



Lara Lake
Primary School

Student Engagement & Wellbeing Policy

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Part One: Policy and Guidelines

1. RATIONALE

Lara Lake Primary School is committed to providing a safe and caring environment, which promotes positive relationships amongst all students and staff, and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching.

In the Lara Lake Primary School community we work together as a dynamic team to achieve common goals. The school offers a quality education through the provision of a safe, supportive and stimulating learning environment, which facilitates fulfillment of individual potential and respect for self and others.

If a student cannot read, we help them to learn to read. If a student cannot throw a ball, we help them to throw a ball. If a student cannot behave, we often default to taking something from them. What if the penalty for not reading was to take books away from the student?

The school will implement appropriate management measures for continued poor behaviour choices. However, we will also formalise our support processes (the steps BEFORE punitive measures are enacted).

At Lara Lake Primary School we are proud of the excellent relationships that students have with each other, and with their teachers. Building high quality relationships is an important part of the ethos of our school. In order to ensure that all students feel safe and supported at school, we have developed a Code of Co-Operation in consultation with the community that we believe supports students to work and play together, and promotes positive interactions between students, parents and staff.

2. AIMS/GUIDELINES

- The school's Code of Co-operation aims to encourage independent self-disciplined and responsible members of the community in an environment which maximises opportunities for all.
- To seek the support and co-operation of the whole-school community.
- To provide clear definitions of what is and what is not bullying and harassment.
- To reinforce with the school community that no form of bullying or harassment is acceptable.
- To provide clear advice on the roles and responsibilities of the whole school community, including students, parents, caregivers and teachers for preventing and responding to bullying behaviour.
- To provide clear procedures for everyone to report incidents of bullying to the school whether as a victim or an observer.
- To ensure that all reported incidents of bullying are followed up and that support is given to any person who has been affected by, engaged in or witnessed bullying behaviour.
- All staff have a responsibility to ensure their behaviour does not inhibit equal opportunities.
- It is a privilege to have access to Information Communication Technologies (ICT) at school and any form of cyber bullying will be taken seriously and will mean immediate withdrawal of such ICT resources for a time determined by the classroom teacher, Principal or Assistant Principal.
- The School will have an 'Acceptable Use Agreement' for the safe and appropriate use of technology – the leadership team will review this annually.
- Students who bully or who are bullied in any form will be offered support and/or counseling as appropriate.
- This policy works in conjunction with the Child Safe Policy

3. IMPLEMENTATION/PROGRAM

Promoting well-being through the curriculum at Lara Lake Primary School

At Lara Lake Primary School we promote the welfare and well-being of all students and staff. Our curriculum programs and policies aim to build and promote well-being in various forms.

We implement a range of programs designed to enhance the emotional and social health of all students. We actively promote self-esteem through our programs including:

- a. Play Is The Way – Prosocial Education
- b. Support programs
- c. Anti-bullying programs
- d. Drug education
- e. Code of Co-operation

a. Play Is The Way – Prosocial Education

At Lara Lake Primary School, the Play is the Way program is the main vehicle for the delivery of social and emotional competencies as set out in the Victorian Curriculum. We have implemented Play is the Way to promote positive wellbeing and welfare outcomes in the school and across the community.

Play is the Way is a practical methodology for teaching social and emotional skills using guided play, classroom activities and an empowering language. It is a process that when understood and embedded, helps to guide and direct the way students live and learn. It is a philosophy of behaviour education and student self-regulation that fosters independent, self-motivated, empathetic and life-long learners.

Each class will devote certain components of instructional time to circle time and Play is the Way games. Teachers will use this insight into their students to assess against the Victorian Curriculum.

b. Support Programs

As well as the work that goes on in all classrooms promoting self-esteem and notions of friendship and co-operation, Lara Lake Primary School recommend that we use the support of our educational network student support staff (SSS) to implement the following programs designed to enhance welfare of all students at Lara Lake Primary School. Please see the Assistant Principal to discuss the referral process to access these services.

Services provided by the Network SSS include:

1. Counselling / casework
2. Crisis / emergency management
3. Assessment / strategies for learning difficulties
4. Referral to / liaison with external agencies
5. Counselling and referral for sexual assault
6. Professional development as requested
7. Support for teachers
8. Speech/Occupational therapy
9. Visiting teacher service

c. Anti-Bullying

At Lara Lake Primary School we promote resilience, developing life skills, developing protective behaviours and strong decision making through our programs (including Play Is The Way).

