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**SCHOOL PROFILE STATEMENT**

Kunyung Primary School offers an exceptional, balanced education that builds on the diverse gifts and talents students bring to our learning community. We educate our students through challenging, coherent programs, using exemplary learning and teaching practice. We aim to develop inquiring, life-long learners who appreciate the richness of the world, view life through confident eyes and act to promote a peaceful, sustainable world.

We value the integrity and goodness all members bring to our diverse school community. We promote international mindedness through following the qualities of the Learner Profile in our everyday life: **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk Takers, Balanced, Reflective**

We promote responsible citizenship through the following attitudes: **Appreciation, Commitment, Confidence,**

**Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance**

We see these values as being central to ensuring a safe and secure environment for our students to flourish.

**Social – community and demographics**

* Established in 1979 our school is currently experiencing a growth in enrolments
* In 2017, school enrolments are around 715 student and we will have 48 staff members
* Occupations of the parents place the school in the top 20th percentile of schools in Victoria in regard to socio-economic factors
* A low percentage of students identified as coming from Language Backgrounds Other Than English (LBOTE)
* Low percentage of students funded by the Program for Students with Disabilities (PSD)
* Families value education and have high expectations of their children
* Motivated students come well prepared for learning and families continue to support their endeavours
* Parents provide strong community support for all aspects of schooling
* Our reputation attracts families from neighbouring areas
* Our committed, professional staff team reflects a balance of age and experience

**Educational**

* Classrooms are structured accordingly ie. Prep, Junior, Middle and Senior grades
* Our 3 Pillars of **Inquiry Learning**, **Personalised Learning** and **Learner Agency** support our comprehensive curriculum which prioritises Literacy, Numeracy and Units of Inquiry
* The curriculum aligns with both Victorian Curriculum and the International Baccalaureate – Primary Years Programme
* The curriculum is augmented by weekly classes in French, Visual Arts, Performing Arts, STEM and Physical Education
* Students with special needs are supported through a range of strategies and programs
* An array of extra-curricular activities are offered
* Strong student leadership programs are in place, including Peer Mediation, community action, sport, media and the environment.

**Technological**

* Data projectors, interactive whiteboards or flat screen TV’s are installed in all permanent classrooms and school library
* A BYOD program is facilitated in grades 3 to 6 and the Prep and Junior learning areas are equipped with notebook computers at a ratio of 1:5
* The majority of students have access to computers and internet at home

**Environmental – grounds and facilities**

* Our school is located on a 2.5 hectare site in Mount Eliza with sweeping views of Port Phillip Bay
* The sloping site is an ongoing factor when determining new building placement, highlighting the potential need for a designated accommodation constraint
* The very appealing setting is neat with well-maintained buildings and facilities
* Well equipped, flexible learning spaces are conducive to effective learning
* Attractive colourful classrooms and corridors abounds with examples of student work
* Outdoor facilities cater for varying talents and interests and include: playground equipment, synthetic oval, jogging track and sound shell.
* The school community enjoys using our outdoor facilities out of school hours

**WHOLE SCHOOL PREVENTION STATEMENT**

The Student Engagement Policy at Kunyung Primary School is based on Restorative Practice. We seek to repair damage caused to members of the school community and restore relationships.

We aim to:

* encourage a climate of cooperation and mutual respect through leadership, teaching practices and modelling of desired behaviours
* implement a comprehensive skills-based program including peer mentoring and buddy grades.
* provide a comprehensive curriculum which prioritises literacy, numeracy and an inquiry approach to learning and aligns with both Victorian Curriculum and the International Baccalaureate – Primary Years Programme (PYP)
* develop positive classroom cultures in line with the PYP
* encourage personal recognition
* implement a comprehensive transition program
* incorporate students' needs and voice into daily classroom activities as appropriate
* support students with special needs through a range of strategies and programs
* ensure that school organisation and management practices are democratic, inclusive and collaborative
* encourage student leadership skills through various leadership programs
* train all Year 6 students in the **6 Steps of Mediation** in preparation to be Peer Mediators *(see Appendix 4)*
* ensure the consistent and fair application of the Student Engagement Policy
* ensure that policies, programs and strategies are put in place that aim to build a sense of belonging and promote wellbeing
* use a range of resources to develop preventative programs which align with the PYP Learner Profile and attitudes
* provide social skills programs for students with specific needs, including **Social Stories** *(see Appendix 11)*
* identify **bullying behaviour** as detrimental to the welfare and general well-being of students, staff and community members *(See Appendix 1)*
* focus on primary prevention programs that assist students to develop skills and abilities to **respond to issues of bullying** (*See Appendix 1)*
* have clear **procedures to address bullying incidents** as they arise (*See Appendix 1)*
* develop problem solving skills to help address anxiety in students
* ensure all staff members have an understanding of the steps and/or strategies that have been put in place to quickly and effectively respond to class and playground issues
* involve the school community in developing processes and protocols to respond to issues
* utilise Departmental surveys to collect relevant data from parents, staff members and students

**School Strategic Plan 2013 - 2016**

Engagement and wellbeing goals

* To implement a whole school model of agreed high quality instructional practice.
* To ensure that the learning journey of each student is smooth, logical and seamless.

