

STUDENT ENGAGEMENT POLICY
Mt Martha Primary School

SECTION 1

1. School Profile Statement

Social – Community & Demographics

- Mount Martha Primary School is located in Glenisla Drive, Mount Martha in the Mornington Peninsula Shire and is approximately 1 kilometre from South Beach on Port Phillip Bay.
- There are around 700 students currently enrolled at the school.
- Around 15% of families receive the Education Maintenance Allowance
- There are a small number of Koori and Torres Strait Islander students.
- A small percentage of students come from a background where English is not the main language spoken at home.
- In recent years there have been a significant number of students from the United Kingdom enrolling at the school.
- The school operates an Out of School Hours Care Program (OSHCP) catering for up to 25 students in the morning and up to 45 students in the afternoon.
- There is much encouragement of children walking and riding to school.
- The destination schools for existing Year 6 students are Mornington, Dromana, Rosebud, Frankston and Mount Eliza Secondary Colleges and a number of local non-government schools.

Educational

- Until the implementation of the Australian Curriculum, Mount Martha Primary delivers the Victorian Essential Learning Standards (VELS) curriculum with opportunities throughout the year for celebration. Classroom teachers use an integrated approach to teaching and learning. All classroom and specialist teachers are committed to balance and achieving learning outcomes commensurate with ability with a developmental approach to learning as a priority.
- Classroom organisation is generally based on straight classes for year level classes
- The strong focuses of our current Strategic Plan are Numeracy, Literacy and developing students' interdisciplinary skills with particular emphasis on Information and Communication Technology.
- Teacher professional learning has a high profile and we are an accredited Performance and Development School.

Technological

- All teaching staff have laptop computers
- The computer-pupil ratio is currently 1: 3
- There is a strong focus on teacher and student learning and application of contemporary technologies.

Environmental –Grounds and Facilities

- The school provides excellent facilities with a large Gymnasium, Library, Art and Craft room, an Information and Communication Technologies (ICT) Centre, Meeting Room and class computer areas, in addition to the 16 permanent brick classrooms and additional relocatable classrooms.

- The amphitheatre, paved seating area, attractive grounds and gardens, adventure playgrounds, sand areas, oval area, basketball courts and children's garden provide students with a wide choice of recreational activities.

2. Whole School Prevention Statement

Purpose

Mount Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world.

Values

Integrity	Respect
Collaboration	Knowledge

The school is proactive in promoting high student engagement, attendance and positive behaviours through quality programs providing many opportunities for connection with others while developing interests, skills and attitudes.

We recognise that relationships are crucial whether these are staff/student, student/student, parent/carer/teacher or parent/carer/child. Every teacher is a wellbeing teacher. High quality classroom teaching and learning is paramount, as is the partnership with parents and community.

At a whole school level we have the following vibrant programs and/or activities to encourage our students to attend school, participate in a wide range of activities, develop positive personal and interpersonal skills, attitudes and behaviours and enjoy learning:

- You Can Do It Program
- Care Groups
- It's Not Ok To Be Away
- Performing Arts
- Visual Arts
- Achievement and Acknowledgement awards
- Sports including interschool
- Theme days
- Celebration of learning weeks
- SRC
- Student Leaders
- Bright Sparks
- Family Life_ Human sexuality
- Student led conferences
- Fun Friends Program at Year 1
- Friends Program at Year 3
- Lunchtime ICT sessions
- Lunchtime library sessions
- Gardening Group at lunchtime

To address more specific needs we utilise:

- Student Support Groups
- Individual Education Plans
- Individual Behaviour Plans
- Reading Intervention

- Social Skills Groups
- Peer Support Student Leaders
- Mentoring role by Care Group teachers
- Kids In Transition Program
- Student Support Services

Authentic opportunities for student leadership and student voice are provided through the Year 6 Leadership program and set the tone for a positive school culture where contribution to community is valued. All students can be leaders in some way. Some students may choose to share and develop their talents through the following leadership groups:

- TravelSmart
- Assembly
- Civics and Citizenship
- Arts
- Music
- Sport
- Environment
- Peer Support
- SRC
- Publicity

In the early years our Prep Transition Program is designed to make the transition from the various preschools to our school as smooth as possible. In Term 3 future Preps are invited to a Storytime session at school. Prior to their three transition mornings in November and December, current Preps and Peer Support leaders visit local preschools to make personal connections. Families are invited to afternoon tea for connecting with one another as a new Prep community.

