Student Engagement Policy

Section 1 - School Profile Statement

Croydon Hills Primary School provides an inclusive, caring and stimulating environment that provides positive well being and social skills. We value student diversity and actively pursue the development of potential and lifelong learning. We strive to make good teaching happen for every child in every classroom to enable all children to learn and achieve to be the best they can be.

We value:

**Excellence** where every student strives to reach their potential and is a valued part of our learning community.

**Respect** for ourselves and each other.

**Passion** and **optimism**.

**Caring** for each other and our environment.

**Honesty** and **integrity**.

Croydon Hills Primary has 527 pupils and is located in a well established residential area between Croydon and Wonga Park. This population is expected to stabilize in the near future but continue a trend toward a slight decline. The school has 27.5 equivalent full time teachers including a Principal, Assistant Principal and three Leading teachers. Croydon Hills provides a comprehensive integrated curriculum with sequential programs in all domains of the Victorian Essential Learning Standards (VELS). There is a strong emphasis on literacy and numeracy. Specialist programs include Languages Other Than English (Indonesian), Visual Arts, Performing Arts and Physical Education. The school recognises the importance of catering for a diversity of learning styles and details a wide range of enrichment opportunities and extension programs that are connected to the curriculum. These opportunities include our annual Year 4 Production, Wakkakiri, an extensive physical education and sports program, Solar Boat Challenge and the implementation of thinking skills in the curriculum from Prep to Year 6. Relational Learning is very important and our Circles Program operates on a fortnightly basis involving all students and staff. Excellent teaching and learning facilities are provided for staff and students. These include 21 air conditioned classrooms, specialist rooms for Visual Arts, Performing Arts and LOTE and a very well resourced e-Learning and Research Centre. The school has established an intranet for sharing and celebrating student work and communication across the school community. E Learning is very important in the school and interactive Data Panels have been introduced and will be in every classroom in 2010. Five-star accreditation has been achieved by the school’s Sustainable Schools Program that includes a farm with chickens, vegetables and a hot house. The school harvests its own water and has established an extensive irrigation system for the school main oval. 

The school consists of a mix of experienced and less experienced staff, with a high percentage of staff having been at the school for more than ten years. There is a conscious effort to select teachers and Contract Replacement Teachers who fit with the school’s approach to teaching and learning and student management. The teachers’ shared philosophy contributes to consistency and continuity and is seen in their strong working and personal relationships and commitment to continuous improvement.
Most families at the school have a tertiary or trade qualification and the socio-economic status would reflect a relatively high level in comparison to many other areas in the surrounding Ringwood area. Our parent community have varying backgrounds with an SFO density rating averaging around 0.34 and an LBOTE of 0.04. The school continues to have a low percentage of racial diversity but recent enrolments reflect a small degree of change in this area. Our enrolments indicate that we have no Aboriginal or Torres Strait islanders, and our proportion of migrant and refugee families is increasing.

There are high levels of parent engagement across the school. Parent engagement is evidenced through their commitment to classroom involvement, school fair, excursion support, camps, and sport coaching as well as grounds management. The commitment to school committees has been strong over the years and Croydon Hills Primary continues to enjoy high levels of commitment to the whole school programs by the school community.

Section 2 – Whole School Prevention Statement

Croydon Hills Primary School aims to create a safe and caring environment for all by encouraging positive, co-operative actions by individuals and fostering a sense of community across the school.

Preventative School Culture

Attendance
The Croydon Hills Primary understands that full attendance is a key to engagement and maximises every student’s ability to learn and our teacher’s ability to teach effectively. Croydon Hills Primary has actively embraced the It’s Not OK to Be Away approach with regular follow ups for unexplained absences.

Inclusion, Wellbeing & Transitions
Our positive school culture allows for the active participation of all members of the school community so they feel valued, safe and secure and are provided with meaningful opportunities to contribute to the school and have every opportunity to meet their personal and educational potential. A key component of the School’s approach to prevention is teaching positive behaviours and the use logical consequences to address appropriate and inappropriate behaviour. Student voice is encouraged through participation in Junior School Council who report to School Council. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are promoted through our Circles Program and TRIBES in level 4 classrooms as well as whole school approaches.

