



# Herne Hill Primary School

**Policy Title: STUDENT ENGAGEMENT & WELLBEING POLICY**

**Date Approved: June 2020**

**Review Date: June 2023**

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### Related Documents:

- Student Behaviour Support Plan
- eSmart Policy
- Information & Communication Technology Guidelines and Student Acceptable Use Agreement  
(Please see this document in our Policy Folder)

## PURPOSE

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The purpose of this policy is to ensure that all students and members of our school community understand:

- a) our commitment to providing a safe and supportive learning environment for students
- b) expectations for positive student behaviour
- c) support available to students and families
- d) our school's policies and procedures for responding to inappropriate student behaviour.

Herne Hill Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

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This policy applies to all school activities including camps and excursions

## SCHOOL PROFILE

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Established in 1954 Herne Hill Primary School is located in Hamlyn Heights and had an enrolment of 261 students at the 2019 census. The school has a (low-mid) socio-economic profile and a (mid-high) proportion of EAL students. The core purpose of our school is to provide a comprehensive education for all students through effective communication, strong collaboration and the application of a range of high impact teaching strategies within a safe and inclusive learning environment that enables students to reach their academic, social, emotional and physical potential. Student voice, agency and leadership continues to be a focus for Herne Hill Primary School.

The staffing EFT consisted of a principal, assistant principal, 0.6 primary welfare, 15.4 teaching staff and 5.1 education support staff. Weekly specialist classes were again offered in Performing Arts, Visual Arts, Digital Technologies and Physical Education and we also operated reading and oral language support programs.

The school has students on the PSD program who all showed satisfactory progress toward achieving their individual goals.

We are one of a select few primary schools in the state to offer a Kindergarten on site. This is good for both marketing and effective transition into Herne Hill Primary School.

The school continues to enhance student learning through the Grade 3-6 iPad program with a focus on improving teacher efficacy in educational applications. The following activities all enhance the learning opportunities of our students: sports days, excursions, incursions, swimming program, daily fitness, interschool sport, Music Bus, workshops at GPAC and choir performances.

## VISION AND VALUES

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### VISION

Herne Hill Primary School's vision is to foster and encourage an inclusive community of learners who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment.

### MISSION

Herne Hill Primary School will ensure that students receive a high quality education to develop both the skills and the competencies essential for success. We will take effective steps to support students' wellbeing, social and emotional learning and physical needs. We seek to foster a sense of community and belonging for all and to create an environment that achieves equity for all students and ensures that each student is a successful learner, fully respected, and learns to respect others.

### OBJECTIVE

Herne Hill Primary School's objective is to:

- provide an educational program that stimulates student's curiosity and creativity
- develop responsible and engaged life-long learners
- encourage a strong, supportive partnership between home, the school and the community
- foster tolerance, respect and acceptance of others
- build each student's resilience, courage and self-esteem
- provide a curriculum that is rich and relevant and allows all students to succeed

### VALUES (see page 8 also)

The key values are seen as being integral to all that we do at Herne Hill Primary School. They are:

**Responsibility:** Taking responsibility for actions and learning.

**Respect:** Recognise and accept differences in ability, race, religion and beliefs of others using good manners, appropriate language and courteous behaviour at all times.

**Pride:** Our behaviour indicates we are proud of our school, ourselves and our family. We take care of school buildings, use equipment appropriately and care for the environment.

**Personal Best:** The attitude and personal qualities to overcome barriers to strive for high standards in academic, physical and creative endeavours.

**Kindness:** We think about how our actions affect other people. We aim to be friendly, generous and considerate at all times.

The school operates under two keys RIGHTS and two key RESPONSIBILITIES.

These include:

- The right to learn
- The right to be and feel safe
- Personal Responsibility (I do the right thing)
- Communal Responsibility (I encourage others to do the right thing).

## ENGAGEMENT STRATEGIES

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Herne Hill Primary School implements a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our learning community. We acknowledge that some students may need additional social, emotional or educational support at school, and that the needs of students may change over time as they develop and learn.

### Whole School

- creating a culture that is inclusive, engaging and supportive through the school values program, 'Bounce back' program, Statement of Values and school philosophy, and Student Code of Conduct, with high and consistent expectations of all staff, students and parents/carers
- building and sustaining positive relationships between staff and students through the school value program, Code of Conduct, Respectful relationships, and developing class expectations and agreements
- encouraging a partnership with the school and parents/carers through open communication, School Council, Parents Friends Association (PFA), parent forums and community engagement opportunities.
- analysing and being responsive to a range of school data such as Attitudes to School Survey
- using explicit and shared model of instruction to ensure that evidenced-based, teaching practices are incorporated into lessons
- using a broad range of teaching and assessment approaches are used to effectively respond to the diverse learning styles, strengths and needs of our students set by the Victorian Institute of Teaching (VIT)
- conducting an intensive transition program implemented to support students moving into different stages of their schooling and to support new students to the school.
- celebrating and acknowledging student achievement and positive behaviour in the classroom, and formally in school assemblies with 'Herne Hill students with Star of the Week certificates and via the newsletter
- monitoring student attendance and the emphasis of attendance is communicated to the community on a regular basis via the newsletter
- facilitating student voice where students have the opportunity to contribute to and provide feedback on decisions about school operations through student focus groups
- opportunities for cross-age connections amongst students through the Buddies Program, school choir and ensembles groups, school concert, art show, school events and celebrations and cultural recognition days
- encouraging a support circle where students are able to approach the Student Wellbeing Leader, Student Wellbeing Support Staff, Year level Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support
- opportunities for student inclusion through lunchtime activities, clubs and engaged play.
- opportunities for student leadership roles across 1-6 as 'Junior School Council' (JSC), with 1 representatives from each class each semester across the school. JSC are involved in decision-making, coordinating Student Wellbeing initiatives such as the Friendship Bench. JSC regularly meet as a whole focusing on various school processes including Sustainability, and Fundraising.
- opportunities for student leadership in year 5 and 6. These leadership roles include: school captain, house leaders, sustainability leaders, digital technologies and diversity leaders, as a forum for student voice.
- providing a wide variety of engaging curriculum, extracurricular activities, and learning opportunities that includes, but is not limited to, Interschool sport, excursions, incursions, music bus, choir, school concert, art show, coding, camp programs,