Engagement and wellbeing targets

|  |  |
| --- | --- |
| Factor | 2012  |
| Teacher Effectiveness | 4.19 |
| Teacher Empathy | 4.24 |
| Stimulating Learning | 3.93 |

 By 2017, there will be an increase in the school mean for identified factors within the Attitudes to School Survey

|  |  |
| --- | --- |
| Factor | 2013  |
| Stimulating Learning | 5.27 |
| General Satisfaction | 5.22 |

 By 2017, there will be an increase in the school mean for identified factors with the Parent Opinion Survey

Actions for school improvement identified in Strategic Plan

* To develop an agreed inquiry, concept driven approach to teaching and learning
* Fully develop a whole school professional learning plan and model that has peer observation and feedback, coaching, mentoring, modelling, instructional rounds and learning walks as a focus.
* Fully embed the Performance and Development Culture into the school. Focus on multiple sources of feedback including student and colleague feedback and reflection
* For all staff to be involved in the professional learning model that encapsulates the PYP 5 Essential Elements and visible thinking culture
* Develop a system that assists students to develop, manage and monitor their own learning. This would include: Student reflection, Learning goals, Learning continuums, Metacognition and Taking action
* Focus on the concept of personalised learning and differentiation.
* Focus and clarify the concept of international mindedness to gain consistency of understanding across the school
* Develop and implement a comprehensive assessment schedule inclusive of social and emotional domains
* Build skills in understanding and applying assessment for, as and of learning
* Develop systems and processes to ensure quality feedback is provided (staff to staff, staff to students, students to students, students to staff)
* Review the assessment policy and deepen understanding about summative and formative assessment
* Strengthen staff members understanding of working with data – live and tracking
* Data driven planning in professional learning teams and enhanced reporting practices
* Establish a moderation program within and across year levels
* Explore ILP’s processes and expectations
* Develop learning pathways for identified students including support for under achievers and high achievers
* Strengthen transition conversations and processes - prior, during and post school
* Further strengthen the school’s tracking of individual students and monitor social, academic, behaviour, intervention support and attendance (recommend Student Mapping Tool)
* Ensure reporting practices reflect the development of the ‘whole child’ including the 5 IB PYP Essential Elements

**CODE OF CONDUCT**

**Rights and Responsibilities**

At Kunyung Primary School we believe that 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.

The Learner Profile and Attitudes are an integral part of the Essential Agreements established throughout the school and support our philosophy and vision.

In any organisation, there will be conflict. Members of the Kunyung Primary School community use mediation and conflict resolution strategies to resolve these issues.

We ensure that anti-bullying and anti-harassment strategies are fully implemented. *(see Appendix 1)*

We adhere to our legal responsibilities under the relevant legislation including:

* The *Equal Opportunity Act 2010* (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

<http://www.austlii.edu.au/au/legis/vic/consol_act/eoa2010250/>

* The *Charter of Human Rights and Responsibilities Act 2006* (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.​

<http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/>

* The *Disability Standards for Education 2005*, which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

<https://education.gov.au/disability-standards-education>

* The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—

(i)    realises their learning potential and maximises their education and training achievement;

(ii)   promotes enthusiasm for lifelong learning;

(iii)  allows parents to take an active part in their child's education and training.

<http://www.austlii.edu.au/au/legis/vic/consol_act/eatra2006273/>

* *Ministerial Order No. 870* – Child Safe Standards – Managing the risk of child abuse in schools

<http://www.gazette.vic.gov.au/gazette/Gazettes2016/GG2016S002.pdf>

**Commitment to Child Safety** *(See appendix 14)*

Kunyung Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Kunyung Primary School has zero tolerance for child abuse.

Kunyung Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Kunyung Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

**Shared Expectations**

Effective schools share high expectations for the whole-school community. Shared expectations are:

* jointly negotiated, owned and implemented by all members of the school community, including students
* clear and specific
* focused on positive and pro-social behaviours
* focused on prevention and early intervention
* supported by relevant procedures
* consistent, fair and reasonable
* linked to appropriate actions and consequences.