Our school has a large Disabilities and Impairments program with twenty students on the program at this time. Regular student support groups operate with individual learning plans for each of the students. Several other students with special needs are part of the program even though they are not funded.

A strong transition program for students from preschool to prep and from year 6 to year 7 operates in our school.

Students are given positive feedback through our Citizen of the Month and Student Awards given at assemblies. Raffle tickets are also given to students by staff when students are seen using good behaviours in the yard. Two raffle tickets are drawn out at assembly and students are given the Good Guys Award.

Our student leadership programs include:
- Buddies
- Eco Leaders
- Eco Mentors
Restorative Practices

Croydon Hills Primary School uses Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual student. This will be extended to the classroom and be the basis for respectful communication, relationships and how to respond to behavioural issues. We use a restorative question approach:

<table>
<thead>
<tr>
<th>When things go wrong</th>
<th>When someone has been hurt</th>
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<tbody>
<tr>
<td>What happened?</td>
<td>What did you think when you realized what had happened?</td>
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<tr>
<td>What were you thinking at the time?</td>
<td>What impact has this incident had on you and others?</td>
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<tr>
<td>What have you thought about since?</td>
<td>What has been the hardest thing for you?</td>
</tr>
<tr>
<td>Who has been affected by what you have done? In what way?</td>
<td>What do you think needs to happen to make things right?</td>
</tr>
<tr>
<td>What do you think you need to do to make things right?</td>
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</tbody>
</table>

A Staged response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves the Assistant Principal and or the Principal; all persons affected in the incident and be documented.
- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response ‘that makes things right’ in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour, this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Our Out of School Hours Care Program caters for up to 65 students in the afternoon, 35 students in the morning and 45 students during vacations. This program actively promotes continued student engagement in their extended school day.
The physical environment of the school allows students to play freely throughout the 7 acre property and the combination of play based activity and structured options allows students flexible opportunities to play is a safe and cooperative manner.

Through our own parent survey, the attitudes to school survey, staff survey and parent opinion survey Croydon Hills Primary School has direct feedback on expectations and understandings of all members of the community and uses this feedback to fine tune policy and process on an ongoing basis.

Section 3 – Rights and Responsibilities

Croydon Hills Primary is a safe and inclusive school, the school community feels welcome, supported, physically and emotionally secure. The school community works collaboratively to build a ‘culture’ where human rights and dignity are respected, and in doing so, the diversity of staff and students are respected. Every student and staff member of the school is encouraged to achieve their potential. The school sees student wellbeing as a major priority. Programs, policies and management strategies all reflect this direction. It is evident in the following approaches:

Whole-school Approach

Students’ and teachers’ expectations of each other are discussed at the beginning of the year and class expectations are developed that are consistent with these. A whole-school approach to student wellbeing includes strategies that help all members of the school community to identify student needs and take action to meet these needs within the school program and constantly review and monitor student progress. The Assistant Principal is the Student Welfare Coordinator who oversees our student welfare approaches, maintains files on students, liaises with staff, parents and other agencies where needed.

Effective Behaviour Management

Behaviour management is focused on prevention and early intervention strategies. Positive incentives are used at an individual and class level through our whole school culture. The teaching of social skills is embedded in our daily programs. Playground supervision is very thorough, with yard duty teachers briefing each other about potential problems. Incidents are recorded and administration is able to identify and respond to patterns of negative behaviour. The emphasis is on positive student communication and providing prevention rather than intervention strategies. Teachers give raffle tickets to students doing the right thing and the “Good Guys Award” is drawn each Monday at assembly.

Guiding Principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.
An education provider must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

**Bullying and Harassment**

**Definitions**

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

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

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

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:

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

**Explicit: (obvious)**

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material – pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as:**

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person’s property
Cyberbullying
Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.
- Behaving safely online means:
  - protecting your own privacy and personal information (we used to call it 'stranger danger')
  - selecting appropriate 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 is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:
- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a teacher or parent

See school guidelines for handling bullying at the end of this policy.

Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
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<tr>
<td>- work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</td>
<td>- participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</td>
</tr>
<tr>
<td>- participate fully in the school's educational program</td>
<td>- demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</td>
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<td>- take greater responsibility for their own learning and participate as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</td>
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<td></td>
<td>- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school</td>
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Croydon Hills Primary School
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks
Rights and Responsibilities of Parents/Carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>▪ parents/carers have a right to expect that their children will be</td>
<td>▪ promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling</td>
</tr>
<tr>
<td>Educated in a secure environment in which care, courtesy and respect</td>
<td>▪ ensure their child’s regular attendance</td>
</tr>
<tr>
<td>for the rights of others are encouraged</td>
<td>▪ engage in regular and constructive communication with school staff regarding their child’s learning.</td>
</tr>
<tr>
<td>▪ parents/carers have a responsibility to:</td>
<td>▪ support the school in maintaining a safe and respectful learning environment for all students.</td>
</tr>
<tr>
<td>▪ promote positive educational outcomes for their children by taking</td>
<td></td>
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<tr>
<td>an active interest in their child’s educational progress and by</td>
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<td>modelling positive behaviours.</td>
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<td>▪ ensure their child’s regular attendance</td>
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<tr>
<td>▪ engage in regular and constructive communication with school staff</td>
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<td>regarding their child’s learning.</td>
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<tr>
<td>▪ support the school in maintaining a safe and respectful learning</td>
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<tr>
<td>environment for all students.</td>
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Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have a right to:</td>
<td>Teachers have a responsibility to:</td>
</tr>
<tr>
<td>▪ expect that they will be able to teach in an orderly and cooperative</td>
<td>▪ fairly, reasonably and consistently, implement the engagement policy.</td>
</tr>
<tr>
<td>environment</td>
<td>▪ know how students learn and how to teach them effectively.</td>
</tr>
<tr>
<td>▪ be informed, within Privacy requirements, about matters relating to</td>
<td>▪ know the content they teach.</td>
</tr>
<tr>
<td>students that will affect the teaching and learning program for that</td>
<td>▪ know their students.</td>
</tr>
<tr>
<td>student</td>
<td>▪ plan and assess for effective learning.</td>
</tr>
<tr>
<td>▪ create and maintain safe and challenging learning environments.</td>
<td>▪ use a range of teaching strategies and resources to engage students in effective learning.</td>
</tr>
<tr>
<td>▪ adhere to Mandatory Reporting Guidelines</td>
<td>▪ uphold Privacy requirements</td>
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<tr>
<td>▪ give students feedback so they can improve</td>
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</table>

Rights and Responsibilities of Educational Support Staff

<table>
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<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Educational Support Staff have a right to:</td>
<td>Educational Support Staff have a responsibility to:</td>
</tr>
<tr>
<td>▪ expect that they will be able to work in an respectful and cooperative</td>
<td>▪ get to know the students they are working with</td>
</tr>
<tr>
<td>environment</td>
<td>▪ work cooperatively with classroom teachers</td>
</tr>
<tr>
<td>▪ be informed, within Privacy requirements, about matters relating to</td>
<td>▪ support classroom teachers in line with the principles of Learning and Reaching</td>
</tr>
<tr>
<td>students that will affect the teaching</td>
<td>▪ value and respect students as individuals</td>
</tr>
<tr>
<td>▪ give students feedback so they can improve</td>
<td>▪ uphold Privacy requirements</td>
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</table>
and learning program for that student
- be able to communicate with students when necessary
- have time to produce resources required for student learning

performance and self esteem
- work in strong collaborative teams to develop and implement consistent instructional practices

Section 4 - Shared Expectations

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. The school’s values are based on the Australian Government’s nine values, for Australian schools, which are:

Care and Compassion
Care for self and others

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence

Respect
Treat others with consideration and regard, respect another person’s point of view

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society

Responsibility
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Understanding, Tolerance and Inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

Honesty and Trustworthiness
Be honest, sincere and seek the truth

Croydon Hills Primary School has a developed sense of community by valuing and encouraging the contributions of the whole school community. Community encompasses the students and their families and staff. We are committed to maintaining strong home/school partnerships.