## **Targeted**

Herne Hill Primary School implements a range of strategies that support and promote individual engagement as outlined below:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- class teachers regularly monitor the health and wellbeing of students and act as a point of contact for students who may need additional support
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- referring the student to school-based wellbeing workshops
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- considering reasonable adjustments including environmental changes that need to be made for inclusive education (for example arranging recess and engaged play options and/or changing the classroom set up)
- Cultural and Linguistic Diverse (CALD) students entering the school for the first time are assessed and included in the CALD program if required or are provided with a classroom program to support their transition
- All Program for Student with Disabilities (PSD) students have an Individual Education Plan (IEP) and are further supported by Student Support Services (SSS) and other allied Health Professionals.
- All students in out of home care are under the partnering agreement of Out of Home Care Education Commitment expectations and guidelines and are supported by SSS, DHHS and other relevant Allied Health Professionals.
- All students who identify as Aboriginal or Torres Strait Islander will be placed on an IEP and will be supported by the Koori Engagement Support Officer and Student Support Group (SSG) meetings, if required
- Wellbeing professional learning team undertakes health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Mandated SSG meetings will be held each term for students on Program for Students with Disabilities (PSD)
- Referral to Student Welfare Support Staff and or Student Support Services (SSS) for specific trauma or incidents
- Referral to Child Protection, The Orange Door, Headspace or CAMHS will be made when needed

## **Identifying students in need of support**

Herne Hill Primary School is committed to providing the required support to ensure students are supported intellectually, emotionally and socially. Classroom teachers in consultation with level leaders and the Wellbeing leader play a significant role in developing and implementing strategies to assist in identify students in need of support and enhance student wellbeing. Herne Hill Primary School will refer and use the following information and tools to identify students in need of extra emotional, social or educational support:

- information gathered upon enrolment and while the student is enrolled
  - attendance records
  - academic performance
  - observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, behaviour management data
  - engagement with families
- referrals to DET Student Support Services (SSS) services as well as services and assessments provided by relevant external entities

Be You is a national initiative for educators, aimed at promoting and protecting positive from early years to 18. The vision is for an education system in which every learning community is positive, inclusive and resilient, and where every child, young person, staff member, and family can achieve their best possible mental health.

Be You provides evidence based methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

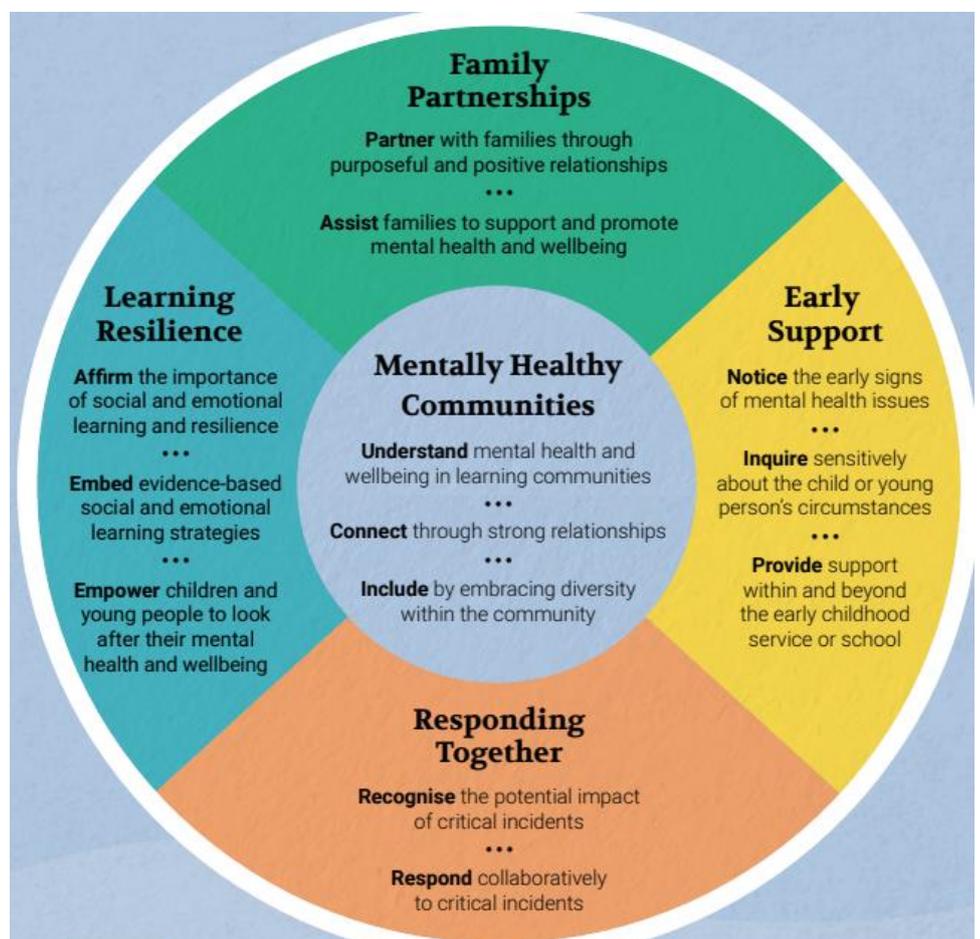
Be You framework focuses on five domains that are known to have a positive impact on children’s mental health. These are:

-  Mentally Healthy Communities
-  Family Partnerships
-  Learning Resilience
-  Early Support
-  Responding Together

Be You replaces Kids Matter Framework which was introduced at Herne Hill Primary School in 2013

The Be You framework informs our social and emotional learning programs at Herne Hill Primary School. Some of these programs are:

- Bounce Back
- Mindfulness
- Values Education
- Restorative Practices
- Circle Time



## RIGHTS & RESPONSIBILITIES:

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

<b>All Members of the Herne Hill Primary School community have a right to -</b>		
<ul style="list-style-type: none"> <li>fully participate in an environment free of discriminatory behaviour – including racist, sexist, intellectual and physical ability-based, class-based forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion</li> <li>be treated with respect and dignity</li> <li>feel valued, safe and supported in an environment that encourages freedom of thought and expression</li> </ul>		
<b>All Members of the Herne Hill Primary School community have a responsibility to -</b>		
<ul style="list-style-type: none"> <li>acknowledge their obligations under the <i>Equal Opportunity Act 2010</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community</li> <li>participate and contribute to a learning environment that supports personal learning and the learning of others</li> <li>ensure their actions and views do not impact on the health and wellbeing of other members of the School community</li> </ul>		
<b>All students have the right to –</b>	<b>All staff have the right to –</b>	<b>All parents have the right to –</b>
<ul style="list-style-type: none"> <li>learn and socialise without interference or intimidation in a safe, clean and secure environment</li> <li>be treated with respect and fairness as individuals</li> <li>expect a learning program that meets their individual needs</li> </ul>	<ul style="list-style-type: none"> <li>expect to be able to work in an atmosphere of order and cooperation</li> <li>have the opportunity to carry out a classroom program that caters for all children</li> <li>use discretion in the application of rules and consequences</li> <li>receive respect and support from the school community</li> </ul>	<ul style="list-style-type: none"> <li>know that their children are in a safe, happy learning environment where they are treated fairly and with respect.</li> <li>expect a positive and supportive approach to their child's learning</li> <li>expect communication and participation in their child's education and learning</li> </ul>
<b>All students have a responsibility to –</b>	<b>All staff have a responsibility to –</b>	<b>All parents have a responsibility to –</b>
<ul style="list-style-type: none"> <li>attend school in a punctual manner.</li> <li>be prepared to learn and explore their full potential</li> <li>respect the rights of others</li> <li>respect and care for their property and the property of others</li> <li>show care and respect for the physical school environment</li> </ul>	<ul style="list-style-type: none"> <li>build positive relationships with students as basis for engagement and learning</li> <li>use and manage the resources of the school to create stimulating, safe and meaningful learning</li> <li>treat all members of the School community with respect, fairness and dignity</li> </ul>	<ul style="list-style-type: none"> <li>ensure their child attends school every day unless their child is unwell.</li> <li>ensure their child has the appropriate learning materials</li> <li>show respect towards members of the school community</li> <li>encourage their children to develop respectful relationships with others</li> <li>support and assist with home learning activities.</li> </ul>

## **SHARED EXPECTATIONS:**

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Herne Hill Primary School has developed shared expectations to ensure that the learning, safety and rights of all are acknowledged and respected. Our expectations are intended to be positive in that they set out what is acceptable and appropriate behaviour for our school community. Our shared expectations are intended to support individual students and families that come to our community from a wide diversity of backgrounds, communities and experiences.

**The values of Herne Hill Primary School Community are demonstrated by the following shared expectations and behaviours:**

### **RESPECT**

- We treat others as we would like to be treated.
- We work, learn and play in an environment of mutual respect.
- We value diversity.
- We work and play safely at all times.

### **RESPONSIBILITY**

- We take responsibility for our own behaviour and understand the logical consequences that follow.
- We are responsible for our learning and the learning environment of others.
- We will strive to be self-motivated learners.
- We take care of our own personal property and space, and that of others.

### **PRIDE**

- Our behaviour indicates we are proud of our school, ourselves and our family.
- We take care of school buildings, use equipment appropriately and care for the environment.
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### **PERSONAL BEST:**

- We strive for excellence and aim to achieve our personal best in everything that we do.

### **KINDNESS:**

- We aim to be friendly, generous and considerate with all students and adults.
- We think about how our actions affect other people.

## **EXPECTATIONS – STAFF:**

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### **Engagement**

The School leadership team will:

- uphold the right of every child to receive an education up to the compulsory age of schooling
- ensure the school complies with its duty of care to each student as well as its obligations under the equal opportunity and human rights legislation
- collaborate with the Herne Hill School community to develop policies and procedures consistent with its values and aspirations and the Department's guidelines
- identify the diversity of the school community and deliver educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs

The teachers will:

- develop and implement flexible teaching practices to cater for individual learning styles making reasonable adjustments when required
- deliver curriculum that is authentic and challenges and extends student learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture in and outside the classroom

### **Behaviour**

Herne Hill Primary School staff will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are expected to participate and engage in the educational environment with energy, enthusiasm and mutual respect.

The School leadership team will:

- lead and promote preventative approaches to behavioural issues by focusing on student wellbeing as a high priority in the school.
- monitor the profile of behaviour issues in the school and the effectiveness of implemented strategies.
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Herne Hill Primary School will:

- use the Student Engagement policy as a basis for negotiating a class-based set of shared expectations with students.
- teach students social competencies through curriculum content and pedagogical approach.
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach.
- involve appropriate specialist expertise where necessary eg: speech pathologist, occupational therapists and other allied health professionals

## EXPECTATIONS-STUDENTS:

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### Engagement

All students are expected to:

- respect and value the differences of others
- have high expectations of their own ability to learn

### Behaviour

- apply themselves to their learning
- support each other's learning by behaving in a considerate and respectful manner
- demonstrate behaviour and attitudes that contribute to a positive school environment that is safe, inclusive and happy
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

## EXPECTATIONS PARENTS/CARERS:

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### Engagement

- Parents/Carers have an obligation to ensure their child attends school during normal school hours every day of each term unless there is a medical reason why the student is not fit for school
- Parents/Carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity.
- parents/carers should also help the school by providing all relevant information to the school
- parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the School through attendance at student-parent-teacher meetings, student activities, school celebrations, student support groups , supporting homework tasks and responding to communications, including the student diary in a timely manner

### Behaviour

Parents/carers should understand the School's behavioural expectations and in doing so assist the school to promote a consistent approach that supports their child's learning, engagement and endeavours both in and out of school.

