

# **Bridgewater-on-Loddon Primary School 1097**

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## **Student Engagement Policy**

Continually Improving!



Principal: Gordon Tonkin

School Council President: Dave Edwards

Date ratified: 17<sup>th</sup> June, 2014

Review Date: 2017

To be read in conjunction with

Effective Schools are Engaging Schools – Student Engagement Policy Guidelines

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## School profile statement

Bridgewater Primary School is a small rural school approximately 40 km North West from Bendigo. We cater for about 30 students in multi-age groupings. Our philosophy is **'Continually Improving'** which we strive to achieve through best practice, inquiry, reflection, celebration of our achievements and the provision of a safe environment. A comprehensive curriculum plan provides the school with the means of addressing key educational priorities and issues. The implementation of AUSVELS (National Curriculum), seeks to support our students in becoming life-long learners, confident and creative individuals, active and informed citizens, and to promote equity and excellence in education. Our curriculum endeavours to equip our young people with the essential skills, social and emotional competence, knowledge and capabilities to thrive and compete in a globalised and information rich world.

The school is committed to consultative principles of democratic decision-making, whole school planning and a systematic approach to evaluation and development. The students' best interests are always at the core of our practice. Our school is committed to equity and fairness, to engaging all members of our community, celebrating differences & diversity.

Parental involvement is an essential element of school operations that is welcomed and encouraged. Parents are involved in supporting school committee structures, curriculum programs, fundraising and the development of facilities and resources. Our school has an open-door policy, encouraging parents and community members to communicate openly & honestly. These factors combine to ensure a strong partnership between home and school.

## **Bridgewater-on-Loddon Primary School**

### **'Continually Improving'**

## 2 Whole- school prevention statement

Bridgewater Primary School community, including students, parents and staff, promote and strive to achieve our values of: resilience, acceptance, persistence, respect, honesty, responsibility, confidence, integrity, caring and fairness.

We aim to achieve this with an optimistic collaborative approach using open communication, through partnerships and providing a safe and stimulating environment to learn, work and play.

We have a strong commitment to wellbeing, and strive to maintain a whole-school focus on the promotion of positive relationships, student resilience, responsible behaviour and improved attendance.

Key strategies to support improvement include:

- A focus on classroom routines that is conducive to good learning.
- Classroom curriculum which engages the student in their learning and more personalized to the individual student.
- Promotion of whole school language and approach to wellbeing, using various programs which; engage all students socially, emotionally and academically. Our school programs promote pro social behaviour and reflect our school values.
- Respectful relationships enhanced between parents, students and staff.
- Wellbeing Team to support students, staff and parent.
- Development of student-teacher relationships and rapport.

Our clearly outlined code of behaviour and whole-school behaviour management strategies guides our learning in classrooms by promoting mutual respect for people and property.

Appendix 1 Student Code of Conduct

## 3 Rights and responsibilities

### Collective responsibility

#### 3.1 Guiding principles

Every member of our 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.

#### 3.2 Equal Opportunity

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

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

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

### 3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

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

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

*See references*

### 3.4 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 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

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

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

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

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

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

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

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

### 3.5 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 oppression, physical or psychological, of a less powerful person by a more powerful person or group.

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

Appendix 2 Equal Opportunity Policy

Appendix 3 Anti-Bullying Policy

Appendix 4 Risk Management

Appendix 5 Use of Digital Technology Policy

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

The effects of harassment or bullying include:

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

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

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

#### **Subtle: (The most common)**

They include:

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

#### **Explicit: (obvious)**

They include:

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

Extreme forms of sexual harassment will lead to criminal prosecution.

#### **Bullying can involve such things as**

- Grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- Publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

## Cyber bullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places.
- protecting your own privacy and the privacy of others
- being proactive in letting someone know if there is something is 'not quite right'.

(at home this would be a parent or carer, at school a teacher)

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a teacher or trusted adult that you feel comfortable with.

At Bridgewater Primary School we will take your concerns seriously. All complaints will be treated confidentially.

## Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>•work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</li> <li>•participate fully in the school's educational program</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>•participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>•demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</li> <li>•As students progress through school they will 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.</li> <li>•Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> </ul>

## Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> <li>•Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>•Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive respectful behaviours.</li> <li>•Ensure their child's regular attendance</li> <li>•Engage in regular, constructive and respectful communication with school staff regarding their child's learning.</li> <li>•Support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>

## Responsibilities of teachers/staff

Rights	Responsibilities to:
<p>Teachers have a right to</p> <ul style="list-style-type: none"> <li>•expect that they will be able to teach in a safe, orderly and cooperative environment</li> <li>•be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly, reasonably and consistently, implement the Engagement Policy.</li> <li>• Know how students learn and how to teach them effectively.</li> <li>• Know the content they teach.</li> <li>• Know their students</li> <li>• Actively listen to students and value their contribution</li> <li>• Listen to parents insights into their children's learning</li> <li>• Plan and assess for effective learning.</li> <li>• Create and maintain safe and challenging learning environments.</li> <li>• Use a range of teaching strategies and resources to engage students effectively</li> </ul>



## 4 Shared expectations

### Schools – principals, teachers and school staff

Bridgewater Primary School has a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- Care and Compassion** Care for self and others
- Integrity** Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- Doing Your Best** Seek to accomplish something worthy and admirable, try hard, pursue excellence
- Respect** Treat others with consideration and regard, respect another person's point of view
- Fair Go** Pursue and protect the common good where all people are treated fairly for a just society
- Responsibility** Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- Freedom** Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- Understanding, Tolerance and Inclusion** Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- Honesty and Trustworthiness** Be honest, sincere and seek the truth

### School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

### Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

### Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

## School actions/consequences

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

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

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

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing team and DEECD regional staff to manage individual pathways.
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

## 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**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

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.

- Detention - 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. Where students are required to undertake school work after school, the time should not exceed forty-five minutes. The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Convening of a support group  
(See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

## References

- Effective Schools are Engaging Schools - Student Engagement Policy Guidelines
- School Accountability and Improvement Framework
- Effective Schools are Engaging Schools
- Disability Standards for Education
- Safe Schools
- Charter of Human Rights
- Equal Opportunity Act
- Education and Training Reform Act 2006
- Melbourne Declaration on Educational Goals for Young Australians.
- VIT Teacher Code of Conduct

**N.B.** Please ask the school for copies of these documents if required.



# STUDENT CODE OF CONDUCT POLICY

*Reviewed: September, 2012*

*Revise: September, 2015*

## Our Whole School Approach to Discipline

This policy is based on the following beliefs:

- All members of this school community will respect the rights and values of others.
- No one has a right to interfere with the learning of others.
- Students have the right to work in a positive and supportive environment without intimidation where they are able to develop their talents, interests and ambitions.
- Parents should expect that their children will be educated in a secure environment where care, courtesy and respect for the rights and property of others are observed.
- Teachers should expect to be able to teach in an atmosphere of order and co-operation.
- Parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment.
- The Principal and staff have an obligation to implement the code of conduct fairly, reasonably and consistently.

We are committed to the following strategies:

- Giving constant positive reinforcement
- Improving self esteem
- Encouraging friendship
- Developing pride in the school
- Developing respect in one's own and other's property
- Encouraging sharing, tolerance and compassion and consideration of others amongst children
- Being consistent and fair
- Encouraging organized and responsible play within our playground
- Protecting the rights of everyone

We encourage teachers to:

- Continually evaluate teaching strategies
- Provide adequate supervision – refer to Care and Responsibility Policy.
- Encourage awareness and understanding of school rules
- Request advice and assistance and support when needed
- Provide appropriate strategies for the resolution of conflict using a restorative practice approach
- Provide appropriate strategies for protection of individual rights

## WHOLE SCHOOL RULES

Whole School Rules are based on children's Rights and Responsibilities.

1. Children have a right to be respected and treated with kindness.
2. Children have a right to work and play without being disturbed by the inappropriate behaviour of others.
3. Children have a right to be listened to when expressing themselves.
4. Children have a right to a safe and comfortable playground.
5. Children have a responsibility to be safety conscious in relation to themselves and others.

These rules also will be considered in two categories:

- minor breaches with low level consequences, and
- repeated/serious breaches with high level consequences.