**Schools – principals, teachers and school staff**.

The Principal and staff at Kunyung Primary School accept they have a responsibility to provide an educational environment that ensures 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 can be expected to:

* use a range and balance of teaching strategies (including ICT) to address the needs of students who have reached different stages in their development and those who have different learning styles
* empower students in the management and monitoring of their own learning by embedding inquiry learning
* focus on implementation of the International Baccalaureate Primary Years Program (PYP).
* liaise with the school and broader community
* promote international mindedness so that the children at Kunyung discover the importance of the rights of others including the right to learn and the impact these virtues have on the learning experience of themselves and others

The school Wellbeing program can be expected to provide:

* a process to support students with specific needs through the **Staged Response model** *(see Appendix 9)*
* access to the services of Student Support Services Officers (SSSO)
* Educational Support Staff (ESS) and additional, locally funded, professionals in a carefully planned way to maximise the time and expertise available.
* Student Support Teams to address learning needs of individual students, which meet on a regular basis
* a Wellbeing Team which includes the AP, SSSO’s, and provides support for the Staged Response Model
* an orderly and safe environment through consistent approaches to student management issues.

The Principal and school staff adhere to the principles of the **Victorian Teaching Profession Code of Conduct** which are:

* Teachers provide opportunities for all students to learn
* Teachers treat their students with courtesy and dignity
* Teachers work within the limits of their professional expertise
* Teachers maintain objectivity in their relationships with students
* Teachers are always in a professional relationship with the students in their school, whether at school or not
* Teachers maintain a professional relationship with parents (guardians and caregivers)
* Teachers work in collaborative relationships with students' families and communities
* Collegiality is an integral part of the work of teachers
* The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole
* Teachers value their professionalism, and set and maintain high standards of competence
* Teachers are aware of the legal requirements that pertain to their profession.

<http://www.vit.vic.edu.au/media/documents/imported-files/spl/Code-of-Conduct-2015v2.pdf>

All staff are expected to:

* Follow the **protocols that monitor the daily attendance** of students *(see Appendix 15)*
* Treat students according to the school’s **Child Safety Code of Conduct** *(see Appendix 17)*
* Take into account and be proactive in seeking students’ background information e.g. language disorders
* Seek support of the Wellbeing Team for Students at Risk – academically, socially or emotionally – in a timely manner
* Follow through on feedback from the Wellbeing team
* Inform parents of **significant** issues in relation to their child’s social and emotional wellbeing
* Develop ILP’s and BSP’s in consultation with Level Team members and AP
* Implement the strategies outlined in the above mentioned documents
* Ensure a detailed student academic/social/emotional handover is conducted to ensure a smooth and seamless transition for students. This includes a documented and verbal process.
* Visit and observe each area of the playground as allocated in yard duty roster
* Follow through on yard duty protocols and procedures*.(See Appendix 6)*
* Understand that teachers are teachers of all students
* Treat others in line with the **staff agreed norms** *(See Appendix 16)*
* Identifying and Responding to All Forms of Abuse in Victorian Schools (PROTECT) – see link

<http://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf>

**Students**

Students should, with support, be expected by their parents/carers and our school to participate fully in the school’s educational program and to attend regularly. Students are expected to display positive behaviours that demonstrate the Learner Profile and Attitudes.

As students’ progress through the school they need to be encouraged and supported to take greater responsibility for their own learning and participation 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.

At Kunyung Primary School, students are expected to:

* Seek adult support to problem solve issues
* Treat each other well, in line with Essential Agreements and school values
* Set high goals and aim to achieve them
* Report any incidences related to bullying and cyber bullying
* Report to staff incidences that have caused them to feel emotionally and/or physically unsafe
* Communicate issues to staff members
* Collaborate with staff members and each other
* Follow staff instructions
* Value diversity
* Play only in designated areas
* Wear and treat school uniform with respect
* Be punctual
* Respect the school facility

**Parents/carers**

Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child’s educational progress. Regular and constructive communication with the school staff regarding their child’s learning and wellbeing, will actively support their child’s engagement in the school environment. Parents are encouraged to visit the school website, Skoolbag app, Newsletters and Kunyung parent calendar to read the range of ways they may be able to assist the school in its endeavours to ensure regular attendance, modelling positive behaviours and assisting their children with their school work

Parents/carers are expected to:

* Inform the school of any areas of concern in order to work in partnership with staff to resolve issues
* Model behaviour expected of others
* Enable their children to attend regularly and be punctual
* Endeavour to make appointments for their child, outside of school hours – especially regular appointments
* Communicate issues to staff members in accordance with the Parents’ Concerns and Complaints Policy
* Abide by the **Parent helper protocols** *(See Appendix 18)*

The school’s approach for handling concerns and complaints is based on our values of providing a safe and supportive learning environment, building relationships between students, parents and staff and providing a safe working environment for all.

