

STAWELL PRIMARY SCHOOL



Wellbeing and Safety Plan

Our Purpose

At Stawell Primary School we strive to provide a caring and challenging learning environment where all school community members are valued as individuals. We aim to create opportunities for all to gain the knowledge, skills and qualities necessary to achieve their personal best in an increasingly complex world.

Our Precepts

- *I take pride in my personal achievements and my school.*
- *I am confident, happy and know that I can use my initiative to be successful.*
- *I am kind, courteous and respectful to all people.*
- *I reflect on my work, set reachable goals and strive to achieve them.*
- *I accept and appreciate others' differences.*
- *I ask questions, seek help and take risks to improve my learning.*
- *I strive each day to be independent and resilient.*
- *I take the time to help, care for and cooperate with others.*
- *I work hard to be the best I can be.*
- *I positively communicate my feelings, ideas and knowledge to others.*
- *I strive to achieve high personal standards using all my intelligences.*
- *I care for the environment, my own, the school's and others' belongings.*

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Our Values

The qualities we value at Stawell Primary School 502 are:

Honesty

- Being honest with self and others
- Developing positive and effective relationships, based on trust
- Behaving with integrity towards self, others and the environment



Respect

- Treating others with tolerance and courtesy
- Being considerate and cooperative when interacting with others
- Communicating openly, listening and responding to others without judgement

Commitment

- Showing a willingness to persevere and strive towards continuous improvement, individually and with others
- Having passion to attain personal excellence

Optimism

- Working with enthusiasm, adaptability, confidence and open-mindedness
- Demonstrating resilience by endeavouring to respond positively to challenges and disappointments

Compassion

- Creating a caring environment where everyone feels valued, appreciated and cared for
- Accepting diversity in a spirit of generosity

STAWELL PRIMARY SCHOOL IS COMMITTED TO:

Working together to maintain an environment where-

High self-esteem, confidence, self discipline, perseverance and enthusiasm are valued for each individual

So that he/she will

- be motivated and actively engaged in learning
- show independence and initiative
- show respect for self and others
- be honest and open
- cooperate in a team environment

So that he/she can

- care for self, others and the school environment
- work in a safe, positive learning environment
- have equal opportunities to succeed

While

- taking an active part in caring for the environment
- making a strong contribution to the school and community
- striving for excellence and
- being committed to lifelong learning



Rights and Responsibilities

<p><u>Students have the RIGHT to:</u></p> <ul style="list-style-type: none"> • Respect, courtesy and honesty • Learn in a purposeful and supportive environment • Work and play in a safe, secure, caring, friendly and clean environment 	<p><u>Students have the RESPONSIBILITY to:</u></p> <ul style="list-style-type: none"> • Be respectful, courteous and honest • Behave in a way that is not disruptive to the learning of others • Help keep the school environment neat, tidy and secure • Be punctual, polite and friendly • Work and play safely with others
<p><u>Staff have the RIGHT to:</u></p> <ul style="list-style-type: none"> • Respect, courtesy and honesty • Teach in a safe, secure, caring, friendly and clean environment • Co-operation and support from parents and other staff members 	<p><u>Staff have the RESPONSIBILITY to:</u></p> <ul style="list-style-type: none"> • Be respectful, courteous and honest • Model respectful, courteous and honest behaviour • Help to keep the school environment neat, tidy and secure • Establish positive relationships with students, staff and members of the school community • Involve parents in their child's education
<p><u>Parents have the RIGHT to:</u></p> <ul style="list-style-type: none"> • Respect, courtesy and honesty • Be informed of course and curriculum material, behaviour management, procedures and decisions affecting the health and wellbeing of their child • Be informed of their child's progress • Be heard in an appropriate forum on matters relating to the rights of their child to an appropriate education 	<p><u>Parents have the RESPONSIBILITY to:</u></p> <ul style="list-style-type: none"> • Be respectful, courteous and honest • Ensure that their child attends school • Ensure that the physical and emotional condition of their child is at an optimum level for effective learning • Ensure that their child is provided with appropriate materials to make effective use of the learning environment • Support the school in providing a meaningful and adequate education for their child
<p><u>The Principal has the RIGHT to:</u></p> <ul style="list-style-type: none"> • Respect, courtesy and honesty • Work in a safe, secure, caring, friendly and clean environment • Co-operation and support from staff, students and parents 	<p><u>The Principal has the RESPONSIBILITY to:</u></p> <ul style="list-style-type: none"> • Be respectful, courteous and honest • Ensure that the behaviour management policy is reviewed and maintained • Ensure that processes and procedures are clear and explicit • Support staff in implementing the behaviour management policy • Establish positive relationships with students, staff and members of the school community • Facilitate parental involvement in the school

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School Rules

1. We treat everyone with care, courtesy and respect.
2. We take pride in our school.
3. We play safely in appropriate areas.
4. We use our school equipment responsibly.
5. We leave our valuables at home.

Consequences for Positive Behaviours

Verbal Praise

Negotiated classroom awards, rewards and incentives

Class conferences

Newsletter recognition

Certificates of Recognition

Leadership responsibilities

Whole School Events

Displays

Participation in camps and excursions

Rewards and privileges

Parental feedback

Consequences for Negative Behaviours

- Verbal warning
- Apology to those affected by the behaviour
- Counselling
- Class conference
- Walking with the duty-teacher
- Time-out in the school grounds
- Loss of privileges
- Yard clean up duty or in-school clean up
- Short-term in-class time-out
- Prolonged in-class time-out
- Out of class time-out
- Detention – lunch time or after school
- Parental contact – verbal and written
- Behaviour management plan
- Suspension – in school
- Suspension - home
- Expulsion / recommendation for transfer



Behaviour Management - Process

Research shows that the classroom teacher has the greatest influence on modifying student behaviour. To this end, a sound behaviour management plan within the classroom is critical to the school behaviour management policy. Behaviour management plans are to be prominently displayed in each classroom and referred to or discussed on a regular basis.

Classroom Level

1. With reference to the School Values, Rules, Rights and Responsibilities articulated within this policy, each teacher will establish classroom rules and a series of rewards and consequences that reinforce appropriate behaviour.
2. The Acceptable Behaviour and Wellbeing Plan will be displayed in each classroom
3. The classroom behaviour management process may include some or all of the following:

- Verbal warning
- Removal from the group for a short period of time
- Removal from the group for prolonged/extended period of time
- Teacher/pupil/class conference
- Removal from class to another class and written record made – (Unacceptable Behaviour Report - UBR)
- Parent contact
- Individual Behaviour Management Plan established

For the safety of the child concerned and the wellbeing of others, it may be necessary to physically restrain and/or remove the offending student from the situation.

The student should be advised that his/her actions are contrary to school rules, that a report will be submitted regarding the incident, and that further action will be taken.

The child may be required to complete a written report (UBR) which requires the student to record:

- Details of their actions
- The school rule that has been broken
- Their reasons for these actions
- How they can avoid similar behaviour in the future

The supervising staff member may make comment on the UBR in relation to its accuracy/veracity, remorse shown by the student, level of cooperation etc.

The reporting staff member will provide a copy of the UBR to the Principal or Assistant Principal who:

- Will record a summary of the offence and file the report in the Student Behaviour Records folder
- May interview the child and determine if any further action is necessary



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Leadership Intervention

Referral to the PLT leader or Principal should occur

1. If the child has reached the end of the classroom management system
2. For severe behaviour offences when the child is referred directly for further action.

In both cases, a written report (UBR) should accompany the child. A red card may be necessary in an emergency and will be responded to immediately by the Principal or any available member of the Leadership Team.

Leadership Team responses:

- Referral to the School Chaplain, Social Worker or Psychologist
- Temporary isolation (if appropriate/necessary)
- Review of Individual Behaviour Management Plan
- Parental contact
- Suspension

All Leadership intervention will be recorded and reported back to the referring teacher. Students may need to negotiate the conditions for their return to class.



Behaviour Management - Process

Playground Level

The Duty Teacher is responsible for all issues unless in exceptional circumstances.

Concerning behaviours are to be recorded in the Behaviour Management file in the Assistant Principal's office (UBR).

All records are checked by the Assistant Principal or Principal.

Examples of possible consequences:

Verbal warning

Sit in a designated time-out area

Walk with the Duty Teacher for part or all of the break

Yard clean up duty

Referral to the Principal (serious breaches only)

- detention away from office area
- parent contact
- IBMP established

A red card may be necessary in an emergency and will be responded to immediately by the Principal or any available member of the Leadership Team.

Minor offences - should be dealt with by the teacher concerned, using simple resolutions such as corridor conferencing (Restorative Practices):

Running in the passage-way and other designated non-running areas

Ball games in inappropriate areas

Throwing inappropriate objects

Being inside without permission

Playing in non-designated areas

Inappropriate play

Serious offences

Swearing or use of abusive language

Repeated minor offences

Interfering with other people's property

Fighting

Endangering self or others

Severe offences

Leaving school premises without permission

Bullying

Willful disobedience

Interfering with others, including inappropriate physical contact between students

Malicious and harmful behaviour towards others

Deliberate damage

Theft, smoking and/or use of abusive substances

Abusive or threatening behaviour towards a staff member





Anti-Bullying Policy

Definition:

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Rationale:

- Stawell Primary School will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable
- To ensure that everyone within the school community is alert to signs and evidence of bullying and to accept their responsibility to report it to staff whether as an observer or victim
- To ensure that all reported incidents of bullying are followed up appropriately, and that support is given to both victims and perpetrators
- To seek parental and peer-group support and co-operation at all times