### **Whole School Approach to Major Offences**

Major breaches apply to the following situations:

- Repeated incidents where a student has not responded to restorative approaches or low level consequences
- Violation Reports are completed 3 times in any one term.
- Students repeatedly are isolated in another classroom.
- High Level breaches:
  - Damage / theft of property
  - Physical Assault (to students, teacher, adult)
  - Verbal Abuse (bullying, inappropriate language)

### **Consequences**

#### **Code of Conduct Violation**

After set steps (warning, isolation, removal from room/playground), a Code of Conduct Violation Report is completed by the supervising teacher. This is signed by the student. The student will also be asked to complete a written account of their behaviour on a proforma stating: Who? When? Where? Why?

- A counselling process is an important part of this process.
- These violations are monitored through the Welfare component of each weekly staff meeting.
- The issuing of three violations in any one term will result in a meeting with parents.

#### **Behaviour Management Plans**

As a result of a meeting with the student and parent(s) a Behaviour Management Plan will be developed. This targets certain behaviour for improvement. It includes clear consequences where warnings are not necessary. It also includes a reward system for appropriate behaviour. **The emphasis is clearly on improving behaviour.** It includes support from home. Where necessary, support for the home situation will be negotiated with outside agencies.

#### **The Suspension Process**

This is a serious disciplinary measure and should only be used when other measures have not resulted in improved behaviour. In most cases, discussions should already have occurred with parents.

The Principal will be responsible for making the final decision.

Parents will be notified in writing of the reason, and times.

Work to be completed at home during the suspension will be provided.

A re-entry to school after suspension process will be implemented. Re-entry is to be considered a privilege, not a right.

## **Return to School after Suspension**

Re-entry to school is a privilege, not a right.

Prior to returning to the classroom, the student will need to meet with the Principal. Parents may attend if they wish. He/she will need to show that they understand the appropriate behaviour required, that they are genuinely remorseful and that they are settled. If this is not the case, work will be set for the student outside of the classroom. Their re-entry will undergo further negotiation.

## **The Expulsion Process**

The Principal will make the decision.

Implementation will occur in line with the Ministerial Order 625 Suspensions & Expulsions

This process will only be implemented after all other relevant forms of behaviour management have been implemented and exhausted.

## **Appendix 1**

### **School Rules**

<b>RULE</b>	<b>CONSEQUENCES for BREACHES</b>
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<p><b>The TALKING Rule</b></p> <ul style="list-style-type: none"> <li>▪ Students will respect others through speech and manner and will refrain from abusive or offensive language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apology to teacher/student/parent</li> <li>▪ If frequency is more than 2 times in any one week, incident report completed, signed by parent(s)</li> <li>▪ If frequency is more than 3 times in any 1 term, a Behaviour Management Plan will be developed.</li> </ul>
<p><b>The MOVEMENT Rule</b></p> <ul style="list-style-type: none"> <li>▪ Students will move around the school safely.</li> <li>▪ Students will care for the grounds, buildings, equipment, furnishings and personal property.</li> <li>▪ Students may only leave the school grounds with the permission of teachers/principal/parent.</li> <li>▪ Students must have permission to cross the road to access the oval at lunch times.</li> <li>▪ Students will not enter the building at playtimes without teacher permission.</li> <li>▪ Students are expected to be on time for lessons.</li> <li>▪ Bikes/Scooters are to be walked through the yard.</li> <li>▪ A Helmut must be worn when riding bikes/scooters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Warning / If this continues, removal from playground for 10 minutes.</li> <li>▪ If damage occurs, the student(s) will be asked to contribute towards replacement/repair costs.</li> <li>▪ Removal from playground for 1 day; parents notified</li> <li>▪ Withdraw rights to use oval for 2 days.</li> <li>▪ Removal from playground for 5 minutes.</li> <li>▪ Warning / If continues, time to be made up next play time.</li> <li>▪ Warning / Bike not to be allowed the next day.</li> <li>▪ Warning / Bike not to be allowed the next day.</li> </ul>
<p><b>The CONFLICT Rule</b></p> <p>Students will be encouraged to resolve conflict calmly and fairly using the 4 step conflict resolution process.</p>	<ul style="list-style-type: none"> <li>▪ If frequency is more than 2 times in any one week, incident report completed, signed by parent(s)</li> <li>▪ If frequency is more than 3 times in any 1 term, Behaviour Management Plan to be developed.</li> </ul>