According to the Parents’ Concerns and Complaints Policy the school expects a person raising a concern or complaint to:

* Do so promptly, as soon as possible after the issue occurs
* Provide complete and factual information about the concern or complaint
* Maintain and respect the privacy and confidentiality of all parties
* Acknowledge that the common goal is to achieve an outcome acceptable to all parties
* Act in good faith, and in a calm and courteous manner
* Show respect and understanding of each other’s point of view and value difference, rather than judge or blame
* Recognise that all parties have rights and responsibilities which must be balanced

Parents/carers with concerns should visit, telephone or write to:

* The student’s teacher about learning issues and incidents that happened in their class or group
* The Assistant Principal responsible for learning issues and behaviour if students from several classes are involved
* The Assistant Principal responsible for Wellbeing about issues relating to staff members or complex student issues
* The Assistant Principal responsible for Curriculum for issues relating to whole school curriculum philosophy and implementation
* The Principal about issues relating to school policy, school management, staff members or very complex student issues

**SCHOOL ACTIONS AND CONSEQUENCES**

**“With every action comes a consequence”**

Student engagement, regular attendance and positive behaviours are 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 essential agreements
* providing personalised learning programs
* consistently acknowledging all students
* empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
* providing physical environments conducive to positive behaviours and effective engagement in learning
* implementing school-wide positive and educative behaviour support strategies

**Behaviour Management Guidelines**

|  |  |
| --- | --- |
| **Inappropriate Behaviours** | **Action to be taken** |
| For example:* ‘Backchatting’ in class
* Choosing not to listen to instructions
* Negative attitude to learning
* Organisational difficulties (procrastinating, wasting learning time, avoidance of tasks)
* Disruptive behaviours (making noises, throwing things, rocking on chair)
* Continually calling out
* Being the class clown
 | NB: This process is a learning process. Some children may take a long time to achieve full control of their actions* Relate Learner Profile and Attitudes
* Assess the environment for triggers for example:
	+ Check for understanding of task and resources required
	+ Check for student relationship issues
	+ Check for issues external to the classroom
* Modify to restore effective learning environment. This could include:
	+ Restructuring the task
	+ Restructuring the physical environment
	+ Referring to the norms/essential agreement
	+ Circle Time discussion *(See Appendix 10)*
	+ Removal to a quiet space or another classroom
	+ Appropriate consequences
* Check for pattern of behaviour. If behaviours persist seek support from:
	+ Parent/s, Assistant Principal, Principal, colleagues, level leaders
* A Behaviour Support Plan *(See Appendix 2)* may be developed as a result of a Student Support Group meeting
 |

|  |  |
| --- | --- |
| **Behaviours which directly affect others** | **Action to be taken** |
| For example:* Interfering with others (talking or disrupting others while they are working)
* Teasing
* Lack of tolerance towards other students
* Lack of respect towards staff
* Lying to other staff or students
* Stealing
* Bullying
* Cyber bullying
* Swearing
 | **Playground*** Relate to Learner Profile and Attitudes
* Assess the environment for triggers **Restorative Chat** *(See Appendices 3 & 4)* to take place between students involved and teacher who observed incident
* Consequences developed, based on the outcome of discussion eg warning, placement on restricted play ladder, apology
* Yard Duty teacher to fill out a Playground Incident Report Slip *(See Appendix 6)* and place in classroom teacher’s pigeon hole
* Classroom teacher to discuss with the child and file slip in student file to identify patterns of behaviour and implement appropriate consequences
* Develop **Strategy Matrix** see if required *(See Appendix 12)*

**Classroom*** Relate to Learner Profile and Attitudes
* Assess the environment for triggers
* **Restorative Chat** *(See Appendices 3 & 4)* to take place between students involved and teacher who observed incident
* Consequences developed, based on the outcome of discussion
* Classroom teacher to fill in **Classroom Behaviour Log** *(See Appendix 5)* to assist in identifying patterns of behaviour
* Check for pattern of behaviour and consult with AP