Throughout the year the Parents and Teachers Association plays a significant role in providing activities that are fun for children, parents and staff bringing the community together whilst contributing funds for playground resources.

Underpinning all of the above, is a school council and staff dedicated to making every student's education as engaging as possible.

3. Rights and Responsibilities

All members of Mt Martha Primary School community have a right to

- Be treated with respect and dignity
- Feel valued, safe and supported in a learning environment that encourages freedom of thought and expression
- Fully participate in an environment free from discriminatory behaviour including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying (including cyber bullying), vilification, violence, intimidation, abuse and exclusion

All members of Mt Martha Primary School community have a responsibility to

- Show respect for self, others and the environment

- Adhere to our school's policies including the Anti bullying Policy, which includes cyber bullying, and the Whole School Behaviour Plan
- Behave in accordance with the *Equal Opportunity Act 1995, the **Charter of Human Rights and Responsibilities Act 2006, the ***Disability Discrimination Act 1992, Disability Standards for Education 2005, the Racial and Religious Tolerance ACT 2001 and the Education and Training Reform Act 2006.

*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.

**The Charter of Human Rights and Responsibilities Act 2006 outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

***Refer to the Disability Standards for Education 2005. The standards 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.

All Students have the Right to	All Staff have the Right to	All Parents have the Right to
<ul style="list-style-type: none"> • Feel safe at school • Feel valued • To learn and socialise without interference or intimidation in a safe and secure environment • Expect a learning program that meets their individual needs • To be treated with respect and in a fair and equitable manner free from harassment • Be treated with respect and fairness as individuals • Equality • Expect property to be safe • To work and play in a clean and tidy environment • Have their talents highlighted • Be involved in their 	<ul style="list-style-type: none"> • To be treated with respect by students, other staff, parents/carers and community. • To be valued and free to express opinions without prejudice/fear of reprisal • To work in a safe and positive workplace • Teach without interference from disruptive behaviour • Expect to be able to work in an atmosphere of order and cooperation • Opportunity for Professional Development at all stages of career • Equality • Use discretion in the application of rules and consequences • To expect property to be safe • Expect support and 	<ul style="list-style-type: none"> • Expect that their children are in a safe, supportive environment where they are treated fairly and with respect • Expect communication to be maintained between home and school regarding children's progress • Open communication with teachers and participation in their children's education including engagement, achievement, future learning needs, e.g., social, academic • Be treated with respect and equality • Be informed • Be listened to and their concerns acted upon

<ul style="list-style-type: none"> education Express beliefs in an open environment 	<ul style="list-style-type: none"> trust from the school community To focus on teaching and learning as the main priority Have issues dealt with in a calm and fair manner 	<ul style="list-style-type: none"> Expect a high standard of education at the school Access information about their child
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All Students have the Responsibility to	All Staff have the Responsibility to	All Parents have the Responsibility to
<ul style="list-style-type: none"> Attend school every day except when ill, be at class on time, be prepared to learn and behave in a way that allows others to learn best. Learn and follow our school's expectations for behaviour, especially the way they move throughout the school and the way they treat other people. Take care of their own property as well as the school buildings, grounds and equipment. Treat others with respect and resolve differences in a peaceful manner. Follow teachers' instructions. 	<ul style="list-style-type: none"> Treat all members of the school community with respect, fairness and dignity and resolve differences in a peaceful manner. Build positive relationships both within the school and with the school community as a basis for engagement and learning. Support initiatives that promote improved student learning. Be prepared and provide meaningful, engaging learning to cater for the abilities, learning styles and interests of students. Make learning explicit. Work towards providing a safe environment at all times Follow the school's Discipline Policy and all other school policies. 	<ul style="list-style-type: none"> Support school values and policies Build and promote respectful relationships with teachers, other staff, students and parents/carers Support children's learning at home including provision of healthy diet, adequate sleep and exercise Work in partnership with the school in improving student learning including behaviour Support the school processes and provide up to date information on individual student health, family situation, etc Ensure children are on time, prepared and attend school every day except when ill. Encourage self-reliance and resilience in their children

	<ul style="list-style-type: none"> • Act in an ethical and professional manner and follow the expectations of school and DEECD • Get to know their students • Minimise disruptions 	
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4. Shared Expectations

Mt Martha Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and the appropriate behaviours for our school community. We have high expectations for our whole school community.