Lara Lake Primary School organises preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Each classroom teacher clarifies and establishes classroom agreements and values at the beginning of each year. These are displayed within the classroom. Teachers use 'Circle Time' to reinforce expectations and deal with conflict resolution as it arises.

An expert in Cyber Safety will present important information to our students in grade 3-6 each year. This will involve a thorough assessment of the schools eSmart policy and approach to managing cyber related matters. Play Is the Way and anti-bullying language is incorporated in Years P – 6 in every classroom.

Physical, verbal, emotional or cyber bullying and intimidation will not be tolerated at Lara Lake Primary School, and all community members have a responsibility to follow the correct procedures to identify, raise awareness of, build resilience to and eradicate such behaviour.

Early Intervention:

- Encouraging children to report bullying incidents to a teacher.
- All complaints of harassment will be heard in confidence and taken seriously.
- Classroom teachers, on a regular basis, remind students to report bullying incidents.
- Parents are encouraged to contact the school if they become aware of a bullying problem.

Intervention:

- Once identified; bully, victim and witnesses talked with, and all incidents fully investigated and documented.
- Both bully and victim may be offered counseling and support. This may involve a restorative conversation where the victim and perpetrator will work together to resolve the issue and create an agreement on specific further action if behavior re-occurs.
- If bullying is ongoing, parents contacted and consequences implemented consistent with the Code of Co-operation.

Post Violation:

There will be disciplinary consequences, covering a range of strategies, for those in breach of the expected behaviours as set out in the Code of Cooperation.

d. Drug Education

Drug Education programs delivered through senior school studies.

e. Code of Co-operation

The Lara Lake Primary School Code of Co-operation aims to encourage students to be independent, self-disciplined and responsible members of the community in an environment which maximises opportunities for all.

At Lara Lake Primary School, we are proud of the excellent relationships that students have with each other, and with their teachers. Building high quality relationships is an important part of the ethos of our school. In order to ensure that all students feel safe and supported at school, we have developed a Code of Co-Operation in consultation with the community that we believe supports students to work and play together and promotes positive interactions between students, parents and staff.

The Lara Lake Primary School Code of co-operation aims to encourage students to be independent, self-disciplined and responsible members of the community in an environment which maximises opportunities for all.

The Code of Co-operation is based upon the following principles:

At Lara Lake Primary School everyone:

- has the right to be safe
- has the right to work and play without interference
- is encouraged to be polite, courteous and well-mannered
- is encouraged to exhibit pride in their school
- Is expected to consistently operate within the guidelines of the Code of Co-operation.

Breaches of school expectations will lead to the implementation of the school's behavior management processes.

Suspension or expulsion will be invoked after all avenues have been explored and in accordance with DET guidelines, except in extreme circumstances.

Under Ministerial Order 184, students must refrain from the following behaviours:

- Threatening or endangering the health, safety or wellbeing of others.
- Committing an act of significant violence against a person or property or being knowingly involved in the theft of property.
- Possessing, using or assisting another person to use prohibited drugs or substances.
- Failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member.
- Consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student.
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person.

School Values/Expectations

Our overarching school expectation is the golden rule: 'Treat others as you would like to be treated'. This is captured in our values and expectations listed below:

Our School Values

- Respect for all.
- Responsibility for what we do.
- Excellence always.
- Treat others as you would like them to treat you.

Our School Expectations

- We Listen.
- We follow directions.
- We keep hands and feet to ourselves.
- We move carefully and safely around our environment.
- We treat fellow students, teachers and other adults with respect and consideration.
- We communicate effectively to the best of our ability in the classroom and throughout the school.
- We engage in appropriate behaviour (e.g. no fighting, bullying or swearing).

- We resolve problems through formal/informal mediation.
- We help each other to learn.

Our Students

- Model positive behaviour to other students.
- Comply with and model school values and expectations.
- Behave in a safe and responsible manner.
- Respect themselves, other members of the school community and environment.
- Actively participate in school.
- Do not disrupt other students' learning, and make the most of educational opportunities.
- Do not bring into the school, any software or apps or hard copy material that is not age appropriate. The school monitors devices connected to the school's servers for any inappropriate apps or software and will exclude those devices from school servers to ensure inappropriate content is not shared with other students.