If behaviours persist seek support from Parent/s and/or the Assistant Principal, who will consult with members of the Wellbeing Team to develop a **Staged Response** *(see Appendix 9)* and support the development of a **Behaviour Support Plan** *(See Appendix 2) or* Strategy Matrix by considering the following questions:* Do we need to monitor this student?
* Do we need to seek advice from SSSO”s?
* Is parent contact required? (*See Appendix 7 for phone protocol)*
* Is there an emerging pattern of behaviour?
* Is a Behaviour Support Plan required?
* Is counselling required? (Parental permission required)
* Do we need to address this issue more widely? Eg. Assembly, class discussion
*
 |

|  |  |
| --- | --- |
| **Extreme Behaviours** | **Action to be taken** |
| * Endangering self or others
* Deliberately damaging property
* Deliberately hurting other students or staff physically or verbally
* Refusing to follow instructions from staff
* Leaving school grounds without permission
* Extreme bullying or cyberbullying
 | * Relate to Learner Profile and Attitudes
* Immediate withdrawal from playground or classroom to Assistant Principal’s office
* Re-deploy ES staff to support – if possible
* Assess the environment for triggers
* Restorative Chat *(See Appendices 3 & 4)* to be conducted between all involved, if appropriate/possible (NB: Includes parents)
* Refer to SSSO Wellbeing Team
* Consequences, based on the outcome of Restorative Chat
* Observing teacher or Assistant Principal to fill out Incident Report *(See Appendix 8)*
* Assistant Principal or Principal to contact parent/s to report incident
* Assistant Principal, Principal to ensure consequences are carried out
* If there is a pattern of this type of behaviour a Behaviour Management Plan *(See Appendix 2)* to be devised at a Student Support Group meeting
* Suspension, if deemed appropriate
* If behaviours persist seek support from Parent/s and/or the Assistant Principal, who will consult with members of the Wellbeing Team to develop a **Staged Response** *(see Appendix 9)* and a **Behaviour Support Plan** *(See Appendix 2)* or **Strategy Matrix** (See Appendix 12) by considering the following questions:
* Do we need to monitor this student?
* Is parent contact required? (*See Appendix 7 for* ***phone protocol****)*
* Is there an Behaviour Support Plan required?
* Is counselling required? (Parental permission required)
* Do we need to address this issue more widely? Eg. Assembly, class discussion
 |

**Discipline procedures – suspension and expulsion**

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

The principal is responsible for student suspensions. The principal has two options available: in-school or out-of-school suspensions. In determining which option is the most appropriate, the principal will consider the educational, social and emotional impacts on the student and school community. For more information go to:

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

**ROLES AND RESPONSIBILITIES OF THE PRINCIPAL AND SCHOOL COUNCIL**

The principal is responsible for leading the development and implementation of the Student Engagement Policy.

The school council will be engaged in the development of the policy, as it will be responsible for approving the policy, monitoring its effectiveness and evaluating its success. The policy should be made available to all members of the school community.

**RESOURCES**

**Books**

* Stop Bullying- Vic Health
* Values for Australian Schooling – Dept of Education, Employment and Workplace Relations
* Healthy Relationships, Health Schools- Vic Health
* Promoting Personal Well Being and Human Rights in Schools- Vic Health
* Friendly Kids, Friendly Classrooms - Helen McGraith
* Calmer Classrooms
* Bullying Solutions - Helen McGraith and Toni Noble
* Bully Blocking - Evelyn Field
* Annette Joosten’s Book of Cool Strategies – A Personal Social Stories Workbook
* Bonsai Child – Judith Locke
* Helping School Refusing Children and their Parents – Christopher A Kearney

**Websites**

Kids Matter <http://www.kidsmatter.edu.au/>

Bully Stoppers <http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

**Appendix 1: Bullying Behaviours and Resources**

Kunyung Primary School values a culture of mutual respect, the valuing of diversity and positive resolution of conflict. Positive social behaviours are developed and enhanced through skills-based programs which align with the PYP attitudes.

**Definition of Bullying**

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

## Types of bullying behaviour

There are some specific types of bullying behaviour:

* **verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters
* **violence** - including threats of violence
* **sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
* **homophobia**and other hostile behaviour towards students relating to gender and sexuality
* **discrimination including racial discrimination** - treating people differently because of their identity
* **cyberbullying -**eitheronline or via mobile phone.

## What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

* **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
* **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
* **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

## Types of cyberbullying

Cyberbullying is bullying using digital technologies including mobile phones, email and social media tools. Cyberbullying includes:

### Pranking Repeated hang ups, anonymous, mocking or threatening phone calls.

### Image sharing Forwarding or sharing unflattering or private images without permission.

Sexually explicit images People of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.

### Text and email Sending insulting or threatening text messages or emails.

### Personal online information Publishing online someone's private, personal or embarrassing information without permission, or spreading rumours online.

### Identity theft Assuming someone’s identity online and negatively representing them in a way that damages their reputation or relationships.