The values of Mt Martha Primary School are reflected in the following shared expectations and behaviours:

Expectations - Staff

Engagement

All staff support the development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning. This includes providing Individual Education Plans for students with special needs, both behaviour and academic. Teachers encourage students, as they progress through the school, to take greater responsibility for their own learning and participation as members of the school community. To this end student led conferences are facilitated. Teachers get to know, listen to students and value their contribution and ask for input into the class environment and curriculum. They use a wide range of resources to engage students and make learning enjoyable. Parents are listened to and communicated with about their children's learning and behaviour.

Attendance

Staff monitor and encourage a high level of attendance and punctuality of students.

Behaviour

Staff model respectful behaviour to all members of the school community and support students to behave appropriately by implementing the school's Whole School Behaviour Plan and Anti Bullying policies.

Expectations - Student

Engagement

Students are expected to do their best to achieve, to participate fully in the school's educational program and to increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. They are to treat all teachers and classmates with dignity and respect and to be supportive of them. They participate positively, asking for help when needed.

Attendance

All students are expected to be at school every day, unless ill, and be on time and prepared for learning.

Behaviour

Students are expected to do their best, to work in a way that allows others to learn without interruption and to interact with others socially in a way that is inclusive.

Expectations – Parents/Carers

Engagement

Parents/carers are expected to take an active interest in their children's learning, to clearly communicate their needs about their own children, to cooperate with requests from the school and promote positive educational outcomes.

Attendance

Parents are to ensure regular attendance and punctuality of their children at school except when their children are ill.

Behaviour

Parents are expected to support the school in maintaining a safe and respectful environment for all students, staff and parents/carers.

5. School Actions and Consequences

To achieve our social and educational goals each class teacher, with reference to the Whole School Behaviour Plan, discusses the rights, responsibilities/expectations and consequences with their class at the beginning of the year. Together they establish rewards for positive behaviour and consequences for negative behaviour.

Emphasis is on restoring positive behaviour rather than punishment. We seek to teach and to build relationships and empathy. **Corporal punishment of students is prohibited at Mt Martha Primary School.**

A focus on rewarding positive behaviour is equally important in addressing inappropriate behaviour. As a whole school there are many avenues for recognition including Smiley awards, You Can Do It Awards, Artist of the Week awards, sporting achievement, specialists' awards, Acknowledgement Awards and School Council Excellence Awards as well opportunity to have talents recognised in the performing arts. The Banksia Bulletin, whole school and year level assemblies are avenues for acknowledgement and highlighting talents.

When our shared expectations are not followed there is a staged response that uses logical consequences as much as possible. An example is as follows.

- Reminder
- Make up for class time missed by working at recesses or at home
- Remove from the group if continuing to prevent others' learning
- Loss of playtime/privilege
- Restricted area for play
- Time Out at lunch recess
- Notify parents as appropriate
- Referred to Principal/Assistant Principals
- Parent meeting
- Individual Behaviour Plan
- Detention
- Suspension
- Expulsion

A staged response for inappropriate behaviour, including irregular attendance, includes

- An understanding of the student
- Ensuring a clear understanding of expectations of both teachers and students
- Providing consistent school environments
- Scaffolding the student's learning program

Broader strategies may include:

- Involving parents/carers
- Involving student wellbeing coordinator/principal/ assistant principals
- Peer tutoring
- Referral to Student Support Services
- Convening student Support Group Meetings – the SSG is an important component of the staged response for student facing difficulty with engagement, attendance or behaviour. The SSG is comprised of parent, teacher and student (if appropriate) and may also include principal, assistant principal, student support teacher and Student Support Services personnel.
- Developing individualised flexible learning, behaviour or attendance plans

SECTION 2

Whole School Behaviour Plan Draft

Rationale

At Mt Martha Primary School we believe we should provide a safe learning and social environment which meets the needs of all students and staff.