Implementation:

- Parents, teachers, students and the community will be aware of the school's position on bullying
- Stawell Primary School will adopt a four-phase approach to bullying

A. Primary Prevention:

- Professional development for staff relating to bullying, harassment and the strategies which counter-act them
- Community awareness and input relating to bullying, its characteristics and the school's programs and response
- The provision of programs that promote resilience, assertiveness, conflict resolution, and life, social and problem solving skills
- A bullying survey and yard survey will be administered and acted upon at least twice annually.
- A consistent student wellbeing program implemented across the school
- Each classroom teacher will clarify at the start of each year the school policy on bullying
- Electives and structured activities will be made available to students during some lunch breaks

B. Early Intervention:

- Promote children reporting bullying incidents involving themselves or others
- Classroom teachers reminding students on a regular basis to report incidents, and that reporting is not dobbing
- Parents encouraged to contact the school if they become aware of a problem

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- Pacific Room – a designated safe and quiet place for children to access at recess and lunch times (Library)
- Public recognition and reward for positive behaviour and resolution of problems

C. Intervention:

- Students identified through the Bullying Survey will be counselled
- Once identified, bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated and documented
- Both bully and victim will be offered counselling and support
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct

D. Post Violation:

- Consequences may involve:-
 - withdrawal of privileges
 - exclusion from class
 - exclusion from the playground
 - school suspension
 - ongoing counselling from an appropriate agency for both victim and bully
- Ongoing monitoring of identified bullies
- Rewards for positive behaviour

Evaluation:

This policy will be reviewed with student, parent and community input as part of the school's review cycle.

Anti-Bullying Action Plan

Stawell Primary School believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind.

- The school's curriculum is to be an instrument to combat violence, bullying and harassment
- The school actively strives to prevent the misuse of power – physical, verbal, sexual and psychological
- The school actively strives to prevent discrimination on the basis of race, culture, religion, gender, language, disability, sexual preference and physical attributes.

Our safe working environment is outlined in our statements of an individual's rights. Bullying, violence and harassment are not tolerated because they infringe our fundamental rights to safety and fair treatment. Bullying refers to a willful conscious desire to hurt, threaten or frighten. It can be physical, verbal or psychological in nature and is ongoing. It gives power through another's pain, fear and humiliation.

This school will not tolerate such behaviour under any circumstances.

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Action Plan

In developing its action plan the school will:

- Attempt to resolve conflict by encouraging positive pro-active solutions. This may include problem solving, conferencing, mediation and appropriate preventative support.

Support for victims

Teachers will incorporate into the curriculum a personal development program including role-play, classroom meetings and cooperative group activities, to assist students develop assertive rather than aggressive ways of dealing with situations of conflict. The 'You Can Do It!' program will form the basis of this curriculum.

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. Staff action in relation to such reports will focus on resolution of the issue to ensure each party's continued safety.

Staff are encouraged to follow the following steps in resolving bullying and conflict.

Step 1 – Interview the victim

The teacher should talk to the victim about their feelings. He/she does not question the victim about the incidents, but they need to know who was involved.

Step 2 – Convene a meeting with all the people involved

The teacher arranges a meeting with all students involved. This should include some bystanders or colluders who joined in but did not initiate the bullying.

Step 3 – Explain the problem

The teacher tells the 'bullies' how the victim feels. The teacher does not discuss the details of the incidents or allocate blame on the group.

Step 4 – Share responsibility

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

Step 5 – Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

Step 6 – Leave it up to them

The teacher ends the meeting by passing the responsibility to the group to solve the problem and arranges to meet them again in a week.

Step 7 – Meet them again

About a week later the teacher may discuss with each student, including the victim, how things have been going.

Positive Practices among staff:

The staff of Stawell Primary School will model and actively reinforce appropriate behaviour.



Anti-Racism Policy

The intent of this policy is to facilitate an environment in our school that is free from racial discrimination and harassment. To foster this environment everyone within the school community is responsible for:

- Respecting cultural diversity and individual differences amongst staff, students and the community
- Enhancing their knowledge and understanding of the causes and effects of racism
- Participating in the development of a school environment that is free from racism and harassment.

What the school will do:

- Provide an environment in which students learn to value individual differences and treat each other with respect
- Develop programs to promote an understanding of the cause and effect of racism
- Integrate knowledge and perspectives of Aboriginal culture in teaching and learning programs
- Establish a partnership with community groups to foster racial harmony and respect for all
- Facilitate the grievance process by ensuring complaints of racial discrimination and harassment are dealt with promptly and appropriately.

Dealing with Incidents of racial discrimination or harassment:

1. Investigate the incident fully and document
2. Negotiate the desired outcome with the student concerned
3. Facilitate the negotiation between parties and attempt to resolve the issue
4. Document the outcome.