### Acknowledgement of Positive Behaviours:

Herne Hill Primary School acknowledges students who meet shared expectations through recognition and encouragement as follows:

- Certificates and positive comments at assemblies.
- References
- Weekly newsletter
- Leadership opportunities
- Scholarships
- Awards Nights
- Right to represent the school
- Positives feedback by staff and principal

## RESTORATIVE PRACTICES

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Restorative practices is a powerful way of responding to misbehaviour when more than one child is involved. While students are still accountable for their behaviour, it focuses on repairing the harm done to people and relationships rather than simply punishing the wrong doer. The aim is to strengthen relationships and build understanding in our school community.

### **Our restorative practices strategy aims to develop:**

- A community that values taking the time to sort out differences between people, coupled with clear expectations and limits
- Restorative skills for students such as appreciating other people's point of view and increasing empathy
- Restorative processes that resolve conflict and repair damaged relationships; and
- A community that is solution focused, optimistic and inclusive

### **How does it work?**

- The students participate in a restorative conference. This may be a brief discussion or a more formal meeting.
- The restorative conference is led by a staff member who asks a number of questions and encourages all those affected by the conflict to find a way forward, reducing anger and resentment.
- All those involved have a chance to tell their side of the story,
- An agreement is reached – it may still involve discipline procedures.
- Relationships are healed wherever possible, through increased understanding.
- If a student refuses to participate in a Restorative Conference to repair the harm or to sort out an issue, the school will follow other procedures to decide if a consequence is required for that student.

### **Typical questions asked in a restorative conference:**

- *What happened?*
- *What were you thinking?*
- *How have people been affected?*
- *How can we make things better?*

This process reduces bullying and helps students learn to resolve conflict, develop empathy and to make and keep friends.

## BULLYING

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Bullying (including cyber-bullying) is when someone, or a group of people who have more power at the time, upset or hurt another person **repeatedly** and **deliberately**.

The tendency to 'over-include' is a major obstacle in preventing bullying. If every single act of meanness or social rejection is categorised as bullying, then we find it difficult to respond firmly to the complex situations of repeated and deliberate harassment that constitutes bullying.

### **Key features of bullying include:**

- It is deliberate
- The behaviour causes distress for the recipient
- It is directed towards a specific person or group.
- There is a repeated pattern of attacks
- There is an imbalance of power
- The behaviour is unreasonable and unjustifiable
- The recipient usually finds it difficult to leave or avoid the bullying situation
- It can be verbal, physical, social or psychological
- It can be done in person, by manipulating others to take part, or by electronic means such as email, text message or social media

### **Bullying is NOT:**

- A situation where there is mutual conflict – i.e. There is an equal balance of power where students are both upset and usually want a resolution to the problem.
- Social rejection or dislike (unless it is a repeated act and directed towards a specific person).
- Single episodes of nastiness or meanness or random acts of aggression or intimidation

### ***What can be done if you suspect your child is being bullied?***

1. Listen carefully to your child and show concern and support
2. Give sensible advice – don't encourage your child to fight back or retaliate, but rather to seek teacher support
3. Assist your child to develop positive strategies including:
  - Saying "Leave me alone" and calmly walking away
  - Avoiding situations that might expose them to further bullying
  - Making new friends
4. Ask your child the following questions to understand if there is a repeated pattern:
  - What, where and when did the incident happen?
  - Who was involved on each occasion
  - Did anyone else see it and, if so, who?
  - What solutions have you tried so far?
  - Which teacher(s) have you told?
5. Work with our staff to solve the problem. Remember, if you were unaware that your child was bullied, then perhaps your child's teacher did not know about it either.
  - Make an appointment with your child's teacher,
  - Make note of the points you want to discuss,
  - Stay calm and present the information you have
  - Be confident that we can work together to try and fix the problem
  - The school will need time to investigate and talk to the teachers, and perhaps, other students.

6. Ask when you can expect the staff to get back to you on the outcome
7. If needed, ask for the school student wellbeing worker to become involved
8. Encourage your child to report any further bullying incidents to a teacher they trust at school.

***What should NOT be done if you suspect your child is being bullied?***

1. Do not directly approach any other student who you believe may have been involved in bullying your child
2. Do not try to sort the issues out with the other child's parents. This usually doesn't work and can make the situation much worse.

***What if you suspect your child is bullying others?***

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

***What should NOT be done if you suspect your child is bullying others?***

1. Do not directly approach the bullied student or their family or try to get other parents to take your child's side.

**CYBER CARE / eSMART**

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Students at Herne Hill Primary School are required to sign an Acceptable ICT Users policy before being allowed access to multi media at our school. Inappropriate behaviour will be dealt with under the school's eSmart policy

**What are Kids doing on-line?**

**5-7 years:** Five to seven-year-old children have a positive outlook and an accepting nature. They take pride in their new reading and counting skills and love to converse and share ideas. They are eager to behave well; they are trusting; and they don't question authority

Children at this age may be very capable at using computers, i.e. following commands, using the mouse, and playing computer games. They are, however, highly dependent on adults or older children to help them find web sites, interpret online information or send e-mail

They:

- will accept media content at face value
- don't have the critical thinking skills to be online alone.
- may be frightened by media images, both real and fictional
- may be frightened by realistic portrayals of violence, threats or dangers
- are vulnerable to online marketers who encourage them to give out personal information through surveys, contests and registration forms
- risk moving from appropriate to inappropriate sites through hyperlinks
- may be exposed to search results that are linked to inappropriate web sites

**8-11 years:** The research shows that children in middle and upper primary years are emerging users of internet-enabled computers and mobile phones. Children 8–11 years report participating in a range of internet and mobile phone activities. They:

- use the internet to play online games against other players
- use the internet to complete homework
- use mobile phones for talking
- use computers for messaging
- use computers for watching/listening to media
- use computers for social networking
- use a mobile phone for messaging

**Concepts we need to teach our children/students**

Concepts	Lower Primary	Middle and Upper Primary <i>(as with Lower Primary plus)</i>
<b>Digital media literacy</b>	<ul style="list-style-type: none"> <li>• Identifying appropriate online content and places</li> <li>• Difference between animated and fictional characters and real life</li> <li>• Speaking person to person online</li> <li>• Compare strangers in the real world to strangers online</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing online symbols</li> <li>• Identifying avatars as online constructs</li> <li>• Violence in games does not reflect real life behaviours</li> <li>• Identify commercials content- ads</li> </ul>
<b>Positive online behaviour</b>	<ul style="list-style-type: none"> <li>• Respectful communication / netiquette</li> <li>• Including, not excluding</li> <li>• Appropriate language to others</li> <li>• Being kind when online</li> </ul>	<ul style="list-style-type: none"> <li>• Using online help</li> <li>• Protecting personal information</li> <li>• Appropriate contact</li> <li>• Using adult supervision</li> <li>• Responding to unwelcome contact</li> <li>• Cyberbullying – identifying, responding, reporting, preventing</li> <li>• Role of bystander in cyberbullying</li> <li>• Behaving ethically with handheld devices eg: mobile phone cameras</li> </ul>
<b>Peer and personal safety</b>	<ul style="list-style-type: none"> <li>• Using adult assistance</li> <li>• What is personal information?</li> <li>• Name, address and school should not be shared online without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Privacy</li> <li>• Grooming processes</li> <li>• Identifying feeling unsafe</li> <li>• Trusted adults and online help</li> <li>• Protecting personal information of yours and others</li> </ul>
<b>e-Security</b>	<ul style="list-style-type: none"> <li>• Safe technology use</li> <li>• Email and how it works</li> <li>• Adult supervision</li> <li>• What to do when feeling unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Email etiquette</li> <li>• Spam</li> <li>• Pop-ups</li> <li>• Viruses</li> <li>• Scams</li> </ul>

## What does it mean to be Cybersafe?

Behaving safely online means:

- protecting their own privacy and personal information (we used to call it “stranger danger”)
- selecting appropriate online spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something “not quite right”. At home this would be a parent or guardian, at school a teacher.

These principles of safety and responsibility are not specific to the web but certainly apply to the use of internet at home and school. Just as in the real world, the virtual world of the internet involves some risks. We need to make sure students understand the cyber world and its pitfalls in order to minimise these risks.

<http://www.esafety.gov.au> has lots of information to help us achieve this.

## What is cyberbullying?

Cyberbullying is the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. It is sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties.

Children and young people can also be affected by hostile behaviour that does not fit the definition of cyberbullying. For example, a one off insensitive or negative remark or joke online or via text is not cyberbullying by definition. However, the impact can be widespread due to the rapid dissemination and the relative permanency of the message sent. Unfortunately most cyberbullying occurs outside the school’s view or control.

## What does it look like?

Cyberbullying can be conducted in many ways, using different media including:

- the sending of abusive texts or emails
- taking and sharing unflattering or private images, including naked or sexual images
- posting unkind messages or inappropriate images on social networking sites
- excluding individuals from online chats or other communication
- assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming

Cyberbullying can happen to anyone, not just those generally considered vulnerable. Confident, outgoing individuals can also be targeted. Research has identified that girls are more likely to report that they have been victims of cyberbullying than boys, potentially because they engage in a higher level of technology-assisted social communication such as using SMS, emailing and social networking.

### **Tips for parents**

The following will help parents understand the cyberworld with their kids. By no means are these tips universal and work for every situation. We need to understand that the internet and the actions in the cyberworld is a human behaviour, and working with a human behaviour, nothing is universal. Each family is different and each family needs to take the time to discover what works for your situation and your family.

- Centralise the computer – Put the online accessibility of the computer in a room that is frequented by parents constantly. Make the computer screen visible.
- Consistent Communication – Probably the most important strategy for parents is simply establishing consistent communication with our kids. Establish proactive communication with your kids that focuses on their online etiquette and behaviour. This channel of consistent communication will not only develop trust, but will also serve as a lifeline for our kids when they experience a threatening situation in the cyberworld.
- Online Experience and Knowledge – Parents must become tech savvy and experienced with online applications. It is critical that parents spend time navigating the internet on their own and learning the capabilities of the computer. Sign up for classes which keep up with the current trends and changing technology. The more knowledge a parent can develop about the internet and risk factors associated with it, the better equipped parents will be to secure the safety of children while online.
- Blogging, Chatrooms and Social Networking Sites – Along the same lines as online experience and knowledge, parents need to develop an understanding of how Blogging, Chatrooms, and Social Networking sites operate. At Herne Hill Primary School we do not recommend the use of Facebook, Instagram, Snapchat or other social media sites for our students.
- Be There, Be Aware– Parents need to ensure adequate supervision is in place while their child is online. Parents also need to be aware of and use appropriate communications channels and supports if they feel their child has been victimised or targeted whilst participating online
- Guidelines for the amount of screen time - There is no one size fits all guideline for the 'right' amount of time for children to spend online. This is a matter for you to decide – but there are guidelines that can help you in addition to factoring in the age of your children, their maturity level and your family dynamics.

## **DISCIPLINE-ACTIONS AND CONSEQUENCES**

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### **RATIONALE**

Responsible and respectful student behaviour is essential to the smooth running of the school, and to the development of a supportive and cooperative school environment. Teachers are trained in behaviour management strategies to deal with challenging behaviour in a positive and professional manner.