We as a school community believe that we should treat others as we ourselves would wish to be treated.

Children learn best when they feel good about themselves, when they feel valued and supported by their peers and significant adults and when their contribution is acknowledged.

Aim

So that all students have the opportunity to achieve maximum learning and wellbeing goals it is necessary for everyone to understand their rights, responsibilities and expectations for behaviour, along with the consequences for breaching the expectations. The table below sets out these rights, responsibilities and consequences.

Rights	Responsibilities and Expectations	Consequences When Expectations Are Not Followed Include
To feel safe at school.	To learn and follow our school's expectations for behaviour, especially the way we move throughout the school and the way we treat other people. To follow all lawful instructions of staff.	<ul style="list-style-type: none"> • Reminder • Chance to fix things up • Removal from the group • Classroom time out to a buddy classroom
To learn without interference from others.	To attend class on time, be prepared to learn and behave in a way that allows others to learn best.	<ul style="list-style-type: none"> • Make up for class time missed by working at recesses or at home
To be treated with respect and in a fair and equitable manner free from harassment.	To treat others with respect and resolve differences in a peaceful manner. To follow teachers' instructions.	<ul style="list-style-type: none"> • Put your things in order, e.g., clean up the classroom or yard
To expect one's property and school property to be safe.	To take care of one's own property as well as the property of others.	<ul style="list-style-type: none"> • Restore the property of others
To work and play in a clean and tidy environment.	To take care of school buildings, grounds and equipment.	<ul style="list-style-type: none"> • Loss of playtime/privilege • Restricted areas of play • Time Out for reflection at lunch recess • Referred to Principal or Assistant Principal • Parent meeting • Detention • Suspension • Expulsion

Implementation

1. All students, on enrolment, receive a copy of Student Code of Behaviour for reference.
2. At the beginning of each year teachers and children establish a set of class rules/expectations that are consistent with the above rights, responsibilities/expectations and consequences.
3. School and class behaviour expectations are to be displayed prominently in classrooms and revisited regularly, at least once per term.

4. Strategies are in place for recognising and reinforcing exemplary behaviour and children are to be made aware of these at the start of each year in their class.
5. Strategies used to foster positive behaviour include the You Can Do It Program. This program is to be implemented in every class.
6. Procedures are in place for students who have not followed the school expectations for behaviour. This is to assist them to behave appropriately. While the emphasis is on restoring positive behaviour rather than being punitive there will be times when stronger sanctions are necessary. **Stronger sanctions do not include corporal punishment of students. Corporal punishment of students is not allowed at MMPS.**
7. The DEECD Student Support Services may be employed to support individual students who require greater assistance with positive behaviour.
8. Some students may have an Individual Behaviour Plan established at a Student Support Group Meeting involving parents and school staff and/or Student Support Services staff.

The following strategies will be implemented at the discretion of the school

- Reminders about Student Code of Behaviour.
- Consequences that match misbehaviour could include but are not limited to:
 - Walk with a teacher during a recess and discuss positive behaviour
 - Loss of privileges such as reduced play, participation in excursions and camps
 - Restricted areas of play
 - Time Out for reflection and taking responsibility
 - Detention for serious or repeated misbehaviour
- Three sessions of Time Out in a term results in a detention after school
- Detention conducted after school for 30 minutes with at least 24 hours notice to parents.
- A 2nd detention automatically includes a parent conference, however a parent conference may occur at any time prior to this.
- Suspension
- Expulsion

* If an after school detention is not managed or supported by parents then the student has two half hour lunchtime detentions instead.

*The school has the right to use suspension where the safety of other students or staff is at risk or where the behaviour of the student is unacceptable and he/she does not change his/her behaviour. Suspension will be enacted in accordance with the guidelines provided by the DEECD.

*Bullying is seen as a serious breach of the Student Code of Behaviour and will not be tolerated in any form.

*The Code acknowledges the Racial and Religious Tolerance Act 2001 which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

SECTION 3

Student Code of Behaviour

The Student Code of Behaviour is based on our school values of

- Integrity
- Respect
- Collaboration
- Knowledge

We should treat others, as we would want to be treated.