<p><b>The HEALTH &amp; SAFETY Rule</b></p> <ul style="list-style-type: none"> <li>▪ Students will obey safety rules and instructions.</li> <li>▪ Students are not to physically harm others or property</li> <li>▪ The use of dangerous items is not permitted.</li> <li>▪ Students must borrow and return equipment from the Sports Shed at</li> </ul>	<ul style="list-style-type: none"> <li>▪ Warning / removal from activity</li> <li>▪ Suspension (1-5 days depending on frequency / severity) A Behaviour Management Plan to be developed.</li> </ul>
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<p>play times.</p> <ul style="list-style-type: none"> <li>▪ Balls are not to be used near the building or in “No Ball” areas.</li> <li>▪ Students are not permitted to climb on the roof or over the gas tank fence.</li> <li>▪ Students are to line up in an orderly manner outside classrooms, at the gate, at the taps and sports shed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Item confiscated, returned at end of day to be taken home.</li> <li>▪ Withdraw right to borrow equipment for 1 day.</li> <li>▪ Warning / Withdraw right to play with ball(s) for 2 days</li> <li>▪ Removal from playground for 1 week</li> <li>▪ Line up by him/herself with teacher supervision</li> </ul>
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## CLASSROOM RULES

Class teachers will be responsible for negotiating positive and negative consequences for classroom behavioural expectations. Positive consequences might include: praise, stickers, certificates, note sent home, awards, and team points. The focus is on reinforcement of “doing the right thing” and on improvement in targeted behaviour. Negative consequences will also be clearly outlined. As well as management strategies implemented by classroom teachers, a whole school approach will be followed for breaches beyond warnings and failure to respond to positive strategies.

### Whole School Approach to MINOR offences in the classroom and Red Card procedures.

1. Stop the child / class.
2. Explain undesirable behaviour.
3. **Warning** – if behaviour continues the consequence will be: isolated in classroom for **10-15mins** at specific table, with work, and no interaction with any students.  
If undesirable behaviour continues:
4. **Isolated in classroom** as described above.  
If after returning to normal classroom process, undesirable behaviour continues,
5. **Removal from room** – until the next play period (11.00, 12.30 or 3.15)  
(Arrange with another classroom teacher to supervise the student.- do not send alone, provide written instructions and plenty of written work)
6. If disruptive behaviour continues, **removed from the classroom** and sent to the office for the remainder of the day, or to whoever is in charge. Written work must be provided.

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### Possible negative consequences imposed by classroom teachers

Removal of privilege; detention; exclusion from class activity; extra homework

Note: Department regulations regarding detention are:

1. up to 50% of scheduled recess
2. up to 30 min during lunch time
3. up to 45 min after school (parents need to be notified when this will occur)
4. Students are supervised during this time

### Monitoring Processes

All incident reports are kept for the year. The welfare component of our weekly staff meetings is to be used to discuss incidents and any concerns. The aims are to increase awareness; share positive strategies and to maintain consistency. It is also an opportunity to share potential concerns and move positively to stop inappropriate behaviour in the early stages. Each term is considered a fresh start for each student.

Data of incidents (whilst maintaining confidentiality) is shared with School Council at the end of each term.

Teachers are also encouraged to note minor offences where there may be a concern because of the frequency of behaviours. This may be done for up to 2 weeks.

## Classroom Rules

### The TALKING Rule

- One person speaks at a time
- Use partner voices when speaking to the person next to you
- Put your hand up when you wish to speak
- Listen carefully to others
- Follow the 7 steps for good listening skills
- Use people's names

### The MOVEMENT Rule

- Move around the room carefully and quietly
- Only get out of your seat if you need to
- Do not disturb others
- Ask permission to leave the room

### The LEARNING Rule

- Always be on time – if late, apologize when entering the room and give a reason
- Be organized and have everything you need ready
- Do not interrupt the learning of others
- Listen carefully to instructions
- Use the computer and internet appropriately
- Complete set tasks

### The TREATMENT Rule

- Treat others as you would like to be treated (no put downs, teasing, bullying or physical abuse)
- Ask if you would like to borrow something
- Resolve conflict through the 4 step process
- Use appropriate language and manners

### The HEALTH & SAFETY Rule

- Do not throw anything in the classroom
- Follow instructions for the safe use of equipment
- Sit properly on chairs
- Do not bring dangerous objects to school
- Drinking water is permitted in the classroom
- Any medication must be accompanied with written instructions.



**Student Code of Conduct Behaviour Incident Report**  
**Bridgewater-on-Loddon Primary School**

Name of student (s):	Date :
	Term :      Incident :
Teacher on duty :	
<input type="checkbox"/> Whole School Rule <input type="checkbox"/> Classroom Rule	
<input type="checkbox"/> Talking Rule <input type="checkbox"/> Health & Safety Rule <input type="checkbox"/> Movement Rule <input type="checkbox"/> Conflict Rule <input type="checkbox"/> Bullying	
Description of behaviour :	
Counselling :	
<input type="checkbox"/> School rule referred to, explained.	
<input type="checkbox"/> Consequences – feelings of others.	
<input type="checkbox"/> What to do next time.	
<input type="checkbox"/> Time taken.	
Consequences :	
<input type="checkbox"/> Apology	
<input type="checkbox"/> Warning	
<input type="checkbox"/> Removal                      Length of time:	
<input type="checkbox"/> Community service	
<input type="checkbox"/> Behaviour Management Plan	
Bullying Incident No. : 1   2   3	
Signed by Student(s)	
Parent notification required : <input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent Signature :	
I have read this notice and discussed it with my child. _____	
Signed by Principal:	by Teacher



**Student Reflection**  
**Student Code of Conduct**  
**Bridgewater-on-Loddon Primary**

**Name of student (s):**

**Date :**

**Counsellor :**

**What did I do?**

**What was wrong with what I did? What rule did I break? What rights were affected?**

**What is my explanation?**

**What can I do, or do I need to do, to fix up the problem**



# EQUAL OPPORTUNITY POLICY

*Reviewed: September, 2012*

*Revise: September, 2015*

## Rationale:

- The Victorian Equal Opportunity Act (1995) makes it unlawful to discriminate against a person on the basis of the following attributes: - age, disability, industrial activity, lawful sexual activity, sexual orientation, gender identity, marital, parental or carer status, physical features, political beliefs or activity, pregnancy, race, religious belief or activity, sex, personal association (with a person who is identified by reference to any of the above attributes) or breastfeeding.
- Furthermore, the Act prohibits direct and indirect discrimination, makes it unlawful to sexually harass a person at the institution (includes students), promotes equality of opportunity between persons of different sex, age, marital status, race and other specified attributes, and provides redress for those who have been subject to discrimination

## Aims:

- To provide a working environment that does not tolerate unlawful discrimination and provides equal opportunity for all.

## Implementation:

- Our school values diversity and provides equal opportunity for all.
- A staff member will be appointed as the Equal Opportunity representative at our school, and will be provided with professional development appropriate to the role.
- Over time, all staff will be Merit trained.
- This policy is to be read in conjunction with the Managing Diversity and Sexual Harassment policies of the school.
- The school's position as an Equal Opportunity employer and workplace will be communicated to the wider community via the newsletter.
- The school's policies and practices will be regularly reviewed to ensure consistency with the Victorian Equal Opportunity Act (1995).
- All staff members will be provided with a copy of this policy, and will be reminded of their rights and responsibilities in relation to the Victorian Equal Opportunity Act (1995).
- The Racial and Religious Tolerance Act 2001 prohibits amongst other things, practices such as racist graffiti, speeches or posters in public places, engaging in racist or religious vilification in public places, or making offensive racist comments in publications including the internet or email.
- Any complaints can be lodged with the Equal Opportunity representative, Principal, Regional Director, Merit Protection Boards, or Equal Opportunity Commission.
- All complaints will be investigated promptly, confidentially, and with impartiality. All complaints will be managed in a manner consistent with DEECD's 'Local Complaints Resolution Procedures' handbook.
- The School Council president will be informed of all Equal Opportunity concerns, on a confidential basis.