Our Staff

- Engage students in meaningful learning experiences.
- Establish and display school expectations and values, and convey these to parents at the start of the year.
- Intervene as required to identify/respond to student needs for social and emotional support.
- Undertake professional development to ensure current strategies and approaches are consistently implemented.
- Promote pro-social behaviours through classroom practices and appropriate programs such as 'Play is the Way'.
- Use the Compass program to document and monitor student wellbeing.
- Provide parents with Lara Lake Primary School Code of Cooperation upon enrolment.
- Investigate any discipline issues.

Our Parents

- Trust the school and its processes.
- Trust and support the outcomes of any investigations.
- Keep healthy contact with the school and staff when concerns arise.
- Model positive behaviour to their child.
- Ensure their child attends school for instruction every day (unless ill) and are on time.
- Take interest in their child's school and learning.
- Work with the school to achieve the best outcomes for their child.
- Support the school and the staff in its efforts to maintain a safe, productive teaching and learning environment.
- Communicate constructively with the school and use expected processes and protocols.
- Follow the school's complaints processes if there are any grievances.
- Approach and treat all school leaders, staff, students and members of our school community with respect.

Appendices:

- Appendix A: Bullying and Harassment – Extended Definitions
- Appendix B: Support Plan for Parents
- Appendix C: Code of Co-operation
- Appendix D: School Processes: White Slip Process
- Appendix E: Behaviour Management Steps – Minor & Major Incidents
- Appendix F: Individually Owned Devices and Age Appropriate Apps

Part Two: Working Documents

APPENDIX A: BULLYING AND HARASSMENT – EXTENDED DEFINITIONS

DEFINITION OF BULLYING

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

There are three broad categories of bullying:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, teasing, verbal abuse.
3. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - a. Knocking a person's books or belongings out of their hands or off their desk.
 - b. Lying and spreading rumours.
 - c. Playing nasty jokes to embarrass and humiliate.
 - d. Mimicking.
 - e. Encouraging others to socially exclude someone.
 - f. Damaging someone's social reputation and social acceptance.
 - g. Cyber-bullying, which involves the use of electronic means to humiliate and distress.

SPECIFIC TYPES OF BULLYING

4. **Verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters.
5. **Violence** - including threats of violence.
6. **Sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.
7. **Homophobia** and other hostile behaviour towards students relating to gender and sexuality.
8. **Discrimination** including racial discrimination - treating people differently because of their identity.
9. **Cyber-bullying** - either online (using digital technologies: email and social media tools) or via mobile phone.
 - i. **Pranking:** Repeated hang-ups, anonymous, mocking or threatening phone calls.
 - ii. **Image sharing:** Forwarding or sharing unflattering or private images without permission.
 - iii. **Sexually explicit images:** People of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.
 - iv. **Text and email:** Sending insulting or threatening text messages or emails. Teasing, spreading of rumours online, and sending unwanted message or defamation.
 - v. **Personal online information:** Publishing online someone's private, personal or embarrassing information without permission, or spreading rumours online.
 - vi. **Identity theft:** Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.
 - vii. **Hate sites:** Creating hate sites or implementing social exclusion campaigns on social networking sites.
 - viii. **Other types of cyber-bullying:** It is also cyber-bullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.
 - ix. Forms of cyber bullying may be a criminal offence. Serious matters relating to cyber bullying will be reported to parents and/or the police as appropriate.

CYBER-BULLYING

Consists of psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Cyber-bullying can involve

- a. *Flaming* – online fights using electronic messages with angry or vulgar messages
- b. *Harassment* – repeatedly sending nasty, mean and insulting messages
- c. *Denigration* – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- d. *Outing* – sharing someone's secrets or embarrassing information or images online
- e. *Exclusion* – intentionally and cruelly excluding someone from an online group

- f. *Cyber-stalking* – repeated, intense harassment and denigration that includes threats or creates significant fear

HARASSMENT

This is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or which could reasonably be expected to cause offence, humiliation or intimidation.

Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit

Subtle (the most common) they include:

- a. Offensive staring and leering
- b. Unwanted comments about physical appearance and sexual preference
- c. Racist or smutty comments or jokes
- d. Questions about another's sexual activity
- e. Persistent comments about a person's private life or family
- f. Physical contact e.g. purposely brushing up against another's body
- g. Offensive name calling

Explicit (obvious) they include:

- a. Grabbing, aggressive hitting, pinching and shoving, etc.
- b. Unwelcome patting, touching, embracing
- c. Repeated requests for dates, especially after refusal
- d. Offensive gestures, jokes, comments, letters, phone calls or e-mail
- e. Sexually and/or racially provocative remarks
- f. Displays of sexually graphic material – pornography
- g. Requests for sexual favours
- h. Extreme forms of sexual harassment will lead to criminal prosecution

WHAT BULLYING IS NOT

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

Mutual Conflict

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

Social Rejection or Dislike

Unless the social rejection is deliberate and malicious. (E.g. not wanting to play with someone is NOT necessarily bullying)

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

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

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

Discovering that your child is being bullied or that your child is bullying others is very stressful and upsetting. Most parents and carers initially experience anger, confusion and guilt. The following information has been developed to provide you with useful strategies in dealing with incidents of bullying or other forms of unacceptable behaviour.

How do I know if my child is being bullied or a target of unacceptable behaviour?

Some of the signs that a child is being bullied or a target of unacceptable behaviour include:

- An unwillingness or refusal to go to school.
- Feeling ill in the mornings.
- Frightened to walk to and from school.
- Wagging school or doing poorly in their school work.
- Becoming withdrawn, starting to stutter with their speech, lacking confidence.
- Crying themselves to sleep, having nightmares.
- Asking for money or starting to steal (to pay the bully).
- Refusing to talk about what's wrong or having unexplained bruises, cuts, scratches.
- Beginning to bully other children or siblings.
- Becoming aggressive and unreasonable.
- Reluctance to discuss cyber-bullying in case their computer or phone is taken away.
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What can I do if my child is being bullied or targeted by unacceptable behaviour?

- **Step 1:** Listen carefully to your child and show concern and support.
- **Step 2:** Congratulate your child for confiding in you.
- **Step 3:** Give sensible advice – don't encourage your child to fight back; this will most likely increase the bullying or unacceptable behaviour.
- **Step 4:** Assist your child to develop positive strategies including:
 - 1) Saying "Stop it. I don't like it when you ... because it makes me feel ..." and calmly walking away.
 - 2) Avoiding situations that might expose them to further bullying or unacceptable behavior.
 - 3) Making new friends.
 - 4) Using technologies safely and responsibly.
- **Step 5:** Ask your child the following questions to understand if there is a repeated pattern:
 - 1) What, where and when did the incident happen?
 - 2) Who was involved on each occasion?
 - 3) Did anybody else see it and, if so, who?
 - 4) What solutions have been tried so far?
 - 5) The names of any teachers who may be aware of the problem.
- **Step 6:** Work with your child's school to solve the problem. Schools take their responsibilities in relation to bullying and unacceptable behaviour very seriously and they have more success when parents work with the school to solve the bullying problem. ***Remember, if you were not aware that your child was being bullied or the target of unacceptable behaviour, then perhaps your child's teachers did not know about it either.***

You should:

- 1) Make an appointment with your child's teacher and make notes of the points you want to discuss before the meeting.
 - 2) At the meeting try to stay calm and present information in a way that makes it clear that you and the school are working as partners in trying to fix this problem. The school will need time to investigate and to talk to teachers and perhaps, other students.
- **Step 7:** Work with the school to establish a plan for dealing with the current situation and future incidents of bullying or unacceptable behaviour. Before you leave, ask for clarification about the next steps in the plan.
 - **Step 8:** If needed, ask for appropriate staff to become involved.
 - **Step 9:** Encourage your child to report any further incidents of bullying or unacceptable behaviour to a teacher they trust at the school.

What if my child is bullying or targeting others?

- a. Respond calmly and non-defensively, and commit to working with the school to manage the problem in a helpful way.
- b. See the situation as an opportunity for your child to learn important developmental lessons.

What should I NOT do if my child is being bullied or a target of unacceptable behaviour?

- a. Do not directly approach any other student who you believe may have been involved in bullying or targeting your child.
- b. Do not try to sort the issues out with their parents. This usually doesn't work and makes the situation much worse.
- c. Do not directly approach the bullied student or their family or try to get other parents to take your child's side.