As students of Mt Martha Primary School

- We have rights
- We have responsibilities and expectations
- We have consequences for wrong behaviour

Rights	Responsibilities/Expectations	Consequences
To feel safe at school	<ul style="list-style-type: none"> ❖ Learn and follow our school's expectations for behaviour. ❖ Follow the instructions of all staff ❖ Move safely ❖ Play safely; no rough play ❖ No bullying or put downs ❖ Inform teachers about inappropriate behaviour 	<ul style="list-style-type: none"> • Reminder • Warning • Chance to fix things up • Removal from the group • Make up for class time missed by working at recesses or at home • Put your things in order, e.g., clean up the classroom or yard • Restore the property of others • Loss of playtime/privilege • Restricted areas of play • Time Out for reflection at lunch recess • Referred to Principal or Assistant Principal • Parent meeting • Detention • Individual Behaviour Plan • Suspension • Expulsion
To learn without interference from others	<ul style="list-style-type: none"> ❖ Attend class on time ❖ Work to the best of your ability ❖ Behave in a way that allows others to learn best 	
To be treated with respect and in a fair and equitable manner free from harassment	<ul style="list-style-type: none"> ❖ Treat everyone with respect and resolve differences in a calm and fair way. ❖ Show respect through your language and manners 	
To expect your property to be safe	<ul style="list-style-type: none"> ❖ Take care of your own property ❖ Respect other people's things 	
To work and play in a clean and tidy environment	<ul style="list-style-type: none"> ❖ Take care of school buildings, grounds and equipment 	

Playtime and Before and After School Rules Include:

- 1. Playing fairly and following rules of a game***
- 2. No tackling***
- 3. Walk on paths; no running on paths***
- 4. Play ball games on oval area and basketball courts only***
- 5. No wrappers are to be taken into the yard***
- 6. Stay in your eating area until food is finished***
- 7. Observe the roster for the oval and basketball courts***
- 8. Play in your year level's adventure playground***
- 9. Students are only permitted to go inside at recesses and lunchtimes if supervised by a staff member.***
- 10. Wear correct hat during Sunsmart months, i.e., September 1st until end of April.***
- 11. Keep clear of the gardens***
- 12. No swearing***

Evaluation

This policy will be reviewed regularly.

Appendices

1. Example of class rules/expectations
2. Example of class rewards for positive behaviour
3. Example of class consequences for negative behaviour
4. Ideas for Yard supervision consequences
5. Time Out Room and template for Time Out's Thinking About Behaviour Form
6. Detention form (blue)
7. Phone Protocol
8. Anti Bullying Policy
9. Suspension procedures and reasons

This policy was last ratified by School Council on 13th December 2012.

Appendix 1

Our Classroom Expectations

- We are responsible for our own actions, choices and learning.
- We are respectful towards ourselves, others and our environment.
- We have fun with each other as a class.
- We put in 100% effort to achieve our goals.

Signed

Appendix 2

Our Classroom Rewards

A smile

A wink

Thumbs up

"Well Done"

Sticker

Teacher's certificates

Visit another member of staff with work

Smiley Award

Term Award

Phone call home

Visit Mr O'Brien

Visit Mrs Walker

Visit Mrs Beckworth

Appendix 3:

Our Classroom Consequences

Warning

Second Warning

Time Out

Pay back time at recess or lunch play

Walk with a teacher at recess or lunch play

Recorded in Teacher's Behaviour File

Behaviour discussed with parents on the phone

Behaviour discussed with parents at a meeting

Behaviour discussed with Mrs Beckworth/

Mrs Walker/Mr O'Brien

Detention

Suspension

Expulsion

Appendix 4

Ideas for Yard Supervision Consequences

- Remind children or ask them about what they are doing and why we have a rule, eg Why do we have the rule about walking on the path?
- If it involves others, how might the other person feel?
- Minor can become More Severe if repeated.
- We are mindful of using each situation to model respectful behaviour ourselves in handling problems.
- Record all in the yard supervision book so that we can monitor adequately.