The foundations of our school are based on the development of positive relationships between all members of the learning community. We provide a learning environment that is safe, supportive, caring and sets high expectations. An environment that empowers students to take responsibility for their behaviour and learning. Our main goal is for students to develop a lifelong love of learning. This will be enhanced by expectations based on a set of community agreed values. The values will acknowledge the rights and responsibilities of all members of our learning community.

Expectations of students are:
- to feel positive about themselves and the learning opportunities being offered to them.
- to recognise the diversity of the student population and that each student has a unique contribution to make.
- to accept responsibility for all aspects of their learning.
- to attend school regularly and on time to all classes.
- to treat all members of the school community with respect and dignity.
- to ask or request support in areas of learning and community with which they may be experiencing difficulty.
- to value school resources both individually and collectively.
Parents/Carers should:
- take an active interest in the educational progress of their child/ren
- engage in regular constructive communication with the school regarding their child’s overall wellbeing
- support the school in developing and maintaining a respectful learning environment
- ensure their children are attending school regularly and on time
- keep the school updated if contact details are changed

Teachers should:
- educate in line with Principles of Learning and Teaching
- plan comprehensively across all VELS domains and develop appropriate and challenging curriculum so students experience success in all areas of their learning
- ensure all teaching practices are inclusive
- make accessible educational provision for all students
- create opportunities for real partnerships between parents/carers and school staff
- work in strong collaborative teams to develop and implement consistent and common instructional practices
- value student input and the contributions they make to their own learning
- give students feedback so they can improve performance

Educational Support Staff should:
- value student input and the responsibility they have for their own learning
- provide basic physical and emotional care for students
- assist with toileting, lifting and administration of medication of students with special needs when required
- assist with supervision of students in the playground, at camps, on excursions, in sporting activities, therapy and life skills
- prepare basic curriculum resources
- participate in monitoring and evaluation of programs and individual student involvement and achievement
- create a partnership with parents/carers of students in their care

The Principal Class should:
- provide positive leadership throughout the whole community
- ensure, wherever possible, the school community has the necessary resources and equipment to assist them in the process of learning and teaching
- ensure all teaching practices are inclusive
- make accessible educational provision for all students
- create opportunities for real partnerships between parents/carers and school staff
- ensure that all members of the community understand their roles and expectations

Section 5 – School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

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

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student’s background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
Croydon Hills Primary School

- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- involving community support agencies where needed
- using support staff such as Guidance Officer, Speech Pathologist or Social Worker

**Ongoing Behaviour issues**

Where students exhibit ongoing behaviour patterns; as part of staged response a range of strategies will be used. These may include:

- Discussing the behaviour problems and reaching an agreement for future behaviour
- Explicit Teaching of appropriate behaviours.
- Monitoring and providing feedback
- Time Out - allowing students a "Cooling Off" period

A student may be withdrawn from an activity or class due to inappropriate behaviour and be provided with an alternative educational setting within the school.

Counselling for individuals in order to modify inappropriate behaviour

**Discipline/Student Support Group Meeting** involving parents/caregivers and/or relevant DEECD support staff. Outside Agencies may be used to assist with modifying behaviour

**Suspension & Expulsion:** For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184

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

**Appendixes**

1. Croydon Hills Primary School Guidelines for Handling Bullying
2. Croydon Hills Primary School Student Behaviour Code
3. Individual Education Plan for students 12 months above or 12 months below or students with behavioural or emotional problems
4. Individual Education Plan for students who are part of the Disabilities and Impairments Program
5. Overview of child protection arrangements in government schools
6. EMR At Risk Student Checklist

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<tr>
<th>References</th>
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<tr>
<td>Policy Area</td>
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Policy passed December 09
Appendix 1

Guidelines for Handling Bullying

Croydon Hills Primary School does not tolerate bullying in any form. All members of the Croydon Hills Community are committed to ensuring a safe and caring environment, which promotes personal growth and positive self-esteem. We believe bullying is an act of aggression causing embarrassment, pain or discomfort to another:

- It can take a number of forms: physical, verbal, gesture, extortion and exclusion.
- It can be carried out online through email, chat rooms or instant messaging. Examples of cyber bullying include teasing, spreading rumours, sending unwanted messages or defamation.
- It is an abuse of power.
- It can be planned and organised or it may be unintentional.
- Individuals or groups may be involved.

