times</td>
<td>• Provide explanations for their children’s absences</td>
</tr>
<tr>
<td>Be informed of their children’s unexplained absences</td>
<td>• Promote learning as valuable</td>
</tr>
<tr>
<td>Communication</td>
<td>• Communicate constructively with the school staff</td>
</tr>
<tr>
<td>Be informed of student learning progress</td>
<td>• Read the school newsletter and notices sent home</td>
</tr>
<tr>
<td>Be informed of upcoming events and activities</td>
<td>• Access the school website after hours to clarify events/access permission forms</td>
</tr>
<tr>
<td>Be contacted with positive feedback</td>
<td>• Attend parent/teacher conferences</td>
</tr>
<tr>
<td>Safety</td>
<td>• Report any safety concerns to the office or teaching staff</td>
</tr>
<tr>
<td>Expect their child will attend a school that provides a safe learning environment both within the classroom and in the schoolyard</td>
<td>• Encourage their children to play safely</td>
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<tr>
<td></td>
<td>• Adhere to speed and parking restrictions</td>
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<td></td>
<td>• Reinforce use of designated play areas</td>
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<td></td>
<td>• Use correct gates when entering/leaving the school</td>
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<tr>
<td>Community Partnerships</td>
<td>• Encourage and promote community/school relationships</td>
</tr>
<tr>
<td>Expect the school to invite community members into the learning environment where appropriate</td>
<td>• Support the school according to family circumstance eg: assisting in classrooms, attending working bees or family nights, parent forums, school council</td>
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<tr>
<td>Encourage students to participate in community events and activities</td>
<td>• Promote and maintain safe ICT usage in the home</td>
</tr>
<tr>
<td>Cyber Bullying</td>
<td>• Report any concerns to the school promptly</td>
</tr>
<tr>
<td>Expect teachers to monitor and supervise students using ICT</td>
<td>• Expect the school to provide security filtering on all school computers</td>
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</table>
4. SHARED EXPECTATIONS

Effective schools share high expectations for the whole school community. These expectations are negotiated, owned and implemented by all members of the school community, are clear and concise, focus on prevention and early intervention, are supported by relevant procedures and are linked to actions and consequences.

The Strathmore Primary School community has a shared expectation that:

• The school will provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school and can engage effectively in their learning and experience success.
• The school will use inclusive teaching practices that ensure accessible educational provision for all students.
• The school will provide appropriate student support and services as needed.
• The school will foster partnerships between students, staff and parents that engage families and the community in ways that support student achievement and success.
• The school will address and celebrate diversity.
• Students will attend school on time every day.
• Students, staff and parents will act in accordance with their responsibilities (Refer to Section 3).
• Students, staff and parents will act in accordance with the school’s values as detailed within the ‘Strathmore Kids Care Values Education Program’.

The school aims to address and celebrate diversity by:

• maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
• attracting highly skilled and diverse staff making the school a preferred employer
• increasing the range of knowledge, skills and experiences available in the workforce
• enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs creating more effective work teams due to increased participation levels and an increased capacity to solve problems
• selecting texts that are socially and culturally inclusive
• recognising and celebrating a range of cultures within the school
• recognising similarities rather than differences between members of the school community
• welcoming and catering for Students with Disabilities.

The school’s values are based on the Australian Government’s nine values for Australian schools:

• Care and Compassion
• Integrity
• Doing Your Best
• Respect
• Fair Go
• Responsibility
• Freedom
• Understanding, Tolerance and Inclusion
• Honesty and Trustworthiness

The Strathmore Kids Care Values Education Program aims to:

• teach the seven values identified by the school community as documented in the School Strategic Plan
• maintain the school’s high standards of social interaction and seek to continually improve the general tone of the whole school
• reinforce a consistent, whole school community expectation of harmonious social interaction.
### STRATHMORE KIDS CARE
### VALUES EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>WE VALUE...</th>
<th>STUDENTS EXPLORE THIS VALUE THROUGH UNITS ON...</th>
<th>STAFF MEMBERS DEMONSTRATE THIS VALUE THROUGH...</th>
<th>COMMUNITY MEMBERS DEMONSTRATE THIS VALUE THROUGH...</th>
</tr>
</thead>
</table>
| **A SENSE OF COMMUNITY AND BELONGING** | • Smiling   
• Listening   
• Punctuality and Attendance   
• Playing and Working Together Cooperatively   
• Sharing   
• Taking Turns   
• Including Other   
• Being Helpful   
• Good Winners / Good Losers   
• We Are a Team! | • Creating a safe, supportive learning environment for their students   
• Adhering to school bell times to maximise learning and maintain student safety   
• Reciting the school’s community promise at the Monday morning whole school assembly   
• Developing classroom rules and consequences with students at the start of the year, displaying them promptly and referring to them when necessary   
• Developing a class vision statement at the start of the year   
• Discussing and displaying the SPS vision statement, values, the Community Promise and school song in a prominent area in the classroom   
• Developing positive relationships with students, parents and community members   
• Attending school events and activities   
• Welcoming classroom helpers into the classroom   
• Supervising students at all times within the classroom environment   
• Managing student misbehaviour in a planned, staged and consistent manner   
• Completing yard duty supervision expectations   
• Promoting and celebrating friendly relationships within the classroom and school yard   
• Modelling patience and consideration for others   
• Fostering an expectation of co-operation   
• Assuming additional roles and responsibilities to meet the goals of the whole school   
• Displaying staff photos in the main area | • Supporting the school by promoting the school’s values   
• Communicating regularly with the school to convey positive feedback as well as concerns   
• Attending school events and activities   
• Considering the Voluntary Contributions payment   
• Following the classroom helpers administrative processes   
• Reciting the school’s community promise at the Monday morning whole school assembly   
• Ensuring children are well rested, well nourished and ready for learning   
• Showing concern for others by following road rules around the school zone, especially at drop off and pick up times   
• Welcoming and interacting with new and existing members of the school community   
• Assisting the school at various times such as during the Fete, working bees, covering books, attending camps and excursions when appropriate |
<table>
<thead>
<tr>
<th>WE VALUE...</th>
<th>STUDENTS EXPLORE THIS VALUE THROUGH UNITS ON ...</th>
<th>STAFF MEMBERS DEMONSTRATE THIS VALUE THROUGH ...</th>
<th>COMMUNITY MEMBERS DEMONSTRATE THIS VALUE THROUGH ...</th>
</tr>
</thead>
</table>
| RESPECT     | • Body Language and Voice  
• Using Appropriate Language and Manners  
• Liking Yourself  
• Respecting Adults  
• Respecting Property - Yours & Others  
• Respecting our School and the Environment | • Modelling respectful interactions with fairness and integrity  
• Speaking appropriately to students, parents, teachers and community members  
• Allowing opportunities for others to express ideas and opinions without fear or judgement  
• Modelling attentive and active listening  
• Being open to the views of others  
• Being tactful and recognising the privacy of others  
• Following the Sunsmart policy and wearing a sunhat whilst on yard duty or at sport | • Modelling positive interactions and promoting positive outcomes  
• Valuing themselves as individuals and members of a community  
• Promoting school rules  
• Modelling wearing a sunhat whilst at school |
| TOLERANCE   | • Respecting Differences  
• Respecting the Opinion of Others  
• Making Decisions by Suggesting or Persuading  
• Making Decisions by Negotiating or Giving Way | • Differentiating the curriculum to meet the needs of individual students  
• Selecting texts that are culturally and socially inclusive  
• Using language that is not gender bias  
• Celebrating the diversity of student backgrounds in the classroom  
• Engaging the services of an interpreter if necessary  
• Treating boys and girls equally | • Being accepting of others  
• Encouraging the development of a range of friendships  
• Modelling effective interactions with other people  
• **Avoiding making comparisons between students** |
| RESILIENCE  | • Resilience is “Bouncing Back”  
• What Is Bullying?  
• No Put-Downs!  
• Being Assertive  
• Saying “No”  
• Who Can Help Me?  
• Understanding Emotions  
• Being Positive  
• Courage to Have a Go  
• Humour Helps | • Using a sense of humour to regain perspective when issues arise  
• Demonstrating ‘resilience’ as an adult when something goes wrong at school  
• Using body language and oral language to demonstrate that it is okay to ‘have a go’.  
• Reporting incidents of suspected bullying to the student welfare coordinator  
• Ensuring that every classroom is a ‘No Put-Down Zone’  
• Ensuring students are aware of the roles of staff members and the ways in which they can help  
• Promoting and assisting in the organisation of programs to foster resilience such as the Peer Support program  
• Providing opportunities for students to mix within and across class levels | • Reporting incidents of suspected bullying to the student welfare coordinator |
<table>
<thead>
<tr>
<th>WE VALUE...</th>
<th>STUDENTS EXPLORE THIS VALUE THROUGH UNITS ON ...</th>
<th>STAFF MEMBERS DEMONSTRATE THIS VALUE THROUGH ...</th>
<th>COMMUNITY MEMBERS DEMONSTRATE THIS VALUE THROUGH ...</th>
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| **RESPONSIBILITY** | • Doing your Best  
• Setting Goals towards Success  
• Being Organised  
• Accepting Consequences  
• Fixing Things Up | • Being aware of and following the School Strategic Plan and Annual Implementation Plan to reach the school’s goals  
• Ensuring that all materials and equipment are ready prior to each lesson  
• Following agreed timelines for completing tasks  
• Providing engaging and meaningful teaching and learning opportunities that are well planned, relevant and scaffold student learning  
• Recognising differences and planning student learning accordingly  
• Performing duties as are appropriate to the relevant DEECD standards and expectations  
• Reporting incidents in accordance with the guidelines for mandatory reporting  
• Guiding and advising Education Support Staff in the delivery of curriculum for “at risk” students  
• Empowering students to raise concerns and build personal resilience | • Ensuring their children’s regular and punctual attendance  
• Assisting and supporting their children to complete set tasks when required  
• Encouraging their children to seek additional help or support if needed  
• Providing the school with feedback and completing and returning surveys and questionnaires  
• Sharing important information that may impact positively or negatively on their children’s learning  
• Contacting the school promptly when issues arise |
| **PERSEVERANCE** | • Seeing It Through | • Using a range of strategies including seeking assistance and working as a team to complete set tasks | • Encouraging and supporting their children to complete set tasks  
• Focussing on their children’s effort as more important than their results |
| **INTEGRITY** | • Honesty  
• Fairness  
• Loyalty  
• Leadership | • Ensuring students are provided with regular, up to date feedback on their individual progress  
• Admitting mistakes and taking ownership  
• Treating students, staff and family members with integrity  
• Asking for help  
• Planning for the range of learning styles, allowing all students the opportunity to experience success  
• Displaying a range of student learning samples  
• Celebrating individual student achievements  
• Assisting students to set appropriate individual learning goals | • Engaging in effective, truthful two way communication  
• Providing appropriate information related to their children and their concerns  
• Being involved with the school to promote positive outcomes for their children  
• Encouraging their children in their endeavours  
• Recognising achievements of their own children and other students |
5. SCHOOL ACTIONS AND CONSEQUENCES

Students will be helped to understand that for every action there are consequences, that these consequences are a direct result of students’ behaviour and that these consequences can be positive or negative, depending on the nature of the students’ behaviour. The school will endeavour to ensure that consequences are fair, predictable, highly likely to happen and logically related to behaviours. Logical consequences may be as simple as sincerely apologising to an offended friend, rendering assistance to an injured student, replacing damaged goods or cleaning up after littering.

Strathmore Primary School is committed to recognising and promoting students’ positive behaviours and has a range of consequences that serve to acknowledge and reinforce these desired behaviours. These positive consequences include:

- Public and private praise
- Reward stickers and certificates, including individual and class awards for attendance and punctuality
- Notes and letters to students and their parents
- Allocation of additional roles and responsibilities
- Special privileges such as increased time spent on favourite activities

The school has committed to the use of Restorative Practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote relationship management rather than behaviour management
- separate the deed from the doer
- are systematic, not situational
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person’s rights to equal dignity, concern and respect are satisfied.

A major component of the school’s Restorative Practices is the expectation that students will discuss and/or write about their behaviour in a reflective manner, focussing on how people have been affected and how they can make things better. Students may suggest verbal or written apologies, replacement of damaged goods, opportunities to demonstrate improved behaviour or civic duties.

PREVENTION

Strathmore Primary School strives to promote student engagement, regular attendance and positive behaviours through relationship based whole-school and classroom practices, including:

- adult modelling of appropriate behaviours
- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- implementing school-wide positive and educative behaviour support strategies.

As such, the school will implement its well-established programs and processes that include:

- the “Ready, Set, Learn’ Program at the beginning of each year which focuses on building a classroom environment based on the school’s Vision, Values, school song and school rules, rights and responsibilities
- the development of class based codes of behaviour and vision statements
- the provision of a differentiated curriculum that identifies and caters for students with specific learning needs
• a range of positive reinforcement strategies for desired behaviours
• the allocation of roles and responsibilities to students
• student leadership opportunities including School Captains, Junior School Council, House Captaincy, Peer Support and Buddies Programs
• student involvement in personalised goal setting, unit planning and assessment
• the provision of a range of active and passive recess time pursuits for students
• yard supervision in which teachers encourage organised and responsible play
• support for students in establishing and maintaining friendships.

For a more detailed explanation of the school’s current programs and strategies to promote student engagement, attendance and positive behaviours, please refer to section 2 of this policy.

EARLY INTERVENTION

The school recognises that, despite its preventative behaviour management strategies and positive reinforcement of desired behaviour, a range of inappropriate behaviours, including irregular attendance, may occur as the school’s young students learn to be self-regulating. Similarly, despite the school’s processes for encouraging, recording and monitoring student attendance, some students may not attend school regularly. In the event that a student chooses not to display the high standards of behaviour expected of them or has unsatisfactory school attendance, the following processes outline how the school will systematically address such instances.

A staged response to such incidents of inappropriate behaviour will be underpinned by the school’s commitment to:
• understand the student’s background and needs
• ensure a clear understanding of expectations by both students and teachers
• provide consistent school and classroom environments
• scaffold the student’s learning program.

The school will employ a range of early intervention strategies including:
• application of logical consequences
• recording of late arrivals at the office
• parent contact to discuss attendance
• use of a daily communications book between school and home
• involvement of and support from parents through teacher/parent (and student) meetings
• involvement of the student wellbeing coordinator
• discussions and student counselling
• completion of a Behaviour Reflection Sheet
• development of an individualised learning, behaviour or attendance plan
• use of incentives such as special jobs/roles
• immediate, short period of time out from the yard or from a class activity accompanied by discussion with the teacher
• restricted play areas or activities
• completion of unfinished school work.
The school will employ a range of more stringent intervention strategies when a student’s behaviour:
- is repeatedly inappropriate
- significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class
- endangers the safety of the student or others
- involves significant anti-social behaviour such as bullying.

Such intervention strategies may include:
- student/parent meeting with the Principal
- support from Student Support Services Officers (SSSOs) and outside agencies
- convening of a Student Support Group (SSG)
- withdrawal of privileges to participate in extra curricular activities
- planned and possibly regular time out from the yard
- withdrawal from class
- detention of no more than half the time allocated for any recess
- detention of no more than forty-five minutes after school, with the parent informed at least the day before the detention.

In employing these strategies, the school will ensure that students are not isolated from learning as a result of the actions and consequences for their inappropriate behaviour.

**DISCIPLINE PROCEDURES – SUSPENSION AND EXPULSION**

When considering suspension or expulsion, Strathmore Primary School will follow the guidance given by DEECD in their factsheet:

‘Student Engagement and Inclusion.’

The school will only consider excluding a student from school in accordance with the Grounds for Suspension and Expulsion as listed here


and only when all other options have been implemented without success.
Grounds for suspension and expulsion

The grounds for both suspension and expulsion have been updated to better enable principals to prevent and respond to behavioural incidents that may compromise the health, wellbeing and safety of staff and students. The main alterations to the grounds are:

- introducing the possession, use or sale of weapons as grounds for suspension or expulsion
- expanding the clause regarding dangerous behaviours to include perceived danger, as well as actual or threatened danger.

The “relevant person”

It is important that every student has a person to support and advocate for them throughout a suspension or expulsion process. The new guidance on suspensions and expulsions has introduced the concept of a relevant person, which is the adult who will play this important support role.

Principal will now have to identify a student’s relevant person before proceeding with a suspension or expulsion. In most cases a student’s relevant person will be their parent or carer. However, a parent or carer can also nominate another responsible adult to act as relevant person if they cannot, for any reason, take on this role.

The Suitable Persons List

In some cases, a parent or carer may be unable to act as the relevant person for their child during a suspension or expulsion process, and may also be unable to nominate another adult to fulfil this role.

In these situations the school principal will appoint a person from the ‘suitable persons list’ to act as the student’s relevant person. The suitable persons list is a register of school and department employees with relevant welfare expertise, experience and training.

Opportunities for students and families to be heard

Prior to implementing a suspension or expulsion, the principal is obliged to ensure that the student has had the opportunity to be heard, and any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding suspension or expulsion.