## Evaluation:

- This policy will be reviewed as part of the school's three-year review



# BRIDGEWATER P.S. ANTI-BULLYING POLICY

## 1. PURPOSE:

1.1 The students, staff and parents at Bridgewater Primary school have the right to interact in a safe and caring environment which promotes learning, personal growth and positive interactions. The school is committed to providing an anti-bullying culture and all stake holders have a responsibility to ensure this happens.

## 2. GUIDELINES:

2.1 Bullying can take many forms:

- Physical bullying - fighting, pushing, shoving, gestures, standing-over or invading personal space.
- Verbal bullying - name calling, offensive language, put-downs, picking on people because of race, gender, religion or sexuality. Using sarcasm or inappropriate tone of voice can also be bullying.
- Victimization - including stand-over tactics, picking on others, threats and repeated exclusion.
- Sexual bullying - including touching or brushing against others in a sexual manner, sexually oriented jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life or sexuality.
- Exclusion bullying - leaving people out of activities on purpose.
- Electronic bullying – using computer technology such as email, Facebook, MSN or mobile phones to harass others.
- Racial discrimination of any kind is a form of bullying.

### 3. IMPLEMENTATION:

3.1 All members of the school community share the responsibility to act against bullying.

3.2 Teachers will:

- Act as role models of caring, tolerant behaviour.
- Listen to reports of bullying and treat them with sensitivity and in an appropriate manner.
- Act to protect the victim and stop the behaviour recurring.
- If staff feel bullied they need to communicate incidents to the Principal or a trusted school community member.

3.3 Students who are bullied:

- Tell the person to stop, if you can (Name it)
- Tell a teacher of your choice what is happening (Name it)
- Continue to tell until the bullying stops

3.4 Students who are a witness to bullying:

- Tell the bully to stop (if you are able) (Name it)
- Support the student being bullied by seeking teacher assistance (Name it)

3.5 Parents:

- Will listen sympathetically to reports of bullying
- Will speak to a teacher
- Will work with the school in seeking a solution
- If parents feel bullied they need to communicate incidents to the Principal or a trusted school community member.

3.6 The School:

- Will promote responsible action if bullying is witnessed
- Will keep adequate records of all bullying incidents
- Will work with the students and parents



- Will support and protect the victim
- Will assist the bully to modify their behaviour
- Will apply consequences ranging from alternative programs/withdrawal/exclusion/suspension where there is resistance to behaviour change and repeated offending
- Will include a curriculum focus with resources to support an anti-bullying culture
- Will actively support and promote the policy within the school community
- Will provide ongoing professional development to support staff and to embed programs.

**4. RESOURCES:**

- Reference books for staff and parents
- Teaching resources
- Y.C.D.I. / Wellbeing programs
- School AIP
- DEECD documents such as 'Restorative Practices' & 'Calmer Classrooms'

**5. EVALUATION:**

- Record of reports and incidences (Behaviour management records)
- Student/ Teacher/Parent Opinion surveys
- Changed behaviour of individuals and 'tone' of the school

This policy was last ratified by School Council in June, 2014 Review June, 2017



# BRIDGEWATER P.S. RISK MANAGEMENT POLICY

## **PURPOSE**

*Endorsed by School Council: Dec, 2012*

Risk is intrinsic to our world and therefore, the management of risk and recognition of opportunities are integral to achieving our vision, mission and goals and delivering on our strategic plan.

This policy recognises systematic risk management is integral to good management and effective governance required of an autonomous public school. Through proactive management of risks and opportunities, Bridgewater Primary School aims to improve decision making and outcomes.

Risk will manifest itself in most activities and endeavours we undertake including delivering key learning outcomes, supporting wellbeing, maintaining finances and infrastructure and building our reputation.

By asking “*What if ...*” questions and through planning, risk can be reduced or mitigated. Through these processes we will foster success and be better prepared to respond if (or when) the risks materialise.

## **RESPONSIBILITY & GUIDELINES**

As the Secretary states in his foreword on the Department’s Risk Management Policy, “*Risk management is everyone’s responsibility and must be wired into all planning and implementation.*” All staff members at Bridgewater Primary School are specifically responsible for identifying and for managing risk within their areas of responsibility.