Some examples of bullying may include:

- Any form of physical violence such as hitting, pushing, or spitting on others.
- Interfering with another’s property by stealing, hiding, damaging or destroying it.
- Using offensive names, teasing or spreading rumours about others or their families.
- Using put-downs, belittling the abilities and achievements of others.
- Making degrading comments about another’s culture, religion or social background.
- Excluding others from a group.
- Making suggestive comments or other forms of sexual abuse.
- Ridiculing another’s appearance.
- Forcing others to act against their will.

If we are bullied:

- We may feel frightened, unsafe, embarrassed, angry or unfairly treated.
- Our work, sleep and ability to concentrate may suffer.
- Our relationships with our family and friends may deteriorate.
- We may feel confused and not know what to do about the problem.

What the school will do:

- Foster a supportive environment, which encourages positive relationships.
- Provide a safe and fair environment for individuals, staff and visitors.
- Make efforts to remove opportunities for bullying by active patrol of playground and appropriate supervision of children.
- Where bullying does occur, develop strategies to support the victim and to change the behaviour of the perpetrator.

Staff will:

- Reduce opportunities for bullying to occur by actively supervising high risk areas.
- Be role models in word and actions.
- Use effective supervision and monitoring to deter cyber bullying.
- Be observant for signs of distress or suspected incidents of bullying.
- Build awareness and understanding of general issues related to tolerance, fairplay and bullying through classroom discussions and the curriculum.
- Ensure children are aware of their rights and responsibilities, and are aware that they will be supported in dealing with individual problems.
- Assist children to develop strategies for dealing with bullying.
- Take action with bystanders or “urgers”.
- Direct positive responses towards the recipient which communication “You are important. I believe this is a problem for you”.
- Respond to suspected incidents of bullying in accordance with school procedures (outline later in document).

Use Restorative Practices where

- Misconduct is viewed as a violation of people and relationships
- Violations create obligations and liabilities
- Problem solving focuses on healing and making things right

Individuals will be encouraged to:
• Treat others the way they would like to be treated.
• Develop and understanding that they can have a positive influence on the behaviour of those around them.
• Look after those around them, especially younger children.
• Let a staff member or parent know if they feel a student is being hurt by others.
• Try to work out the problem themselves by asking the person to stop what they are doing and telling the person how they are feeling.
• Talk to and get help from a staff member if the above steps don’t work or if they are feeling unsafe at any time.
• Refuse to be involved in any bullying situation and if they are present when it occurs take some form of preventative action (if appropriate) or report the incident to an adult.

Parents can:
• Be alert to any signs that your child has been bullied.
• Teach your child positive values of honesty, tolerance, right and wrong.
• Encourage your child to talk to you about any problems or concerns.
• If your child has been the victim of bullying:
  • Advise your child to tell a staff member.
  • Inform the school if bullying is suspected even if your own child is not involved.
  • Do not encourage your child to retaliate, but make it clear that the school will deal with the situation.
  • If your child has been involved in the bullying of another child:
  • Let them know that it’s okay to tell you what has been going on and that you will support them (separate the action from the child).
• Discuss the situation with the school.

Procedures for dealing with complaints of bullying at Croydon Hills Primary School
All complaints of bullying will be handled as promptly as possible, noting that it is important to provide all those involved with an opportunity to discuss the issue and be informed of the school’s course of action. The Principal/Assistant Principal will be notified of all complaints of bullying and will be kept informed of progress in dealing with these.