Minor	Consequences
Not wearing hat (September to end of April)	Reminder. Send to Canteen shade area.
Playing on garden beds/out of bounds areas	Reminder. Ask about why we have the rule.
Dropping rubbish	Clean up an area of the yard.
Running on path	Go back and walk
Having wrappers outside and eating food in area other than designated eating area	Go back to eating area. Reminder re putting wrapper in classroom bin.
More Severe	
Throwing sand	Leave the sandpit for remainder of recess.
Hitting, punching, pushing	Apologise, could be Time Out to think about actions.
Excluding	Could be Time Out to think about actions. Is it part of a pattern?
Swearing	Apology; walk with teacher
Playing ball games in non ball area	Send to appropriate area
Teasing	Apology. Check if it needs further follow up. Is it part of a pattern?
Damaging property	Replace, pay cost toward repair
Disobeying teacher's instruction or insolence	Time Out to reflect on actions.
Severe	
Bullying/teasing/harassing	
Any repeated aggressive behaviour	Time Out. This could include involving parents. Detention

Appendix 5

Time Out Room

Purpose

The **Time Out** facility is used in conjunction with other **behaviour management** strategies and programs and is used to **model and teach appropriate behaviour**. Its focus is on **restoring positive behaviour rather than punishment**. We want to **ensure that the school is a safe place for everyone**. It provides a place, a time out, for a child whose behaviour is either unacceptable (see Student Code of Conduct 4.7) or unsafe for others in our school. It is not intended as a place for completing work or homework.

Who should be sent there?

Children exhibiting unacceptable behaviours, eg, bullying, verbal abuse, teasing, violence such as rock throwing, pushing off equipment, kicking, refusal to follow teacher's lawful instruction, lying.

If Time Out is given for classroom behaviour the class teacher takes the student/s to the gym foyer to inform the supervising teacher of the reasons for Time Out. Record keeping log can then be completed.

Who will supervise?

Rostered staff as per the Recess supervision timetable.

Where?

Gym foyer

When?

Lunch recesses only. Any "time out" at morning recess is to be walk with a teacher.

How will it benefit the child, the school?

All children and staff should feel safe in the school environment..

The child reflects on thoughts and feelings that led to his/her action and consider positive alternative choices.

Children will know there are consequences for actions.

What will the children do there?

- Complete **Thinking About My Behaviour form**. Younger children can draw and teacher can write their thoughts.
- For some children with ongoing behaviour issues it may be a place to reflect on positive behaviour prior to going to play. In other words they plan where, what, how and with whom they will play. (Bill Rogers' influence)
- If the child is there for longer than one session it may be appropriate to write **letters of apology** or to **read books** on positive behaviour/emotions. These are available from the library.

What do the supervising teachers do?

- Interact with the children, talking them through the incident/s and how they can make more positive choices in the future. Focus on taking responsibility for their behaviour and how to prevent the behaviour recurring.
- Complete details in the Time Out book, eg, name of child, date, duration in room, indication of whether a TAMB was completed and sent to child's class teacher.
- Photocopy the TAMB form and place the original in an envelope with parent's name. A copy goes into the class teacher's pigeonhole. (Class teacher may choose not to send the form home if it would be counter-productive)

What happens next?

The child takes the letter home and brings it back the next day to his/her class teacher who keeps it in the child's individual file.

At the end of the year these records (TAMB forms) are to be **shredded**.

Who Oversees Time Out?

Assistant Principal/Wellbeing Coordinator who checks yard supervision folders and Time Out Folder daily.

Mount Martha Primary School

Name of Student _____ Class _____

Class Teacher _____

Teacher Reporting Incident _____ Date: _____

Thinking About My Behaviour

What happened? What did you do?

What were you feeling?

What were you thinking just before it happened?

What else could you have done that would have been a better choice?

What can you do to fix things up?

Parents: Please discuss this with your child and return the signed form to your child's class teacher the following day.

Signature of parent: _____

Signature of class teacher on return: _____

Time Out Room Records

Name of Child	Class	Date	Reason	Who sent Child	Length Of Time	TABF Completed Yes/No	Class teacher Informed Yes/No	Other

Appendix 6

Mount Martha Primary School Detention Form

Name of Student _____ Class _____

Class Teacher _____

Date: _____

Student Reflection

What behaviour has led you to this detention?

What changes are you going to make so that this doesn't happen again?

List the things that you will do to help make our school a safe and respectful place for everyone?

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

Mount Martha Primary School Anti Bullying Policy 13th December 2007

Please read this policy in conjunction with the Vision Statement from our school's Strategic Plan.