### Hate sites Creating hate sites or implementing social exclusion campaigns on social networking sites.

### Other types of cyberbullying It is also cyberbullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.

**Students who are bullied experience -** Each of which severely limit learning.**:**

* distress and loss of confidence
* headaches, nausea
* reluctance to attend school
* decline in work standards
* mood swings and problem behaviours

See link below for more information.

[www.dest.gov.au/schools/school\_education/publicationsresources/profiles/nationalsafe\_schoolsframework](http://www.dest.gov.au/schools/school_education/publicationsresources/profiles/nationalsafe_schoolsframework)

[www.bullying.no.way.com.au](http://www.bullying.no.way.com.au)

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

**PROCEDURES FOR ADDRESSING BULLYING INCIDENTS**

* We can let them know that what they are doing is bullying.
* We can refuse to join in with their bullying.
* We can support any students who are bullied.
* We can report issues or incidents to a teacher.
* We can tell our parents who will inform the school of any issues.
* We can stand up for ourselves if anyone tries to bully us by:

telling them to stop - ignoring them; - saying “no”; or asking an adult for support if nothing else

**Appendix 2: Behaviour Support Plan**

**BEHAVIOUR SUPPORT@KUNYUNG**

|  |  |  |
| --- | --- | --- |
| **Student:**  | **Date:** | **Grade:** |
| **SSG members:** |
| **Problem behaviours:** |
| **Goals/Expected behaviours to build up/develop: (PYP attitudes etc.)** |
| **Strategies to prevent problem behaviours and promote alternative behaviours:** |
| **Incentives/rewards (if appropriate)****School:****Home:** |
| **Consequences****School:****Home:** |
| **Review date:****Achievement Ratings:**1 No/little progress 2 Expected behaviours consolidating 3 Expected behaviours established – BMP ceased  |

**Appendix 3: Restorative Practice Conversation**

**The “Restorative Chat”**

**To the person who caused the harm**:

“We’re here to talk about………….”

* Can you tell us what happened?
* What were you thinking?
* What was in your head/in your mind?
* What is the right thing/wrong thing to do?
* Who has been affected/upset/harmed by your actions?
* In what ways?
* How has this affected you?

**To the person(s) harmed**:

* What did you think when it happened?
* What have you thought about since?
* How has it affected/upset/hurt/harmed you?
* What has been the worse thing?
* What is needed to make it right/to make you feel better?

**To the person who caused harm**:

* What do you need to do to make things better? How can you fix this?

**To the person harmed:**

* Is that okay/do you agree?
* Is that fair?

**To both:**

* How can we make sure this doesn’t happen again?
* Is there anything I can do to help?
* Is there anything else you would like to say?

Formally record agreement/congratulate them for working it out. Arrange time to follow-up/meet again, to see how things are going?

**Appendix 4: 6 Steps of Mediation**



**Appendix 5: Classroom Behaviour Log**

**Classroom Behaviour Log**

**Name: Grade:**

|  |  |  |
| --- | --- | --- |
| **Date** | **Incident** | **Action** |
|  |  | \ |

**Appendix 6: Playground Supervision**



**Supervision Ladder**



**Appendix 7: Phone Protocol**

This suggested conversation is used to inform parents/guardians when their child has been involved in an incident.

**Staff Member:**

**Phone Number/s of parent/guardian:**

**Name of Parent / Guardians being contacted:**

**Date of incident:**

**Time of incident:**

*I am calling to notify you that has been involved in an incident today. I thought you would like to be aware of the situation and I would appreciate your support in following up this matter at home.*

*Details of incident:*

*Action taken so far:*

*Further consequences include:*

*How you can support:*

***Parent Response:***

*Thank you for your ongoing support, it is great that we can work together to assist with*