1. When a student or parent raises a complaint of bullying with a staff member, the staff member will explain to them these procedures and ensure that they are kept informed of what action the school takes.
2. Any student accused of bullying (as a result of a complaint) or suspected of bullying by a staff member will be interviewed by their class teacher in the first instance. Where the case involves serious bullying, the Principal/Assistant Principal will also be involved.
3. The teacher or Principal/Assistant Principal will also interview the child who has been bullied.
4. The teacher or Principal/Assistant Principal may also request an interview with the parents of the offending child.
5. The teacher or Principal/Assistant Principal will inform the parents of the child who has been bullied and take action, as appropriate, to provide support/counseling for the child.
6. Where a case of bullying has been confirmed, the teacher will, in consultation with the Principal/Assistant Principal, determine appropriate action. Depending on the seriousness of the case, they may involve; timeout, strict supervision, counseling and/or suspension.
Croydon Hills Community believes that in order to grow educationally, socially and emotionally children need to be in an environment, which is supportive, consistent and where appropriate limits have been set.

**We are committed to:**
- raising and sustaining the highest possible level of self esteem for our students
- giving consistent and positive support
- developing pride in our school
- developing respect and acknowledging differences
- encouraging teacher and parent interaction
- developing a united approach between the home and school
- being consistent and fair
- viewing student behaviour as a whole school responsibility
- developing social skills in students
- maintaining a safe environment
- developing anti bullying strategies
- using a restorative practices approach wherever possible

*Ultimately parents and teachers must work together and consistently model appropriate behaviour for the code to be successful.*

**Restorative Practice**

Our school places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. In order to achieve this we use restorative practises wherever possible.

**Restorative Language**

What were you thinking? How did you feel? Who do you think was affected? How do you think they were affected? How can you repair the harm?

**Principles of restorative practice in our school are:**
- Fosters awareness in the student of how others were affected
- Avoiding scolding or lecturing. This often distracts them from noticing other people’s feelings.
- Involves the student actively. They need to face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this.
- Separate the deed from the doer. We can recognise a student’s worth, their virtues and accomplishments whilst disapproving of their wrongdoing.
- See every instance of wrongdoing and conflict as an opportunity for learning. These can be used to build empathy and a sense of community in the hope that there will be a reduction of negative incidents in the future.
Croydon Hills Primary School

Restorative Conferences aim to achieve:

- A sense of fairness and justice from all those who participate.
- The student gains a greater insight into the impact of behaviours on others.
- A healing of hurt and a repairing of damaged relationships.
- The student remains a member of the school community which can continue to offer support and a sense of belonging.

Rights and Responsibilities

At Croydon Hills Primary School we expect that students, parents and teachers will treat others as they expect to be treated themselves.

Rights
Everyone has rights provided that, they also accept their responsibilities to be fair and act in an appropriate way.

We have a right to:

- feel and be safe at school
- be respected and treated with fairness and kindness
- express ourselves in an appropriate manner
- privacy
- work and play without interference from others
- expect our property will be safe
- be given assistance from others when we need help
- be an independent individual

Responsibilities
We must accept we are responsible for our own actions and at Croydon Hills we are expected to take on the following responsibilities:

- help make Croydon Hills Primary School a caring, safe and happy place
- understand the consequences of our own actions
- respect the rights of others
- give others a fair hearing
- be punctual and properly prepared for class
- speak politely
- treat all members of the school community with courtesy, respect and consideration
- allow others to work and play without interference
- do our work to the best of our ability
- take care of all property including our own, the schools and property that belongs to others
- be a good sport and cooperate with others
Croydon Hills Primary School

School Rules

Help make Croydon Hills Primary School a safe and happy place.