The Student Support Group (SSG) meeting in the expulsion process is now called a Behaviour Review Conference and must be convened before a decision to expel has been made.

An SSG is no longer a requirement in a suspension process, however, it is recommended if a student is being suspended for 3 or more days or has 3 or more suspensions in a year. The student’s relevant person can also request a meeting with the principal at any point during an expulsion process if they have any concerns.

Regional Support

A Regional Office staff member is no longer required to participate in the SSG (now Behaviour Review Conference). Instead, to ensure there is still appropriate, independent oversight of expulsion processes, principals will access the support of a Regional Approved Support Person, who will be a practising principal class officer. This role will be listed on a Regional Approved List, approved by the Regional Director. Members of this list will also be called on to act on Expulsion Review Panels.
Added protections for vulnerable students

Principals must notify the Department if they are considering expulsion for a student who is in out-of-home care or is an international student and should also do so and engage appropriate support when considering the expulsion of Aboriginal or Torres Strait Islander students, or students on the Program for Students with Disability.

Expulsion appeals and post expulsion procedure

The student has the right to appeal the principal’s decision to expel them from the school. The relevant person may lodge the appeal on behalf of the student.

The grounds to appeal an expulsion have been expanded to include “there have not been sufficient prior interventions and strategies utilised prior to the decision to expel where the student has a history of behavioural issues”. This new ground reflects the increased focus on schools implementing a staged response to managing student behaviour before resorting to suspension or expulsion.

Regional Directors may now elect whether to convene an Expulsion Review Panel when considering an appeal. If a panel is not convened, the Regional Director must directly provide an opportunity to the student and their relevant person to present their case against expulsion.
## References

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ANTI-BULLYING
POLICY

**Definition**
Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. It may take the form of physical bullying, verbal bullying, psychological bullying or cyber bullying.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

**Rationale**
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. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

**Aims**
- Reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Alert everyone within the school community to the signs and evidence of bullying and to their responsibility to report bullying to staff whether as an observer or as a victim.
- Ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- Seek parental and peer-group support and cooperation at all times.

**Implementation**
- Ensure parents, teachers, students and the community are aware of the school’s position on bullying.
- Adopt a four-phase approach to bullying:
  
  **A. Primary Prevention**
  - Provide professional development and resources for staff relating to bullying, harassment and the strategies that counteract them.
  - Require staff to include regularly within their teaching programs discussions and activities that assist students to understand the nature of bullying, the forms that it can take, its effects, students’ responsibilities towards bullying and the school’s position on bullying.
  - Increase community awareness and input relating to bullying, its characteristics and the school’s programs and response.
  - Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving, including the ‘Strathmore Kids Care’ program.
  - Annually administer and act upon a bullying survey to parents and students.
  - Ensure each classroom teacher clarifies at the start of each year the school policy on bullying.
  - Promote the philosophy of ‘No Put Downs’ throughout the school community.
  - Make a range of activities available to students at recess and lunch breaks.
B. Early Intervention

- Promote processes, including confidential means, by which students can report bullying incidents involving themselves or others.
- Reassure students that concerns will be taken seriously and that all complaints will be treated confidentially.
- Ensure classroom teachers remind students on a regular basis of their responsibilities as bystanders:
  - to report bullying incidents and that reporting is not dobbing.
  - if a friend is bullying another student, to let the friend know that his/her behaviour is unacceptable.
- Encourage parents to contact the school if they become aware of a problem.
- Recognise and reward positive behaviour and resolution of problems publicly.
- Ensure that students are aware of the role of classroom and yard duty teachers in responding to bullying incidents.
- Analyse and act upon yard incidents.
- Investigate possible links between absenteeism and bullying.

C. Intervention

- Counsel those students identified through the Early Intervention strategies.
- Fully investigate and document all incidents or allegations of bullying with the bully, victim and witnesses.
- Offer counselling and support for all affected parties.
- Contact parents if bullying has occurred and implement consequences consistent with the school’s Student Code of Conduct.

D. Post Violation

- Implement consequences which may involve:
  - exclusion from class
  - exclusion from the yard
  - withdrawal of privileges
  - school suspension
  - ongoing counselling from appropriate personnel for both victim and bully
- Continue ongoing monitoring of identified bullies and victims.
- Reward positive behaviour.

Ratified by School Council: 19th May, 2014