What can I do to reduce bullying and unacceptable behaviour at school?

- a. Report all incidents of bullying and unacceptable behaviour to the school
- b. Let your child know how much you disapprove of bullying and unacceptable behaviour and why.
- c. As always, a child's home is a powerful role modelling experience and as such, any type of bullying and unacceptable behaviour should be avoided, and respect for others should be displayed and encouraged.
- d. Talk to your child about the qualities associated with caring friendships and discourage them from staying in 'friendships' where they are mistreated or not respected.

Useful Websites

- ❖ Bullying. No Way! - www.bullyingnoway.com.au
- ❖ Building Respectful and Safe Schools: A resource for school communities:
<https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf>
- ❖ Safe Schools are Effective Schools: Student Engagement Policy Guidelines:
<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

APPENDIX C: CODE OF CO-OPERATION

This is signed by parents upon enrolment.

Key Principles

Lara Lake Primary School has a goal of ensuring each student is safe, happy and achieving and that students behave in a way that allows others to feel the same way. The key rule for students to follow is to “treat others as you would like them to treat you.”

At Lara Lake Primary School everyone:

- has the right to be safe
- as the right to work and play without interference
- is encouraged to be polite, courteous and well-mannered
- is encouraged to exhibit pride in their school.

There are nine basic school expectations:

- Listen
- Follow directions
- 3Keep hands and feet to ourselves
- We move carefully and safely around our environment
- We treat fellow students, teachers and other adults with respect and consideration at all times
- We communicate effectively to the best of our ability in the classroom and throughout the school
- We help each other to learn
- We engage in appropriate social behaviour e.g. no fighting, bullying or swearing
- We resolve problems through formal/informal mediation.

The Students will:

- Model positive behaviour to other students
- Comply with and model school values and expectations.
- Behave in a safe and responsible manner
- Respect themselves, other members of the school community and the school environment
- Actively participate in school
- Not disrupt the learning of others and make the most of our educational opportunities
- Do not bring into the school, any software or apps or hard copy material that is not age appropriate. The school monitors devices connected to the school's servers for any inappropriate apps or software and will exclude those devices from school servers to ensure inappropriate content is not shared with other students.

The Parents will:

- Trust the school and its processes.
- Trust and support the outcomes of any investigations.
- Keep healthy contact with the school and staff when concerns arise.
- Model positive behaviour to their child.
- Ensure their child attends school for instruction every day (unless ill) and are on time.
- Take interest in their child's school and learning.
- Work with the school to achieve the best outcomes for their child.
- Support the school and the staff in its efforts to maintain a safe, productive teaching and learning environment.
- Communicate constructively with the school and use expected processes and protocols.
- Follow the school's complaints processes if there are any grievances.
- Approach and treat all school leaders, staff, students and members of our school community with respect.

Breaches of school expectations will lead to the implementation of the school's behavior management processes.

Suspension or expulsion will be invoked after all avenues have been explored and in accordance with DET guidelines, except in extreme circumstances.

We have read the Code of Co-operation and my child and I agree to work with the school to support its implementation.

Parent's Name:

Parent signature: Date.....

Child's Name: Grade:

Description

Lara Lake Primary School is very proud of our student behaviour. Our students are consistently regarded by visitors to our school as incredibly polite, respectful and well behaved. Parental support for our approach is absolutely critical. If parents immediately jump to the defence of their child then this can discourage students from taking responsibility for their actions. This actually reduces their ability to make responsible decisions. A 'White slip' is a letter that will be sent to a parent (via the student) outlining a serious breach of the school Code of Conduct. Students are very clear on what constitutes a white slip offence and in a large school such as ours, very few 'white slips' occur. We have very capable classroom teachers who are skilled at building relationships with students so that there is trust and empathy present. Documentation on white slip includes a brief description of the incident and the consequence, not details of witness statements or the names of the victims due to confidentiality.