### **Guidelines**

- Corporal punishment is prohibited in all Victorian schools. Corporal punishment will NOT be used at Herne Hill Primary School under any circumstances.
- Whole school rights and responsibilities are established (see pages 7 of this document)
- Discipline measures are to be carried out consistently and fairly by all staff.
- Students experiencing difficulty achieving positive behavioural outcome will undertake individualised behaviour management programs focussing on agreed goals.
- Suspension and expulsion procedures will be carried out according to Department of Education & Training guidelines (Ministerial Order No1125). Strict confidentiality will be maintained.

## **BEHAVIOUR MANAGEMENT**

At Herne Hill Primary School, we do all we can to avoid disciplinary action and consequences, but sometimes students find themselves in situations that require this type of response.

Consequences for actions always come with support and guidance, and are seen as opportunities to learn and reflect. This is applied through two processes:

- Classroom Behaviour Management Process
- Playground Behaviour Management Process.

The following pages detail the recommended approach for all staff to follow when dealing with incidences of inappropriate behaviour of a minor and serious nature both in the classroom environment and playgrounds.

\*\* It is acknowledged that there may need to be exceptions to these guidelines when an Student Behaviour Support Plan has been devised for a particular student.

### **BEHAVIOUR MANAGEMENT PROCESS:**

**In the classroom:** At the beginning of each year, the classroom teacher in conjunction with the students establishes a classroom agreement about rules and expectations. These are developed around two key rights:

- 1) That every student has the right to learn.
- 2) That every student has the right to feel safe.

All students, staff and visitors are expected to work within these parameters when working in their classroom.

Students who have a disregard for the classroom rules or continue to behave in such a manner as to interfere with the educational opportunities of other students, will be removed from the class.

**In the yard:** At all recess and lunch breaks and before school (8:45am – 9am) and after school (3:30pm – 3:45pm), there are two teachers on yard duty.

If an incident is reported or seen, the yard duty teacher will investigate the incident by speaking to those involved. The students are spoken to about their choices they are making and reminded about the school values. The teacher may then:

- Sit the child concerned out of play and give them some time to cool off, calm down and reflect
- Ask the child concerned to walk around with a staff member for part of recess
- Bring the concerned child inside as long as they are supervised by someone
- Use restorative practices to help resolve the issue. This may be done immediately or, if necessary, at a later time.

If an incident occurs we will follow the flow chart on the following pages.

### **Considerations of student inclusion and engagement guidelines**

When determining if suspension is appropriate for a particular student, consideration should be given to:

- the behaviour for which suspension is being considered
- the educational needs of the student
- any disability of the student (disability is defined under the Equal Opportunity Act 2010, it is not limited to students in receipt of specialist services or Program for Students with Disability funding)
- the age of the student
- the residential and social circumstances of the student, including whether the student is Aboriginal or Torres Strait Islander or culturally and linguistically diverse background or is in out of home care
- previous incidences of challenging behaviour and the support/disciplinary measures employed to respond to these.

Examples of minor incidents: Disrupting learning, ongoing talking over others, calling out, inappropriate movement, any non-compliance with class expectations, teasing, inappropriate language, taking other's belongings and the misuse of technology.

**Action:**

- Restorative language.
- Reminder of the rules, reminder to rethink.
- After 3 warnings – time out in another classroom with work.

**Compliance:**

Positive reinforcement

**Further Incident:**

A visit to principal/assistant principal/welfare officer for a conference.

No White Slip

**Further breach of rules on the same day:**

White Slip home to parents.

- 3 White Slips in a semester to result in student missing a special event (e.g. excursion)
- Continued or extreme behaviour will result in suspension/expulsion as per DET procedures *Ministerial Order 1125*

Examples of serious incidents: Vandalism, swearing at staff, task refusal, physically hurting another, bullying, serious breach of computer agreement & sexual harassment.

**Action:**

**1. RESTORATIVE LANGUAGE.**

- Reminder of the rules, reminder to rethink.
- Student sent to administration area with another child/ES staff with a note advising of behaviour.
- Principal to go through restorative practice dialogue.
  - White slip given
  - Remain in administration area as judged necessary by principal or parents asked to come and collect (if deemed necessary)

**2. FORMAL CONFERENCE, (IF REQUIRED)**

- This will include student, parents, classroom teacher and leadership/welfare team member.
- Agreement, contract, consequences
- Note on Student File.

**COMPLIANCE:**

Positive reinforcement as above.

**NON-COMPLIANCE:**

Refusal to conference by student / parents may result in step 3 procedures.

**3. Non-compliance / breaking of agreement or extreme behaviour student sent to administration**

Breaking of agreement/contract may result in detention, suspension or expulsion.

\*Students may be given detention or suspended for breaches of school rules at any stage during this process as deemed necessary by school administration and will follow the procedure as set out in DET Ministerial Order 1125

- 3 White Slips in a semester to result in student missing a special event (e.g. excursion)
- Continued or extreme behaviour will result in suspension/expulsion as per DET procedures Ministerial Order 1125

Examples of minor incidents:

Taking other's things, unfair play, non-specific "Being mean to me!", "Not letting me play", ostracising students, being unkind/teasing, being in the buildings without permission, swearing, littering.

Action:

**1. RESTORATIVE LANGUAGE-**

- Encouraging students to sort out issues between each other, with assistance
- Reminder of the rules.
- Student may be asked to walk with the teacher on duty, sit for 'time out' as yard duty teacher deems appropriate depending on the circumstances.
- NO WHITE SLIP

**2a. CONFERENCE**

- Student sent to administration.
- Conference with principal /assistant principal/welfare officer.
- NO WHITE SLIP

- Rules and responsibilities reinforced.
- Verbal agreement reached.
- Student returns to the yard.

**2b. NON-COMPLIANCE**

- Student sent to administration.
- White Slip given to notify parents.

- Conference with principal, yard duty teacher, student and any other parties involved.
- Agreement/contract and consequences ; which may include detention/suspension/expulsion.

**3. Non-compliance / breaking of agreement or extreme behaviour student sent to administration**

Breaking of agreement/contract may result in detention, suspension or expulsion.

- 3 White Slips in a semester to result in student missing a special event (e.g. excursion)
- Continued or extreme behaviour will result in suspension/expulsion as per DET procedures Ministerial Order 1125

\* Students may be given detention or suspended for breaches of school rules at any stage during this process as deemed necessary by school administration and will follow the procedure as set out in DET Ministerial Order 1125

Examples of serious incidents:

Physically hurting another, serious bullying/teasing, leaving the grounds, swearing at staff, refusal, serious vandalism.

**Action:**

**1. RESTORATIVE LANGUAGE**

- Reminder of the rules.
- Student sent to administration.
- White Slip given to notify parents.
- Recorded on student file

**2. FORMAL CONFERENCE**

This will include student, parents, classroom teacher and leadership / welfare team member.

Agreement, contract, consequences.

Refusal to conference by student may result in step 3 procedures.

If compliance occurs following formal conference then positive reinforcement as above.

**3. Non-compliance / breaking of agreement or extreme behaviour student sent to administration**

Breaking of agreement/contract may result in detention, suspension or expulsion.

\* Students may be given detention or suspended for breaches of school rules at any stage during this process as deemed necessary by school administration and will follow the procedure as set out in DET Ministerial Order 1125

- 3 White Slips in a semester to result in student missing a special event (e.g. excursion)
- Continued or extreme behaviour will result in suspension/expulsion as per DET procedures Ministerial Order 1125



**Unacceptable student conduct – Classroom/Yard**

**Information to parents**

**WHITE SLIP**

Dear .....

Your child ..... has infringed our Positive Behaviour and Relationships guidelines. The details are outlined below.

Could you please discuss this incident with your child, sign below and ensure that this notice is returned to the office the next school day. If you have any further concerns please contact the teacher listed below.

Yours sincerely,

Shane Ezard  
Principal

Fiona Anderson  
Assistant Principal

**TYPE OF MISCONDUCT**

Task refusal	Fighting/Pushing/Tripping/Tackling roughly
Harassment / Teasing	Throwing things dangerously
Swearing	Stealing
Minor vandalism	Spitting
Breach of computer agreement	Leaving school grounds
Repeated minor level behaviour	Other:
Incident details:	
Action Taken:	

**PARENT ACTION REQUIRED**

Discuss this matter with your child – School has dealt with this matter	Contact the school and talk to the teacher involved
Ring the school and talk to the Principal	Arrange a meeting with Principal / Teacher

\_\_\_\_\_  
Teacher Name

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

## **STUDENT BEHAVIOUR SUPPORT PLANS**

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In some circumstances, the school will arrange that a Behaviour Support Plan (BSP) as a means of support and guidance for a particular student.

### **Why make a Behaviour Support Plan?**

A Behaviour Support Plan (BSP) is a school-based document designed to assist individual students who have experienced harm, are at risk of harm, or have caused harm to others.

Targeted plans can be developed for students who have been diagnosed with severe behavior disorders; students who have bullied others; students who have been bullied; students who require additional assistance because they display difficult, challenging or disruptive behaviours; as well as students who can benefit from additional wellbeing support.

### **Who benefits from a BSP?**

Students and schools can benefit from an effective BSP in the following ways:

- clearly stating expectations and planned support for a student in writing, demonstrates the commitment of the school to the student's wellbeing needs
- behaviour change in the student occurs more readily when the focus is on support, building the skills needed for pro social behaviour and increasing the student's wellbeing
- problem behaviours are gradually reduced as triggers and cues preceding the unwanted behaviours are identified and addressed
- previously unknown causes or triggers of problem behaviour may be identified while gathering information and writing the plan, issues can then be effectively addressed
- specialised guidance indicating how to respond to a student's challenging behaviour, helps to provide boundaries, consistency and consequences for the student, reducing the need for punishment and in turn reducing stress for teachers
- a sense of harmony and safety to a classroom and school may be restored.

### **Who is responsible for BSPs?**

At Herne Hill Primary School, the Assistant Principal is responsible for making, monitoring and reviewing all BSPs.

The Assistant Principal initiates and coordinates the steps below. He/She will also typically lead any Student Support Group (SSG) meetings held under the BSP.

### **Guidelines for writing an effective BSP**

The most effective BSPs are developed when these eight steps are followed:

1. Gather relevant information about the student.
2. Convene a meeting of relevant school staff and the student's parents.
3. Convene a meeting of relevant school staff to draft the BSP.
4. Refine the BSP.
5. Sign the BSP.
6. Provide a copy to staff.
7. Review the BSP.
8. Conclude the BSP.

Herne Hill Primary School's Student Behaviour Support Plan is available on the staff public drive. In some circumstances, the Behaviour Support Plan may override the school's Actions and Consequences. For additional reference: ([Psych4Schools](#)).

## SUSPENSION GUIDELINES

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Guidelines can be found at:

<https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/inschoolsuspension.aspx>

### **What has to happen before a suspension occurs?**

In order to suspend a student the Principal must ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of your child and that these strategies have not helped your child demonstrate more positive behaviour. A Student Support Group is then set up to explain to you and your child that a suspension is being considered. All participants in the meeting should try and to begin a process of effective communication and identify issues that are of concern to you, your child or the school.

The Student Support Group then develops a range of strategies to support you and your child in addressing these areas of concern.

### **Reasons for suspension**

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

- (a) threaten or constitute a danger to the health, safety or wellbeing of any person
- (b) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- (c) possess, use, or deliberately assist another person to use prohibited drugs or substances
- (d) fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- (e) consistently interfere with the wellbeing, safety or educational opportunities of any other student
- (f) consistently vilify, defame, degrade or humiliate another person based on age; race, disability, sex, sexual orientation, gender identity, religious belief or activity, physical features.

### **How long is a suspension for?**

The maximum suspension is five school days in a row and no more than 15 school days a year, unless permission is granted by the DET Regional Director (or nominee) for a longer period of suspension. Suspensions cannot continue over the school holiday period into the following term.

### **Procedures for suspension**

When the principal decides on suspension, a Student Support Group meeting is set up to:

- explain to you and your child why, when and where the suspension will happen (e.g. in-school or out of school) • provide contact details for additional support services
- develop, in conjunction with you, your child (if appropriate) and your child's teacher/ year level coordinator, a Student Absence Learning Plan outlining school work to be done during the suspension
- If your child is suspended, the school must provide you and your child with a Notice of Suspension and a copy of the Department's brochure before the suspension begins. ([Parent Suspension Information](#)) ([Notice of Suspension Form](#))
- If the suspension is for five consecutive days, the principal must also provide you with details of the post-suspension Student Support Group meeting.

(For further reference: [Here](#))

### **Immediate suspension**

A student can be suspended immediately if their behaviour warrants ordinary suspension or if they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In the case of immediate suspension you will be told without delay and a Student Support Group will be held within 48 hours to ensure appropriate support for your child is in place. The school must provide you and your child with a Notice of Suspension and a copy of the DET's brochure at the student support group.

## **Post suspension Student Support Group**

If the suspension is for five consecutive days you and your child must attend a post-suspension student support group on the day your child returns to school to:

- review the Student Absence Learning Plan and the school work completed during suspension
- develop a Return to School Plan
- develop strategies within and outside of the school to meet your child's educational, social and emotional needs
- discuss the ongoing responsibilities of you, your child, the school and any other professional at the meeting.

## **Suspension complaint process**

It is best to raise any concerns you have about your child's suspension at the start of the student support Group meeting. If, at the end of this meeting, you feel your complaint has not been adequately addressed then you should speak to the school Principal. The Department of Education and Early Childhood Development website provides additional information, phone numbers and further contact details for parent complaints.

Go to <http://www.education.vic.gov.au/about/contact/parentcomplaint>.

## **EXPULSION GUIDELINES**

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Expulsion Guidelines can be found [here](#)

In order to expel a student, the Principal must ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of your child and that these strategies have not helped your child demonstrate more positive behaviour. A Student Support Group is then set up to explain to you and your child that an expulsion is being considered. All participants in the meeting should try and to begin a process of effective communication and identify issues that are of concern to you, your child or the school.

### **When can expulsion occur?**

Students can be expelled if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

- (a) threaten or constitute a danger to the health, safety or wellbeing of any person
- (b) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- (c) possess, use, or deliberately assist another person to use prohibited drugs or substances
- (d) fail to comply with any reasonable and clearly communicated instruction of the Principal, teacher or other staff member
- (e) consistently interfere with the wellbeing, safety or educational opportunities of any other student
- (f) consistently vilify, defame, degrade or humiliate another person based on age; race, disability, sex, sexual orientation, gender identity, religious belief or activity, physical features OR the student's behaviour is of such magnitude that it is the only option left after balancing the need for the student's continued education against the health, safety and wellbeing of other students and staff.

### **Expulsion procedures**

Prior to expulsion, a Student Support Group is convened to discuss the expulsion and allow you and your child an opportunity to be heard. At this meeting a Notice of Expulsion is given to you and your child, along with the [DET's brochure](#) and a copy of the Expulsion Appeal proforma. The DET Regional Director (or nominee) will also attend the Student Support Group. For students in Out of Home Care, the Principal must ensure the meeting is attended by the DHHS case manager and the student's primary carer or person the student normally lives with.

### **Pathways and transitions**

The student support group must identify your child's most suitable future educational, training and/or employment options and work together to ensure that there are good transition arrangements in place.

Following the student support group, if the principal determines that enrolment at another school or a registered training organisation is the best option for your child then the whole student support group must work towards this.

## **What happens after an expulsion?**

The principal and regional director (or nominee) are responsible for making sure that your child is enrolled in another school or registered training organisation or that an appropriate employment opportunity is identified. The principal and the regional director (or nominee) must then schedule a meeting with any new school or registered training organisation, and ensure all information relevant to your child is forwarded in accordance with the Privacy and Data Protection Act 2014.

If you would like to appeal your child's expulsion, you must do so within 10 school days from the start of the expulsion.

## **How can I appeal an expulsion?**

1. Decision to expel can only be appealed by the student or their parents/carers on the following grounds:

- the school did not follow the expulsion process
- grounds for expulsion are considered unfair
- other extenuating circumstances.

2. The appeal must be lodged in writing with the principal within 10 school days of receiving the Notice of Expulsion.

3. The Regional director (or nominee) forms expulsion review panel and nominates panel members.

4. The Regional director's nominee liaises with panel members and takes every reasonable step to schedule the meeting at the most suitable time for all panel members. The person who filed the appeal attends the meeting to present their case.

5. The Principal provides a copy of the Notice of Expulsion, a copy of the Expulsion Report and a copy of the Expulsion Appeal from the student or their parents/carers to panel members.

6. The Expulsion review panel completes panel report and forwards it to regional director within 24 hours of the meeting's conclusion. Copies sent to the regional director, the person who submitted the Expulsion Appeal, the school council and the principal.

7. The Regional director (or nominee) must verbally notify the person who lodged the appeal of its outcome within 24 hours of the decision. The outcome must also be provided in writing, including a copy of the Expulsion Review Panel Report within five school days of the decision.

8. If the expulsion appeal panel overturns the Principal's decision to expel the student, the student must be readmitted to school immediately. The principal must work with the student, their parents/carers and the student's teacher/s to develop a Return to School Plan for the student. The Principal must also ensure that the record of expulsion is removed from the student's permanent record. Once this has occurred, the Principal must notify the student and their parents/carers of this in writing.

9. During the appeal process, the expelling school remains responsible for the student's educational provision, and must provide the student with appropriate school work for the duration of the appeal. This must be monitored by the regional director's student support group nominee. The school should develop a Student Absence Learning Plan for the student to support the student's ongoing engagement with learning.

## **Evaluation:**

- This policy is required to be reviewed triennially by School Council, or at any time that DET policy changes influence practices in schools.