Risks must be balanced against our goals and our community’s expectations. E.g. If we had an excursion organised in or near bushland and extreme weather conditions were forecast, the risk would clearly outweigh the benefits.

The effort expended on risk management should be proportional to the risk but we must at least identify, communicate and consult on risks to be able to make the assessment of how much effort to expend. Resources used to manage risk should also be commensurate with the risks and legislative requirements.

Risk management must be integrated into all planning, when activities occur spontaneously or plans change, risk management may become even more important and must be considered.

Any risks which cannot be mitigated below “High” must be immediately brought to the Principals attention, who may consider stopping the activity. Additionally, where the risk is assessed as ‘Medium’ level, staff should consider whether they have responsibility for the activity and the authority to accept the risk.

## **IMPLEMENTATION**

Bridgewater Primary School will utilise the Department’s Enhanced Risk Management Framework adopting and using the procedures, guidelines, language and tools which can be accessed through the edugate Risk Management site at: <https://edugate.eduweb.vic.gov.au/Services/Policies/Pages/Risk.aspx>

When a risk is assessed is medium , or higher, the risk will be documented on Bridgewater Primary School’s Risk Register (based on the Department’s sample register), with the exception of those hazards recorded in the Occupational Health and Safety Register.

The risk register will be reviewed by the Leadership Team at the start of each term and by the School Council at their second meeting of each term. The purpose of these reviews will be to gauge the effectiveness of risk management as a whole and of specific controls for critical activities and risks.

The school council will also review risk assessments for all activities to be undertaken away from the school grounds. Risks are to be assessed using the Department’s guidelines unless agreed by School Council.

## **CONCLUSION**

Risk management is everyone’s responsibility and must be considered in all program planning and implementation at Bridgewater Primary School.

Assessment of risk will be a key consideration in all decision making, including wellbeing, financial management and governance. This does not mean we need to adopt a culture of risk aversion as we strive to achieve our school vision and goals.



# DIGITAL TECHNOLOGY USAGE POLICY

*Reviewed: June, 2014*

*Revise: June, 2015*

## **Rationale:**

- Digital technologies, including the internet provide students with unprecedented opportunities to obtain information, engage in discussion, and liaise with individuals, organisations and groups world-wide, hence providing an important learning resource.

## **Aims:**

- To improve student learning outcomes through the use of digital technologies.
- To develop student skills to use digital technologies in a discriminating manner.

## **Implementation:**

- Our school actively supports access by students to the widest variety of information resources available, accompanied by the development of the skills necessary to analyse, interpret and evaluate information encountered.
- All students and staff at our school will have censorship filtered internet and email access. All students and staff will have their own password protected internet account and log on. Such access is a privilege that infers responsibility, and not simply a right to be expected.
- An internet coordinator will liaise with staff and the technical support technician to manage all email access, maintenance of the school's web site, web filters, and all other issues related to internet access by students.
- The school undertakes to ensure that information published on the Internet by students or the school is of a high standard, and meets legal requirements and standards of general practice within the community in relation to copyright, safety and decency.
- Students email access will be through a school mailbox under teacher supervision.
- All email accounts will be password protected and users will be responsible for clearing their mailboxes regularly.
- Guidelines on access rights will be defined for different user levels.
- All students and staff shall be responsible for notifying the coordinator of any inappropriate material so that access can be blocked.
- All staff shall be responsible for notifying the coordinator of any inappropriate material so that access can be blocked.
- Consequences of publishing, accessing or failing to notify the coordinator of inappropriate material shall include the removal of access rights.
- Signed parent and student consent (see appendix) is required to be completed in order to gain access to the internet, or to publish work, photos or videos on the internet.
- Privacy of students, parents, staff and other users must be recognised and respected at all times. When identifying students, only the student's first name will be used.
- Teachers shall be responsible for making sure all work is screened for accuracy, appropriateness, grammar, spelling prior to publishing.
- A Cyber Safety & Anti-Bullying program will be included in the school curriculum.
- All students and parents will be provided with a consent form (included in the General Consent form) at the beginning of each school year.

## **Evaluation:**

- This policy will be reviewed annually as part of the school's regular review cycle.