*\_\_\_\_\_\_\_\_\_ ‘s learning.*

**Appendix 8: Incident Report Proforma**



**INCIDENT REPORT**

**Date:** **Time: Reported by:**

**Students and Grade:**

**Incident Description and Action:**

**Appendix 9: Staged Response Model**

|  |  |
| --- | --- |
| Stage | Action |
| Stage 1 Identification | * Teacher(s) identify student with specific learning and/or behaviour needs.
* Teacher(s) gather background information from previous teachers/ parents
* Consult with Assistant Principal to develop an approach through an Individual Learning./Behaviour Plan.
* Attempt strategies using program modifications and behaviour modification strategies
* Timeline set for improvement with student.
* Agreed communication processes established with home.
 |
| Stage 2 Student Support Plan | * No improvement noticeable.
* Referral is made to Assistant Principal and Student Support Group (SSG) is formed and an individual educational plan is developed.
* Goals and strategies developed, monitored and reviewed by nominated person from the SSG. This stage can include any appropriate school-based programs that the SSG believes will assist the student re-engage.
 |
| Stage 3. Support Services involvement | * SSG links to appropriate services to support the student, parent and staff
* Meet with parents and gain parents’ written consent
* Assistant Principal registers student online on SOCS
* Assistant Principal will liaise with appropriate services eg SSSO’s, Health providers and Community agencies and coordinate the support.
* Referral documents to be completed fully, assessment, counselling, and other interventions take place.
 |
| Stage 4 Alternative placement/supports | * PSD application considered
* DEECD Guidance Officer/Psychologist makes a referral to DEECD alternative setting, if appropriate
* Programs provided by community agencies or other schools are considered, e.g. Adolescent Recovery Centre, Austin hospital, Monash Stepping Stones.
 |
| Stage 5 Regional Review | * The principal contacts the Senior Education Officer to review the staged response undertaken and identify the student’s educational options.
 |

**Appendix 11: Social Stories**

**Philosophy:**

* I understand and remember better with pictures
* I like listening to stories about myself and my world
* I want to hear how to be OK
* I need to “own” the story by being a part of the writing process
* If I read it over and over again I know my expectations

**How to write a script**

* This is the situation (what happened, how you feel/felt)
* This is what other people did/felt
* Validate feelings (It’s OK to feel……….)
* This is what I want to do. (Next time I will ………..)
* I will….

**Some examples:**

**Doing Stuff I Don't Want to Do**

* Sometimes I get asked to do things that I don't want to do, or things that seem too hard.
* I say "I can't do that." or "I don't want to do that."
* It's OK to feel like it's too hard, but this happens often in life and you just have to learn to "Have a go."
* It's **NOT** OK to be rude or speak unkindly.
* Next time something challenges me, I will "Have a go." and not make a big deal about it.
* Everyone will be very proud of me, and I will be proud of me too!

**Talking Kindly**

* Sometimes adults say something to me that makes me feel cross/annoyed/grumpy

e.g " You need to get ready for school on time."

* They are saying that to help me, but it makes me feel cross, so I reply in a rude voice. e.g "Talk to the hand" or "Whatever."
* It's OK to feel cross/annoyed/grumpy, but it's not OK to talk rudely to adults. To my friends it may be funny, but to adults it's rude.
* Next time, I will ...... Count to 3,/Say OK Mum this makes me feel cross/annoyed/grumpy   but "I will do it."
* Mum, and my teachers will be proud of me, and I will be proud of myself too.

**Appendix 12: Strategy Matrix**

|  |
| --- |
| **Background information:** |
|  | **Communication** | **Social interactions** | **Restrictive or Repetitive behaviour** | **Sensory** | **Information processing and/or learning styles** |
| **Characteristics/****Triggers** |  |  |  |  |  |
| **Behaviours** |  |  |  |  |  |
| **Strategies** |  |  |  |  |  |

**Appendix 13: ABC Behaviour Observation Chart**

|  |  |  |  |
| --- | --- | --- | --- |
| **Antecedent**Trigger- what happened before the behaviourPlease include all actions by the student in focus and all the other students- both negative and positive. | **Behaviour**What was the behaviour?How long did it last?Has this happened in this location before?Who was involved?(list all people) | **Consequences/reaction**What happened after the behaviour?What intervention was there by an adult?What was the consequence?What kind of reaction did the behaviour receive from both other students and adults?This may be important in establishing why the behaviour occurred. | **Date and signature**Who witnessed this behaviour and who was informed?This will then allow us to work as a team in establishing the meaning behind the student’s behaviours and allow us to develop and implement valuable strategies. |
|  |  |  |  |

