

# Sunshine Primary School



## Student Engagement & Wellbeing Policy

**To be read in conjunction with**  
*Sunshine Primary School Child Safety Policy*

### **Community and Demographics**

Established in 1891, Sunshine Primary School (SPS) is located in the City of Brimbank, west of Melbourne. Our community is diverse in its socio-economic and cultural backgrounds with approximately 50% of our students having a language background other than English. Sunshine PS has 25 equivalent full-time staff: 2 Principal class, 15 teachers and 8 Education Support staff. The school is driven by strong values and the belief that every student can achieve success. The school culture is focused on ensuring effective and enriched learning for all students through individualised instruction. There is a focus on continuous improvement which is based on research to ensure effective teaching and learning and to improve student learning outcomes. Sunshine Primary School fosters an environment where children share responsibility for their own learning and where all community members work together to ensure all students maximise every educational opportunity possible.

### **Our Values**

We shine when we are Respectful, Learning and Safe

### **Our Vision**

At Sunshine Primary School all students are provided with opportunities to reach their personal best in a challenging and supportive learning environment. Our aim is to develop resilient and productive members of the community by valuing and catering for individual, social, cultural and academic differences.

### **Our Mission**

#### **At Sunshine Primary School our Teachers will:**

- plan for and implement a curriculum based on high expectations which are realistic, individualised and achievable.
- work with students to establish challenging and achievable personal goals.
- value and embrace the individual, social, cultural and academic differences within the school community.

#### **At Sunshine Primary School our Students will:**

- be open to “take on” every learning opportunity and challenge themselves everyday.
- focus and work towards achieving their own personal goals.
- respect and support the differences of others in our school community.

#### **At Sunshine Primary School our Parents will:**

- work collaboratively with the school to support and engage in their child’s academic and social development.
- have an understanding of and support their child’s individual learning goals.
- be collectively responsible for the learning and development of Sunshine Primary School students by being proactive members of the school community.

## 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 when a person or a group repeatedly and intentionally uses or abuse their power to intimidate, hurt, oppress or damage someone else. It can be covert or cyber-based (happening online through social networks or through mobile phones). Bullying can be physical or emotional.

According to the National Centre against Bullying, there are five different kinds of bullying behaviour.

They are:

1. **Physical bullying:** when physical actions such as hitting, poking, tripping or pushing, are used to hurt and intimidate. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying:** involves the use of negative words, like name calling, insults, homophobic or racist slurs, or words used to intentionally upset someone.
3. **Social bullying:** when lies, the spreading of rumours or nasty pranks are used. This includes repeated mimicking and deliberate exclusion.
4. **Psychological bullying:** involves the repeated and intentional use of words or actions which can cause psychological harm. Examples include intimidation, manipulation and stalking.
5. **Cyber bullying:** is when technology is used to verbally, socially or psychologically bully. It can occur in chat rooms, on social networking sites, through emails or on mobile phones.

Examples of cyber bullying behaviour are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted messages
- Defamation

Cyber bullying can happen to anyone and the bully can act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

### **Bullying is not**

- mutual arguments and disagreements
- single episodes of social rejection or dislike
- single-episode acts of nastiness or spite
- random acts of aggression or intimidation.

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.

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

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

If your child is 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 that you feel comfortable with.

All concerns will be taken seriously. All complaints will be treated confidentially.

\*Please refer to the 'Community Complaints and Grievance' Policy. Students can also access the kids helpline on 1800 55 1800

### **Students with disabilities**

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 (DDA) 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

Sunshine Primary School will 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, Sunshine Primary School, staff and other students.

In determining whether an adjustment is reasonable, Sunshine Primary School will 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.

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

### **External Support Agencies**

- The Assistant Principal liaises with Department of Human Services and agencies such as 'ChildFirst' to assist families and monitor children deemed to be at risk
- The assistance of community agencies has been sought when necessary.
- Programs for individual children conducted by, for example, the Royal Children's Hospital are co-ordinated by the Assistant Principal.

### **Prevention Programs**

- Student Support Groups have been established for all children with special needs
- Interventions by psychologist and speech pathologist are provided as required
- Playground and indoor activities are provided and children are encouraged to join in, such as drawing club, choir and safety house
- Breakfast Club
- Academic and social development achievements celebrated via weekly and monthly awards
- Weekly social skills lessons and the 'School Wide Positive Behaviours' framework is reinforced regularly. Tokens are given out regularly in the yard to reinforce expected behaviours linked to our school values.

**Community partnerships that Sunshine Primary School have are listed in the table below**

✚ ARDOCH Eg. Literacy Buddies, Volunteers, Various other opportunities	✚ Gathering Place Foundation House	✚ Breakfast club
✚ SSSO's (Psychologist and Speech Pathologist)	✚ Local Media	✚ Fortnightly newsletters
✚ School Nurse	✚ Child First	✚ Transition Program that links with Local Kindergartens and Secondary College
✚ School community nights	✚ VU Project partnership	✚ Parent helpers in classrooms
✚ Curriculum information	✚ Lunch time activities	✚ Various Playgroups

**School Wide Positive Behaviours Framework (SWPBF)**

At Sunshine Primary School we have imbedded the SWPBF. This is a system that:




1. Gives a common purpose and approach to discipline
2. Outlines a clear set of positive behaviours and expectations
3. Does not assume that all students understand the school values but sets procedures for explicit teaching of the expected behaviours
4. Develops a continuum for encouraging expected behaviour and discouraging inappropriate behaviour
5. Establishes a framework for on-going monitoring and maintenance.

SWPBF as a framework takes 3 – 5 years to implement and has now become embedded in our school practice. By using processes including a school wide expected behaviour matrix we are able to:

- Be consistent when dealing with dealing with our school values and expectations
- Clearly define problem behaviour
- Make clear distinctions between staff/classroom and office managed behaviour
- Establish a continuum of procedures for correcting problem behaviour
- Utilise whole school positive behaviour reward system for the yard and individual reward systems for classrooms/year levels.

**Tokens**

In order to reward and foster those students who uphold and demonstrate our school values we have established a token system. Students who receive tokens go into a raffle system where they have a chance to win a weekly, termly and yearly prize for earning the token.

We 'Shine' when we are...		In the Classroom	In the Toilets	On the Stairs In the Corridors	In the Playground
<b>LEARNING</b>		<ul style="list-style-type: none"> <li>We listen to, and follow instructions</li> <li>We ask questions if we don't understand something</li> <li>We support other students when they are learning</li> <li>We always make an effort</li> </ul>	<ul style="list-style-type: none"> <li>We try not to use the toilets during learning time</li> <li>We know that hygiene is important and wash our hands and flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>We responsibly use the stairs</li> <li>We use the stairs and corridors quietly so as not to interrupt the work of others</li> <li>We encourage others to use the stairs properly</li> </ul>	<ul style="list-style-type: none"> <li>We are role models for others</li> <li>We place rubbish in the bins to look after the environment</li> </ul>
<b>RESPECTFUL</b>		<ul style="list-style-type: none"> <li>We look after our space</li> <li>We take care of our belongings</li> <li>We understand and accept our differences</li> <li>We listen to others at the appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>We use toilets appropriately, including the taps and toilet paper</li> <li>We always keep the toilets clean and tidy</li> <li>We only go into the toilets when necessary</li> <li>We ask permission to use the toilets during class time</li> </ul>	<ul style="list-style-type: none"> <li>We are patient and careful while using the stairs</li> <li>We look after the surrounding areas and displays</li> <li>We keep the corridors and stairs clean</li> </ul>	<ul style="list-style-type: none"> <li>We are friendly to all students and look after them in the yard</li> <li>We include others in games</li> <li>We always follow teacher's instructions</li> <li>We look after our gardens and environment</li> </ul>
<b>SAFE</b>		<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves</li> <li>We use equipment safely</li> <li>We put classroom items back where they belong</li> </ul>	<ul style="list-style-type: none"> <li>We let someone know when we are going to the toilet and take a partner</li> <li>We practise good hygiene by washing our hands and using the toilets appropriately</li> <li>We report any issues to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>We walk slowly and carefully through the corridors</li> <li>We walk on the left hand side of the stairs and use the hand rails appropriately</li> <li>We keep our belongings neat and tidy in the corridors</li> </ul>	<ul style="list-style-type: none"> <li>We keep our hands and feet to our ourselves</li> <li>We let the yard duty teacher know if we are feeling unsafe</li> <li>We wear hats in Term 1 and 4 to be Sun Smart</li> </ul>

SWPBF Expected Behaviour Framework

**CONSEQUENCES FOR UNACCEPTABLE CLASSROOM BEHAVIOUR**

Whilst we believe that behaviour is most effectively nurtured through encouragement and positive recognition, when a child chooses to break the school rules, the following steps will be taken:

- Step 1: 1<sup>st</sup> Incident** - Warning and reminder of the expectation or value.
- Step 2: 2<sup>nd</sup> Incident** - 'Time-out' in the classroom.
- Step 3: 3<sup>rd</sup> Incident** - Withdrawal to another classroom.
- Step 4: 4<sup>th</sup> Incident** - Time out with the Principal or Assistant Principal. Loss of some play time/ privilege may occur. If considered necessary, parent(s)/guardian(s) will be contacted and a meeting with them may also be requested.

**Severe Clause:** Where an action is seen as severe or dangerous, a student is sent straight to the office. This consequence will be determined by the teacher and the Principal or Assistant Principal depending on the severity of the inappropriate behaviour. A meeting with the child's parent(s)/guardian(s) will be requested.

**CONSEQUENCES FOR UNACCEPTABLE PLAYGROUND BEHAVIOUR**

Incidents in the yard can be classified as minor or more serious in nature. The following is a list of possible consequences which could be applied for minor incidents:

1. Warning. Discussion with yard duty teacher of appropriate behaviour
2. Walking with the yard duty teacher

3. Child makes an apology to another child
4. Limiting the area in which a child may play
5. Their name will be recorded in the 'Yard Incident' book. The Assistant Principal may be required to follow up with each child recorded in the book.
6. Time out of the yard the next lunch time will be given if the child name is in the book on more than one occasion.

### **Serious Incidents in the Yard**

It is recognised that sometimes more serious incidents occur in the yard. Depending upon the incident a child may be withdrawn from the yard and sent with a green slip to the Principal or Assistant Principal. If this is a serious offence a consequence of time out will be determined by the teacher and the Principal or Assistant Principal depending on the severity of the inappropriate behaviour. This will be recorded in the time out folder.

Individual behaviour plans will be established on a needs basis. These can range from daily check ins with the Principal or Assistant Principal to more formal meetings with parents and further consequences put in place.

### **Discipline procedures – suspension and expulsion**

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**.

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.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- Time Out - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

### **"Every Day Counts"**

#### **Purpose**

To clearly define procedures and strategies that will assist the school to increase its student attendance rate.

#### **Procedures and strategies**

- Whole school class attendance weekly award.
- Class teacher marks attendance roll twice daily.
- If a child is absent the classroom teacher rings home after two consecutive days or a regular pattern of absence.
- Weekly cases data printed and notes sent home for unexplained absences.

## References

School Wide Positive Behaviour Framework	<a href="http://www.education.nt.gov.au/teachers-educators/students-learning/safe-schools-nt/swpbs">http://www.education.nt.gov.au/teachers-educators/students-learning/safe-schools-nt/swpbs</a>
Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
It's not Ok to be Away	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/attendance/initiative.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/attendance/initiative.htm</a>