Process

- a. Incident is reported to yard duty or class teacher. Sometimes the teacher directly hears or sees something, which enables a more direct and efficient follow up. If the issue is reported, it is incumbent on the teacher to try to find out what occurred, to ensure fairness for all.
- b. Teacher decides if student has done or said something considered to be a white slip offence. Whilst on occasions, the teacher can make this decision immediately; there is often an investigation into the incident to clarify what exactly occurred. As teachers prefer wherever possible to preserve class time for teaching, investigations often occurs during recess, lunch or before school. Teachers try to investigate thoroughly to ensure all parties are treated fairly. At times teachers have to make an 'on balance' decision, using the information they have gathered from witnesses or others to try to determine if a 'white slip' offence has been committed. Teachers need to balance the time they spend on this with their core duties of curriculum delivery. When students are fully open and honest about what occurred, this makes the investigation much more efficient and it is then easier to move forward to a resolution.
- c. If not considered to be a white slip offence, then teacher decides on an appropriate action with no further follow up. The consequence often depends on what offence was committed, whether or not remorse has been shown (and perhaps an apology) and the student's attitude – was the student honest? Did they speak respectfully to the teacher and to their peers? Are they willing in some way to 'make up' for any damage that has been done? The teacher may choose to log the incident on Compass as a 'minor' incident.
- d. If issue is considered to be a white slip offence, then teacher discusses issue with student and checks with witnesses if necessary. This step sometimes occurs in conjunction with the investigation of the incident. It can be very time consuming, particularly when the perceived offender consistently denies any wrongdoing. Teachers are very careful to try to hear both sides of the story. This might involve some documentation of what was perceived to occur, then cross checking against different statements. As described above, LLPS teachers make every effort to be fair and to gather the necessary information. At times, teachers will base their decision on the information provided by witnesses, even when the offender continues to deny any wrongdoing. Whilst this is a difficult situation, our prime concern is that our students are safe and happy. As such, 'white slip' offences will be followed up and consequences for these behaviours will occur.
- e. Teacher documents incident on Compass.
- f. Teacher informs class teacher and consults with Leadership Team member, to decide on consequences. These may vary according to the student's behaviour over recent times – if for example a student had recently received a white slip for similar behaviour, then the consequences may be more severe than if it was a 'first offence'. At all times our consequences are intended to encourage students to review their actions and see the effect of what they did. Second, third and any subsequent white slips within a term have flow on effects which will may include meetings with Principal/ Assistant Principal / Student Welfare Officer and follow up actions which may include lunchtime or after-school detention, suspension or expulsion.
- g. Issuing teacher and class teacher will share responsibility for ensuring that the consequence is carried out. This may involve a detention at lunchtime, or it may be that a different consequence is negotiated according to the nature of the offence, the severity, and the student's past history. Very severe offences could result in suspension or even expulsion, although these are extremely rare at Lara Lake Primary School due to the clear boundaries set by teachers and the outstanding attitude and behaviour of our students.
- h. White slip is sent home via Compass as a courtesy notification to parents / carers. This is to inform the parent / carer of the incident.

Incidents that are likely to result in a White Slip

- i. Fighting and violent behaviour
- ii. Bullying
- iii. Verbal abuse of any person, student or adult
- iv. Rudeness to staff
- v. Refusing to follow staff direction
- vi. Wilful damage to property
- vii. Sexual harassment
- viii. Stealing
- ix. Throwing stones or any objects
- x. Leaving school grounds
- xi. Frequent Minor Incidents (Teasing, Swearing, Exclusion, Put downs, Pushing, Physical intimidation, Dishonesty)

School procedures for responding to a student who fails to follow the Code of Cooperation are set out below.

Level 1

If the behaviour is minor or first time occurrence, teachers may elect to use one or more practices:

- a. Investigates and discusses incident with student/s and decides if the incident is minor or major and uses the list of 'white slip behaviours' as a guide.
- b. Checks with witnesses if necessary.
- c. Try to resolve problems through formal or informal mediation.
- d. Restorative questioning.
- e. Think time detention.
- f. Private conference.
- g. Shared control discussion.
- h. Decides if incident is a 'white slip' incident and makes sure that consequence such as detention is carried out.

Level 2

If the behaviour continues, or in instances of severe bullying or harassing, a referral should be made to the Principal / Assistant Principal who may

- a. Provide discussion/mentoring of different social and learning competencies including structured learning activities.
- b. Conduct a restorative conference separately with the perpetrator and victim.