1. Rationale

Bullying and harassment can occur on the basis of religion, race, political affiliation, ethnic background, ability, disability, sexuality, gender or social/peer group (including physical appearance) and is an infringement of human rights.

This policy is based on the core values of the school including supportive relationships and respect for self and others. Our policy is guided by the validated principles of successful practice to reduce bullying in schools. (Refer to Friendly Schools and Families Document)

Definition of Bullying

- "Bullying is a repeated behaviour used by a more powerful person or group over a less powerful person, who has difficulty stopping the situation. Bullying incidents are unprovoked and can be physical, verbal, social or psychological in nature. It is hard for the child being bullied to stop these things from happening." (Friendly Schools and Families- Child Health Promotion Research Unit. Edith Cowan University 2004 Western Australia). All forms of bullying, whether they are physical, verbal, indirect or cyber, are not tolerated at any level.

2. Aim

At Mt Martha Primary School we aim for every individual to have the opportunity to learn, work or play effectively in an environment free from bullying and harassment.

3. Discretion

School personnel will be informed of their responsibility and implementation will be reliant on the observation and/or reporting of incidents of bullying.

4. Implementation

Our school aims to promote the following with all the school community members including students, staff, parents and all visitors.

- a sense of belonging
- a positive school environment that provides safety, security and support for all and promotes wellbeing
- use of the peer group to provide support for students who are bullied and use positive peer pressure to discourage bullying
- positive adult example and experiences
- student awareness that they have the right to seek help to resolve bullying incidents
- encouragement and value of the participation of the whole school community to address bullying
- professional interactions between staff
- active interaction and involvement of staff and parents
- clear messages that bullying or aggression is not accepted
- the Method of ***Shared Concern*** as a first step in the management of bullying behaviour in most instances
- if the Shared Concern method is not effective then the Discipline Policy is to be implemented

The Method of Shared concern employs a non punitive, non blaming, non aggressive approach to individual and group discussion. See appendix for Pikas method demonstrated.

Our school aims to encourage a collaborative and coordinated response to bullying with parents of the children involved (when appropriate). As such we aim to manage bullying incidents in our school in a manner that:

- encourages parents to approach the school if there are any concerns about their child being bullied and parents are asked not to approach the child or parents of the child they believe is bullying
- provides support and ongoing contact with the person being bullied (classroom teacher has the main responsibility for the wellbeing of the students in their class with the support of Wellbeing team and leader as well as Principal and Assistant Principal. Student Support Services may be involved)
- promotes a student's sense of concern and responsibility

- encourages students to problem solve solutions
- allows long term follow up to ensure the longer term safety of the student being bullied and the occurrence of change
- accurately records who was involved, what has happened and the action taken
- acknowledges that bullying occurs as a behaviour in a social context
- raises awareness of staff, students and parents as to what bullying is

5. Strategies to Positively Influence the School’s Social and Physical Environment

- Use the Assembly forum to encourage and celebrate achievements together
Eg - Smiley and Acknowledgement Awards, birthday acknowledgements
- Provide opportunities for children to engage positively in a variety of developmentally appropriate activities, eg library and IT Lab use at recess and lunch times, band, instrumental and musical involvement, equipment for outdoor play, sandpits, climbing equipment etc
- Buddy Program
- You Can Do It! Program
- Positive ways of behaving in the playground are developed and encouraged
- Appropriate visible supervision in the school yard and toilets is provided.
- Play areas and out of bounds areas are identified to students
- Banksia Bulletin articles

Classroom Activities (Refer to Friendly Schools and Families Book 4 and You Can Do It Program)

- Teachers are provided with specific PD activities on bullying
- Teachers explicitly teach students about what bullying is and include bystanders role.
- Use curriculum activities that foster positive relationships amongst students and between students and school staff
- Use cooperative learning methods to promote pro social behaviour and enhance student social skills.
- Peers (especially bystanders) are shown how to take actions to reduce bullying.

6. Evaluation

This policy will be evaluated regularly

Appendix 9

Suspensions and Expulsions

(please click on the following links to find detailed information about these areas of school operations from the DEECD website)

[Suspensions](#)

[Expulsions](#)