**Appendix 14: Child Safe Policy**

Will be on website

**Appendix 15: Process to monitor student attendance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff** | **Office** | **Parents** | **Action** |
| Class teachers and specialists - record presence on eCases twice a day – by 9.15 and 2.45 | Office (Natalie) record attendance from coloured sheets onto Cases21 | Notify school of reason for absence before 9.15, through:* Note to teacher
* Phoning the school – office hours 8.30 – 4.30
* Leaving message on answering machine
* Enter absence on Skoolbag
 | Update the answering machine |
| Staffuse coloured attendance slips if having trouble with eCases | Any absences reported directly to office by parents are recorded in the “Absence Book” and then transferred to Cases21 on the same day by the Office (Natalie |  | Inform parents that all absences must be reported by 9.15 am and remind parents how to do soabsentee letters will be distributed and must be returned for school accountability |
| Staffinform Office (Eleanor) if having troubles with eCases | Late and early departures are signed in by parents and then transferred to Cases21on the same day by the Office (Natalie) |  | Remind teachers to send out absentee letters |
| Staff ask parents to complete the blue absence note (either from class folder or from the office) if parents discuss an upcoming absence e.g. family holiday. This is entered on eCases by the person who receives it | Any absences sent to Skoolbag from parents is forwarded to Eleanor’s email, printed out and then transferred to Cases21on the same day by the Office (Natalie) |  | Eleanor to print out year to date unexplained absences to catch up on 2016 data  |
| Staff send students to the office for a late pass if the students are not in attendance when the class enters the classroom | Office (Natalie/Eleanor)to call parents after 9.30 if absence has not been explained (ST21306) |  | Clarify the process for marking the roll when class has specialists at start of the day of immediately after lunch |
| CRT’s record attendance on coloured attendance sheets – yellow for am and green for pm – and send immediately to office | Office (Natalie)generate absentee letters from the previous week (Cases21)and distribute to teachers |  |  |
| Returned absentee letters to be collected by class teacher and reason for absence recorded on ecases by the class teacher | Office (Natalie)print off Monthly attendance roll by home group in the first week of each month – for the previous month (ST21067)  |  |  |
| Level leaders schedule attendance trends for the meeting agenda for the first meeting of each month – reminded by Lois at Level Leaders meeting | Monthly attendance data distributed to class teacher for discussion at level team meetings |  |  |
| Level teamsdiscuss strategies to improve attendance and consult with Lois | Office (Natalie) to note any absence, late arrivals and early departure trends – either weekly or monthly - and discuss with **Assistant Principal (Lois)** for appropriate action starting with discussion with class teacher |  |  |

**Appendix 16: Staff Agreed Norms**

**Pausing** to allow time for thought

* I pause after asking questions
* I pause after others speak to reflect before responding
* I pause before asking questions to allow time for artful construction

**Paraphrasing** within a pattern of pause – paraphrase – question to ensure deep listening

* I listen and paraphrase to acknowledge and clarify
* I listen and paraphrase to summarise and organise
* I listen and paraphrase to shift levels of abstraction

**Putting inquiry at the centre** to reveal and extend thinking

* I inquire to explore perceptions, assumptions and interpretations
* I invite others to inquire into my perceptions, assumptions and interpretations
* I inquire before I advocate

**Probing** to clarify

* I seek understanding of the meaning of words
* I seek understanding of data, explanations, ideas, anecdotes and generalisations
* I seek understanding of assumptions, perceptions and interpretations

**Putting ideas on the table** and pulling them off / placing data and perceptions before the group

* I state the intentions of my communications
* I provide relevant facts, ideas, opinions and inferences
* I remove and announce modifications of ideas, opinions and points of view

**Paying attention to self and others** to monitor our ways of working

* I balance participation and open opportunities for others to contribute and respond
* I restrain my impulses to react, respond or rebut at inappropriate times or in ineffective ways
* I maintain awareness of the group’s task, processes and development

**Presuming positive intentions** to support a non-judgemental atmosphere

* I communicate respectfully whether I agree or disagree
* I embed positive presuppositions in my paraphrases, summaries and comments
* I embed positive presuppositions when I inquire or probe for specificity

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**Appendix 17: Child Safety Code of Conduct**

Will be on website

**Appendix 18: Parent Helper Protocols**

**Parent Classroom Helpers**

Dear Parents

Thank you for volunteering to help in (Class name) this year. Attached is a copy of our ‘Parent Helper roster’ (Optional to include)

The roster will begin on (Your choice of date) I have prepared a clipboard & ‘what to do’ notes that will be kept near the take home book boxes. (Your own info here)

Regular reading supports children to develop their reading skills.

Children will, however, progress in their own time and at their own pace and this information is to be considered confidential.

Whilst working with children in our classroom, you may overhear conversations, or observe documents involving other students, maintaining confidentiality in such matters is also vital.

If there are any behavioural issues whilst you are in the classroom the teacher will deal with this situation.

Personal space of students should be honoured as we have many students with sensory issues.

If you have any questions, please do not hesitate to come and see me. Your assistance in our classroom is greatly appreciated.

Thanks for your wonderful support. We look forward to seeing you soon!

**Parent Protocols Excursions/Camps**

Thank you for volunteering your time to support Kunyung Primary School.

Prior to attending our excursion/camp could you please read through some protocols we have developed that will help to ensure a successful and enjoyable day for everyone:

* Confidentiality is expected- not sharing information about students with others
* Your own child, or group you are working with, should adhere to the expectations of the whole group (eg: not buying food for them)
* Inform teachers of any behaviour issues- not deal with them yourself
* Personal space should be honoured- many children have sensory issues

We appreciate your support and time