Level 3

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

Level 4

- a. If the student's behaviour results in a third and subsequent white slip offence within the term, then class teachers should notify the Principal or Assistant Principal. Third and subsequent white slip offences within a term may result in an after school detention and / or suspension (see below)
- b. Students who repeatedly receive white slips as a result of behavior and who represent a significant threat to the safety and wellbeing of others may be referred to outside agencies for evaluation. The School Leaders are familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

Level 5

Under Ministerial Order 1125 (2018) the following are grounds for suspension:

- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- causes significant damage to or destruction of property
- commits or attempts to commit or is knowingly involved in the theft of property
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person

- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student

APPENDIX E: BEHAVIOUR MANAGEMENT STEPS – MINOR & MAJOR INCIDENTS

Minor Incidents (infrequent)

Teasing, Swearing, Exclusion, Put downs, Pushing, Physical intimidation, Dishonesty, Rough Play

Step	MINOR INCIDENTS - Response & Requirements	
1	Incident occurs	Teacher handling incident determines whether incident is MINOR or MAJOR. If MINOR INCIDENT, Teacher handling incident deals with and determines outcome (eg. right the wrong, apology, separation). -Document on Compass if teacher deems appropriate
2	Continued minor level incidents	Teacher conferences offender and victim. Teacher escalates to Team Leader for advice/support. -Document on Compass
3	Further minor level incidents	Escalate to Principal class for follow up using Restorative Script Perpetrator, Victim and Principal class discussion -Agreement, including future consequences signed by all parties -Document on Compass as a minor incident, including a note of agreement
4	Breaking of Signed agreement	Refer to Major Incident, step 1, below

In the yard, Minor Incidents

If a student makes poor behaviour choices on a single day:

First time in a recess / lunch	Teacher Reminder of expectations – referencing PITW,
Second time in a recess / lunch -	-5 minute walk with Yard Duty teacher to identify and discuss appropriate, exhibited behaviour by other students using Play Is The Way as reference. This is a <u>learning</u> exercise. For example “Look at how Freddy and Jessie are playing. Are they hitting anyone? Why not? Are they having fun? Why? Can you play like that?” etc
Third time in a recess / lunch	Sent to Principal’s or Assistant Principal’s office for remainder of play session. Escalate to Principal class for follow up using Restorative Script Perpetrator, Victim and Principal class discussion
Teacher Changeover – Teacher finishing Yard Duty should inform second half Yard Duty teacher of any students in this process	

Major Incidents (including frequent Minor Incidents)		
Fighting and violent behaviour , Bullying, Verbal abuse of any person, student or adult, Rudeness to staff, Refusing to follow staff direction, Wilful damage to property, Sexual harassment, Stealing, Throwing stones or any objects, Leaving school grounds Frequent Minor Incidents: Teasing, Swearing, Exclusion, Put downs, Pushing, Physical intimidation, Dishonesty, Rough Play		
Step	MAJOR INCIDENTS - Response & Requirements	
1	Incident occurs	<p>Teacher handling incident determines whether incident is MINOR or MAJOR. If not MAJOR, refer MINOR INCIDENT step 1, above If MAJOR, determines whether it is a White Slip. Teacher issues WHITE SLIP and determines consequence -Document on Compass with parent notification in appropriate detail -If Lunchtime detention, quantity is at discretion of Teacher class. (1st Strike) -Quiet room, teacher supervision, no conversation. Teachers not to be in room with students alone, visual supervision only.</p>
2	Further breaches incurring a White Slip	<p>Teacher issues WHITE SLIP Teacher to discuss with Principal Class and discuss consequence Principal Class to contact parents to relay concern for student choices Meeting with parents -Document on Compass with parent notification in appropriate detail -If Lunchtime detention, quantity is at discretion of Principal class. (2nd Strike) -Quiet room, teacher supervision, no conversation. Teachers not to be in room with students alone, visual supervision only.</p>
3	Ongoing breaches	<p>Teacher issues WHITE SLIP Teacher to discuss with Principal Class and discuss consequence Principal Class to contact parents to inform and arrange to meet Meeting with parents -Document on Compass with parent notification in appropriate detail -Document meeting outcome on Compass -If Lunchtime detention, quantity is at discretion of Principal class. (3rd Strike)</p>
4	Fourth breach	<p>Teacher issues WHITE SLIP Teacher to discuss with Principal Class and discuss consequence Principal Class to contact parents to inform and arrange to meet Meeting with parents After school detention, quantity at discretion of Principal class (Failure of Parent consent triggers further lunchtime options or Suspension considered) -Document on Compass with parent notification in appropriate detail - Document meeting outcome on Compass -Provide parents with DET information regarding Suspension/Expulsion</p>
5	Continued serious breaches	<p>Suspension or Expulsion considered Meeting with parents DET documentation completed Regional Office involvement -Provide parents with DET information regarding Suspension/Expulsion -Document on Compass with parent notification in appropriate detail -Document meeting outcome on Compass</p>

APPENDIX F: INDIVIDUALLY OWNED DEVICES AND AGE APPROPRIATE APPS

Lara Lake Primary School recognises the positive impact that the use of technology can have on student learning outcomes. The school operates a BYOD iPad program for Years Three to Six and provides the Prep to Year Two students with access to school-owned iPads.

While the vast majority of individually owned devices utilised at school do comply with age restriction conditions, some do not. Some individually owned devices are problematic in that the content contained on those, which is generated out of school hours, can impact on school life and the wellbeing of young students. Students who are not old enough to access apps are using them and some of the content being distributed out of school hours is alarming and disturbing. Inappropriate content including images, text, cyber-bullying and other conversations are being posted by some students and shared with other students and this is alarming parents and school staff. This is happening in the homes of some of Lara Lake Primary School's students.

The age ratings that come with games, apps, films and social networks are a good guide to whether they're suitable for your child. If the age restriction is 13 years and your child is younger than that, they should not be accessing that app.

All of the Apps listed below require users to be at least 13 years old:

FaceBook, FB Messenger, Snap Chat, Instagram, Twitter, Pinterest, Tumblr. The minimum age for WhatsApp is 16.

A thorough list of age appropriate apps is provided by the Australian Government at

<https://esafety.gov.au/education-resources/iparent/staying-safe/social-networking/is-there-an-age-limit-for-kids-on-social-media>

Devices that have Apps with age restrictions of 13 or above will not be permitted on to Lara Lake Primary School property or given access to school WiFi or Servers. Devices are monitored centrally by school servers as a matter of duty of care. In the instance where a student's device is found to have inappropriate Apps installed, the following process will be implemented:

- | | |
|------------------------|--|
| 1 st time | Device shut down at school. Parents notified. |
| 2 nd time - | Device shut down at school. Parents notified. |
| 3 rd time - | Device banned from school for three weeks. |
| 4 th time - | Device banned from school at Principal's discretion. |

Any student whose device has been banned will have shared access to school-provided devices.

Please be assured that a firewall, filter system and other protective measures are implemented at all Government schools and are updated continuously.

The information on the following page provides some hints around ensuring your child is safe.

Internet safety checklist for pre-teens

Have free and frank discussions

Encourage your child to talk to you about how they use the internet and show you what they do. Discuss with them the kinds of things they might come across. A good time to talk is when they get a new device or mention a new website.

Manage their devices

Encourage them to use their tech devices in a communal area such as the living room or kitchen and set up a user account for your child. If you think they aren't old enough to have a mobile phone or tablet, stay firm and explain the reasons why. Don't permit use while your child is unsupervised.

Put yourself in control

Activate parental controls on your home broadband, all devices including mobile phones and games consoles. Safe search settings can also be activated on Google (and other search engines), YouTube and on entertainment sites like iTunes and iPlayer.

Stay safe on the move

Be aware that if your child is accessing the internet using public WiFi they may not have safety features active. Some providers are part of family friendly WiFi schemes with filters to block inappropriate content. Look out for friendly WiFi symbols like Mumsnet Family Friendly WiFi and RDI Friendly WiFi symbols when you're out and about.

Have an agreement

Agree and set boundaries with them or have a family contract for their internet use, including when and where they can use portable devices and for how long, before they get used to doing their own thing.

Start discussions about social networking early

Talk to children about the benefits and risks of social networking before they join any age appropriate sites. Let them know that anything they upload, email or message could stay around forever online.

Keep private information private

If your child (over 13 years old) does have a social networking profile, teach them to block or ignore people and how to set strict privacy settings. Request that you or someone you both trust becomes their 'friend' or 'follower' to check that conversations and posts are appropriate.

Check age ratings

The age ratings that come with games, apps, films and social networks are a good guide to whether they're suitable for your child.