This means:

General
- treat people the way you want to be treated
- staying out of the school building when a teacher is not present
- playing safely and fairly with others
- keeping dangerous objects at home and not playing with sticks or sharp objects at school
- not touching any dangerous objects and reporting the location to an adult
- not wearing jewellery to school (excluding studs and sleepers) or make up to school
- only bringing your mobile phone to school if you have permission from the Principal and it is turned off at school
- not bringing chewing gum to school

Outside
- reporting all accidents in the school to an adult
- staying in the school grounds and not leaving without permission
- not climbing on fences, trees, the skip or any part of the school buildings
- not throwing sand, stones, sticks or other hard objects
- using the school crossing correctly
- staying out of the school car park unless supervised
- walking your bike and not using roller blades or skateboards in the school grounds
- walking in covered and passive areas
- not playing within 3 meters of the boundary of the school
- only playing on designated play equipment for your class
- not using hard cricket balls at school
- only bringing your bike to school if you have a bike licence

Cooperate and be considerate of others

This means:
- treating others with respect, never teasing or harassing them
- being kind and helpful to others and looking after children who are hurt
- not using put downs or calling people names
- waiting your turn in the canteen line
- not taking advantage of other children especially younger ones
Croydon Hills Primary School

- thinking about and caring about other people’s feelings
- being polite
- trying to talk through disagreements with others
- listening to others while they are speaking to you
- respecting other people’s privacy by: not playing games in the toilets, not pushing toilet doors when people are inside and not touching others without their permission
- being a good sport
- practice behaviours that will keep ourselves and others safe
- respecting and celebrating the talent of others

**Be responsible for your work and work conscientiously without disturbing others**

*This means:*
- coming into class on time
- participating in school activities
- trying to do your best at everything you do
- completing set tasks to the best of your ability
- allowing others to do their best without distracting them

**Help make Croydon Hills Primary an attractive place to work and play**

*This means:*
- taking pride in how our school looks
- caring for, and protecting our plants, trees and grounds
- placing rubbish in bins
- no graffiti
- not wasting water
- reduce, reuse and recycle materials where possible
- looking after our school buildings, furniture and equipment
- only touching the property of others when we have their permission
- using school equipment properly and returning it after use

**Be responsible for yourself and your property**

*This means:*
- accepting responsibility for the way you behave
- delivering and returning notices between home and school
- wearing correct school uniform according to the school policy
Taking care of your cleanliness and personal hygiene

- wearing a school hat outdoors from September to April

Looking after and labelling your clothes and property

- leaving valuable items at home

Digital Behaviour Code

We live in an increasingly digital world. Croydon Hills Primary School encourages the use of new technologies in education and provides the resources and programs to develop these essential skills in a responsible manner. This digital environment applies to both school and home as this technology does not know these boundaries.

When using digital communication I will:

- use the Internet in a responsible manner, but if I find myself in unsuitable locations I will immediately turn the monitor off and inform the teacher
- only work on the web for purposes specified by my teacher
- not give out personal information such as my surname, address, telephone number, parents' work address/telephone number
- never send a person my picture without first checking with my teacher
- always have my teacher's permission before sending e-mail
- compose e-mail messages using only language I understand is acceptable in my school
- not respond to any messages that are unpleasant or that make me feel uncomfortable in any way. It is not my fault if I get a message like that but I will inform my teacher immediately
- not use material from other web sites unless I have permission from the person who created the material. If I am unsure I will check with my teacher
- not use the Internet to frighten, bully or annoy another person. This applies at school and at home
- follow school guidelines and procedures when preparing materials for publication on the web

I understand that breaches of the Digital Behaviour Code may see me lose my Internet access rights for a period of time determined by the school.
## Individual Education Plan

Croydon Hills Primary School

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<tr>
<th>Student:</th>
<th>Teacher:</th>
<th>Date:</th>
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### Current Assessments

<table>
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<th>Learning Focus/Goals</th>
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### Classroom Program/Strategies

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<tr>
<th>Home Activities</th>
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Review of plan due:
## Individual Education Plan

<table>
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<th>Goals</th>
<th>Student:</th>
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<tbody>
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<td>Entry Skills</td>
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Overall Assessment of progress towards goals
1 = no progress    2 = little progress    3 = satisfactory progress    4 = good progress    5 = very good progress    6 = excellent progress

Teacher Signature | Parent Signature: