

# Student Well-being and Engagement Policy

## **Purpose:**

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Lyndhurst Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## **Scope:**

This policy applies to all school activities, including camps and excursions.

## **Contents:**

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

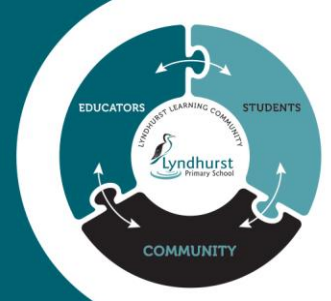
## **Policy:**

### **1. School Profile:**

Lyndhurst Primary School is a new school located in the Marriott Waters Estate in Lyndhurst. The school opened for all levels, Prep-6, in 2011. Lyndhurst is a Public/Private Partnership School that lies in the south-eastern growth corridor, in the City of Casey. The school opened with approximately 160 students and rapid growth is highly likely in the first few years of its existence. Lyndhurst Primary School, like several other schools around the state, is part of a new partnership agreement between the Victorian State Government and Axiom Education, a private consortium. Whilst Axiom and its partners are responsible for the construction and on-going maintenance of the school facility, in every other respect, Lyndhurst is a State Government Primary School.

### **Curriculum:**

The curriculum at Lyndhurst is based on the Victorian Curriculum which is expected of all government schools in Victoria. The early years program (Prep-2) is based on an "investigations" learning approach. This investigations learning is strongly focused on engaging children through utilising their natural propensity to learn through play to build a strong foundation of essential literacy and numeracy skills. At the higher levels (year 3-6), children gradually move to an "inquiry-based" curriculum. Inquiry based learning is all about building lifelong learners. It is focused on giving children the skills and abilities to be able to increasingly take control of their own learning and to give them to time to study, learn and think more deeply.



### ***Environment:***

More than the location, the facilities and the resources in a school, it is the people that give it life and define its character. In an environment in which teachers work in a supportive, respectful workplace, where students are engaged in meaningful and relevant learning tasks in safe and encouraging surroundings and where parents can constructively participate in an inclusive, welcoming school, real education can take place, not only for each child but on a broader community level. Lyndhurst Primary School is a school that includes and embraces its local community. We welcome the contributions that parents and the community can make to the education of our children and the facilities and resources of the school are available to the community as a shared resource that benefits all.

## **2. School values, philosophy and vision**

### **Mission Statement**

Lyndhurst Primary School is a purpose built Public-Private Partnership school that offers a range of flexible and shared learning spaces. Situated on the Marriot Waters wetlands, the school services the educational needs of a diverse and culturally rich local community.

Our aim is to develop the skills, attitudes and abilities of students to achieve their full academic, creative and social potential and to make positive contributions throughout their lives.

We will accomplish this by:

- delivering a curriculum that challenges each individual and empowers students to create their own learning pathways
- supporting a cohesive team of professionals committed to exceptional teaching and ongoing learning
- engendering a shared vision that wholly engages children and the community in the process of learning
- sustaining an environment that values diversity
- providing and maintaining high quality and innovative resources

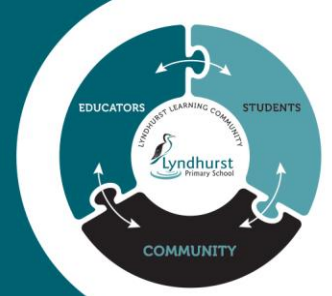
### ***School Culture***

At Lyndhurst, we have built a strong and active culture that intertwines with all sectors of the school community to create an environment that encourages success in student learning and academic results as well as high quality, authentic interactions, relationships and connection.

The overall culture is one of high expectations of each other, including educators, students and the community. High expectations by teachers of their students are reflected in high expectations of the school by parents. The Lyndhurst community has high expectations of their school which reflects their high aspirations for their children. This is a key ingredient in our success as a school. Building an aspirational community engenders a culture of high expectations and high achievement. Conversely, as a school, we have high expectations of our community and their responsibility to support the learning of their children in a range of ways.

An important part of this culture is one of high expectations by teachers of each other. We believe that, to all members of our staff, it means something significant to work at Lyndhurst PS. We strive to engender a community that respects and admires the commitment of the members of staff and this, in turn, builds an environment in which all members of staff feel appreciated, are more committed to the community and uphold the highest professional standards. In a culture such as this, there is an expectation amongst staff that all will contribute in a significant way to the accomplishments of the school and all will share in the pride of the resulting success. Genuine collaboration amongst all members of staff is a cornerstone of our school culture.

We also encourage students to have high expectations of each other. This essential element is crucial in maintaining an orderly learning environment and encouraging high levels of achievement. There is a high standard of behaviour that is not only expected of the students but that students have a right to expect of each other. There are standards of interaction that are respectful and courteous. There will be standards of commitment to their schooling and motivation to learn that will be constantly in evidence. Through this, and through this school culture more broadly, interactions between and with students, are characterised by strong, responsible and respectful student voice.



Lyndhurst is a school that provides support, encouragement and growth opportunities for staff. The school is characterised by high student motivation to learn and high teacher motivation to teach and to continue to learn. This is a school in which the whole community can participate and of which the whole community can be proud. The culture is one of high expectations of each other, including educators, students and the community.



#### Core Values:

##### Optimism

*"Optimism is the faith that leads to achievement." - Helen Keller*

##### Respect

*"Respect. Have it not only for others, but also for yourself." - Xondra Day*

##### Integrity

*"Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not." - Oprah Winfrey*

##### Empathy

*"Seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another." - Alfred Adler*

##### Responsibility

*"Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else." - Les Brown*

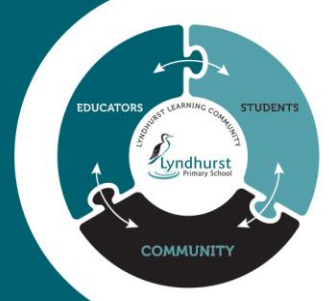
### 3. Wellbeing and engagement strategies

Lyndhurst Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

#### **Universal strategies and supports:**

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

- Building, constructive positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Lyndhurst Primary School use our instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high-yield teaching practices are incorporated into all lessons
- teachers at Lyndhurst Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including House and year group meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning



We engage in school wide positive behaviour support with our staff and students, which includes programs such as:

- Respectful Relationships
- Bully Stoppers
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

#### **Restorative Practices:**

We use a Restorative Practice approach at Lyndhurst Primary School. This is a way of viewing relationship-building and behaviour management in schools that works to strengthen a sense of community among students and between students, teachers and parents. In the Restorative Practice philosophy, conflict or wrongdoing is seen as causing harm to people and relationships, and there is an obligation first to repair this harm in order for the people involved to move forward. It is a way of educating students towards self-regulated right behaviour that is respectful of all concerned. In particular, it puts the onus back on the wrong-doer to be truly accountable for their behaviour and to repair any harm caused to others. The school is committed to the use of restorative practices with students.

#### **Diversity in the School Community**

Our school community is diverse, with more than 50 different languages being spoken by our families. Lyndhurst Primary School is committed to diversity and inclusion in providing the highest level of service to our community. We aim to create a school that is diverse, fair and inclusive. Staff are expected to model respectful and inclusive behaviours in their interactions with students, parents and the community.

We are committed to creating a respectful, safe and inclusive school, free from discrimination, harassment, bullying or vilification. Racism, race-based harassment or bullying, racial or religious vilification will not be tolerated at any time.

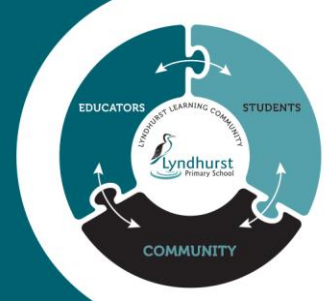
The school promotes and celebrates the value of cultural, religious, racial and linguistic diversity and recognises that education and early childhood development is critical to the success of multicultural communities. The school will proactively develop strategies and plans to create better outcomes for our culturally and linguistically diverse (CALD) community.

We aim to celebrate and benefit from this diversity by:

- Maintaining and attracting a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community.
- Participating in cultural diversity celebrations like Spanish Day, celebrations of indigenous culture, Diwali and Harmony Day.
- Engaging our parent community in planning and delivering a culturally diverse and inclusive curriculum.
- Reflecting the cultural diversity of our community in our workforce planning and employment practices.
- Providing a physical environment that is welcoming and reflects the diversity of our community.
- Connecting with groups and individuals in the broader community who can contribute positively to building and encouraging inclusivity in the school environment and the facilities.

#### **Online safety**

Lyndhurst Primary School believes the teaching of cybersafe and ethical online behaviour is essential in the lives of students and is best taught in partnership between home and school. 21st Century students spend increasing amounts of time online learning and socialising. These online communities need cybercitizens who do the right thing by themselves and others online, particularly when no one is watching. The introduction of BYOD devices that move between home and school, increases vulnerability to inappropriate or unsafe use.



### Circle Time:

Circle Time/Healthy Habits Happy Kids happens every day in every classroom and its main aim is to give every child a voice, every day. Students and the teachers sit in a circle together to take part in games and activities designed to increase:

- Student Wellbeing
- Understanding and value of self
- Understanding and value of others
- Positive relationships
- *Our students and teachers love Circle Time each day. It is fun, non- threatening and encourages thoughtful reflection.* Healthy Habits Happy Kids includes starting and ending the day with a short wellbeing activity.

There are only 3 rules during Circle Time:

- Listen when others are speaking
- The right to pass
- Be positive (avoid 'put downs')

### Mindfulness

Mindfulness activities are encouraged in all classrooms. Mindfulness helps students and staff to improve their concentration, attention, conflict resolution, and empathy. Lyndhurst is committed to implementing mindfulness across the school. A number of staff are well versed in the use of mindfulness in classrooms and can assist in its use. Mindfulness is an essential part of our Healthy Habits/Happy Kids framework. Resources are available online. The Smiling Minds app or similar resources can also be used by class teachers

### Healthy Habits, Happy Kids

This is a program of Social/Emotional development, supporting students to understand, develop and build positive relationships and to manage conflict. It also builds the capacity of students to gain important life skills and to become effective, contributing learners, leaders and members of society.

### Attendance:

Full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. Student attendance is monitored promptly and effectively.

At Lyndhurst Primary School we aim to maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly and without unnecessary or frivolous absences.

*In compliance with DET procedures, Lyndhurst Primary School will:*

- Promote regular, 'on time' attendance with all members of the school community.
- Monitor and follow up on lateness and absences as per our Attendance Policy.
- Work with local schools to reduce student absences across the network.

### Targeted strategies and supports:

#### Front of school

A quiet area has been established in the front of the school for a range of student needs, particularly for those students who are not coping in the larger playground environment or who require play support.

#### Kitchen Garden

#### Forest School

Forest School is an outdoor learning program which aims to provide confidence and success for many students, in particular those disengaged or anxious. This program is based on a UK program which is designed to get children outside exploring and learning.

#### Sub-school structure

Each sub-school group has a sub-school leader (Assistant Principal) who monitors the health and wellbeing of students in their sub-school, and act as a point of contact for parents or students who may need additional support



### Specific student cohorts

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. Our school has specific recognition of indigenous heritage and Koorie culture both visibly and through our routines and processes. The cultural safety of our Koorie students is of particular importance to us as a school. The progress of all of our Koorie students is closely monitored and supported through individual learning plans in accordance with DET policy.
- Our English as an Additional Language Students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- We support learning and wellbeing outcomes of students from refugee background.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- All students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

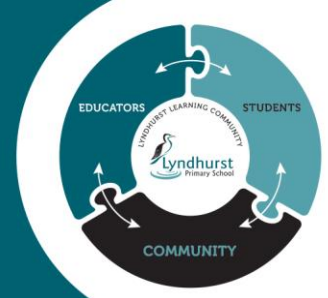
### *Individual strategies and supports:*

Lyndhurst Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to discuss how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator

Where necessary, the school will support a student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.



**Other programs:**

Other related programs include buddy programs, environmental activities, school wide events, open nights, strong community involvement, Kinder-school transition, individual learning plans, behaviour management plans, transition activities throughout the school, a school leadership program and an SRC.

**4. Identifying students in need of support**

Lyndhurst Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Lyndhurst Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

**5. Student Rights and Responsibilities:**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

<b>All members of Lyndhurst Primary School community have a right to:</b>		
<ul style="list-style-type: none"> <li>• Fully participate in an environment free of discriminatory behaviour including racist, sexist, ability based, class based, religious based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion.</li> <li>• Be treated with respect and dignity.</li> <li>• Feel valued, safe and supported in an environment that encourages freedom of thought and expression.</li> </ul>		
<b>All students have the right to:</b>	<b>All staff have the right to:</b>	<b>All parents have the right to:</b>
<ul style="list-style-type: none"> <li>• Learn and socialise without interference or intimidation in a safe and secure environment.</li> <li>• Be treated with respect and fairness as individuals.</li> <li>• Expect a learning program that meets their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Expect that they will be able to teach in an 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> <li>• Receive respect and support from the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that their children are in a safe, happy learning environment where they are treated fairly and with respect</li> <li>• Expect a positive and supportive approach to their child's learning.</li> <li>• Expect communication and participation in their child's education and learning.</li> </ul>





## Responsibilities

<b>All members of Lyndhurst Primary School community have a responsibility to:</b>		
<ul style="list-style-type: none"> <li>Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community.</li> <li>Participate and contribute to a learning environment that supports the learning of self and others.</li> <li>Ensure their actions and views do not negatively impact on the health and wellbeing of other members of the school community.</li> </ul>		
<b>All students have a responsibility to:</b>	<b>All staff have a responsibility to:</b>	<b>All parents have a responsibility to:</b>
<ul style="list-style-type: none"> <li>Be prepared to learn.</li> <li>Recognise their full potential.</li> <li>Respect the rights of others.</li> <li>Be encouraged and supported to take greater responsibility for their own learning as they progress through the school.</li> <li>Attend school regularly.</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>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 in effective learning.</li> <li>Treat all members of the school community with respect, fairness and dignity.</li> </ul>	<ul style="list-style-type: none"> <li>Build positive relationships with members of the school community.</li> <li>Ensure students attend school.</li> <li>Promote respectful relationships.</li> <li>Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> </ul>

## 6. Student behavioural expectations and management

### *Shared expectations and understandings*

At Lyndhurst Primary School, we will continue to promote our strong culture and values in all aspects of school life and will encourage the school community to play their part in developing and extending the culture and values more broadly.

### *School actions and consequences:*

#### **Staged Response**

Lyndhurst Primary School requires the active involvement of parents in the learning and behaviour of each student. We seek to foster this cooperative approach with parents through the prep transition process, reports, parent/teacher interviews, community forums, phone calls, meetings and communication books. In encouraging and building this cooperative approach, it is acknowledged that there will be behaviours and events that compromise the ideal. When this occurs, we will use a Staged Response to address the issues that have arisen.

### *If a student misbehaves he/she may move through the following steps.*

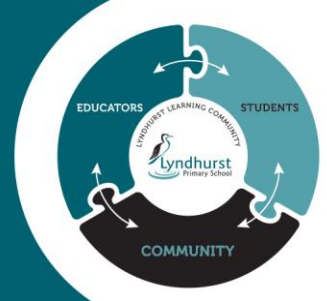
*NOTE: If the situation is serious then the steps may be shortened:*

Minor incidents:

#### **Consequences for minor incidents of inappropriate behaviour will include:**

##### **Inside the classroom:**

- In the vast majority of cases Restorative Practices will be sufficient to deal with any minor student misbehaviour.
- The Behaviour consequence continuum outlines the steps to handle incidents of student misbehaviour.
- In some cases, it may be necessary to seek support from team members or sub-school leaders.



### **Outside the classroom:**

In the vast majority of cases of playground misbehaviour, appropriate disciplinary action can be instituted “on the spot”

#### *Verbal*

- If it is a first offence, warning is usually sufficient.
- If it is a repeated offence, a sterner warning is required or further action may be necessary.

#### *Modified Restorative Practices model (kept in Yard Duty bag)*

- Walk with Yard Duty teacher
- Time Out in the yard in suitable location
- Time Out at the office
- Assistant Principal involvement
- Play coaching

*After 3 minor incidents, parent may be contacted*

#### *More serious incidents*

Consequences for more serious incidents of inappropriate behaviour may include:

- Full Restorative Practice processes
- Session to Restore Relationships (Restorative chat) – card attached in yard duty bag
- Behaviour Management Plan implemented
- Time out at lunchtime
- Restorative Practices Community Conference
- Suspension – in school or at home at Principal’s discretion DET Student Suspension Guidelines
- Expulsion at Principal’s discretion, using DET Student Expulsion Guidelines

*All serious incidents – parents will be contacted by phone*

*Common sense and professional discretion is to be used in all situations.*

### ***Classroom Discipline Procedures***

In the vast majority of cases, classroom teachers can handle classroom discipline procedures. The school focus is on a positive behaviour approach. In some cases, it may be necessary to seek support. In the initial instance, support should be sought from team members, year level and/or sub-school leaders.

### ***Playground Behaviour***

#### **Time-Out Procedures**

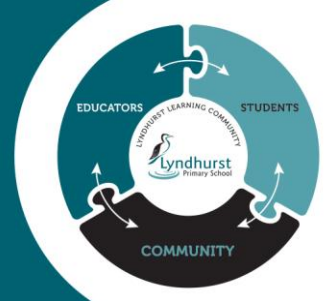
Time-out is one of a range of disciplinary procedures to which teachers may resort. It involves one half hour session of lunchtime reflection for each day of time-out given. Time-out is given for a period of 1 to 3 days, depending on the seriousness of the misdemeanour.

#### **Student Behaviour Support Plans**

Student Behaviour Support Plans are administered by an Assistant Principal. The student’s parents(s)/guardian(s) must be contacted for an appointment with the Assistant Principal. At this meeting, the full implications of the contract must be explained to the parents/guardians and the student. The support of parents/guardians is sought in supporting the student and the school through the Behaviour Support Plan process. At completion, all relevant documentation, including the plan itself, should be retained in the Individual Student files. The commencement and completion of the BSP should be recorded on Compass.

#### **Suspension And Expulsion Procedures**

Where normal disciplinary action has failed to correct a discipline problem, (e.g. where a Student Behaviour Contract indicates no discernible improvement in behaviour) or where a single incident is of sufficient severity, suspension or expulsion procedures may be instituted. An Assistant Principal should coordinate suspension and expulsion procedures. Suspensions and expulsions will be managed in line with DET policy.



Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Lyndhurst Primary School is responsible for ensuring all suspensions and expulsions are recorded on Compass.

### ***Bullying and Harassment***

#### **Definition:**

Bullying is the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated over time. Cyber-bullying includes the use of the internet, social media, email, intranets and phones.

#### *Types of bullying*

Bullying can take many forms:

- Verbal Name calling, put downs, threats
- Physical Hitting, punching, kicking, scratching, tripping, spitting
- Social Ignoring, excluding, leaving out, alienating
- Psychological Spreading rumours, stalking, dirty looks, hiding or damaging possessions

What should parents do if their child is being bullied?

- Encourage a sense of assertiveness and resilience in the child
- Watch for signs of distress in the child
- Take an active interest in the child's social life and acquaintances
- Listen calmly to the child's concerns without overreacting
- Inform the school if bullying is suspected. The initial report is best directed to the child's class teacher but, at any stage, the Principal and/or the Assistant Principal can be contacted.

#### *Action which can be taken:*

An action plan may be developed. This is a plan of action to deal with the bullying. The steps in this plan will vary depending on: the severity of the bullying, the extent of repetition of bullying, the number of students involved, where the bullying is happening and whether the bullying is physical or psychological.

The steps could include:

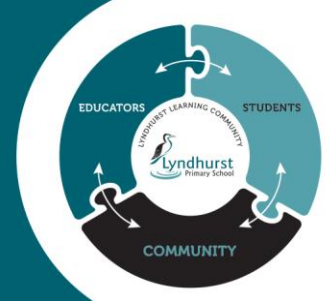
- To regularly identify and address bullying behaviour through the use of a Bully Ballot.
- Restorative Practices being implemented
- Parental contact
- Meetings with all involved parties – community conferencing
- Regular reviews

The matter will only be considered resolved when all parties are in agreement

*A student or group of students who are bullying others will be taken away from the situation and the following actions will be taken:*

- Implementation of Restorative Practices
- Discussion with their teacher
- Guidance in appropriate ways of behaving
- Parents informed by relevant staff
- Disciplinary action taken if required

#### *Bystanders*



One of the most important ideas we try to teach the students is that bullying is a whole school community problem, and that standing up to someone who is bullying a friend is often effective in stopping the bullying. We teach the students that bystanders are powerful – even just standing next to the person who is being bullied to give them silent support can change the situation positively. Behaviour ignored is behaviour condoned.

#### *Resilience and assertiveness*

Building assertiveness and resilience in children is a key factor in minimising the impact and spread of bullying behaviour. Programs such as Healthy Habits/Happy Kids and our Student Voice program assist in equipping children to challenge and resist bullying behaviour, thereby limiting the power of that bullying behaviour to have a negative impact.

***Restorative Practices will be the overarching approach used at Lyndhurst Primary School.***

***Corporal punishment is prohibited by law and will not be used in any circumstance at our school.***

*Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.*

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy.

## **7. Engaging with families**

Lyndhurst Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

#### ***Communication:***

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Summarised on occasions in the school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## **8. Evaluation**

Lyndhurst Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:



- student survey data
- Bully Ballots
- incidents data
- school reports
- parent survey
- case management
- Compass including attendance and absence data

Lyndhurst Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

### **Further Information and Resources:**

*The following Department of Education and Training policies are relevant to this policy.*


- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

*The following school policies are relevant to this policy.*

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

### **Policy review and approval:**

<b>9. Last approved:</b>	08-2021	<b>10. Responsible:</b>	Well-being committee
<b>11. Next Review date:</b>	08-2022	<b>12. Approved by</b>	Principal/School Council
<b>13. Consultation:</b>	School Council, Leadership team		

 <p>Interpreter</p>	<p>Help for non-English speakers If you need help to understand the information in this policy please contact the school office on 03 8768 6700 or by email at <a href="mailto:lyndhurst.ps@education.vic.gov.au">lyndhurst.ps@education.vic.gov.au</a></p>
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**Lyndhurst Primary School  
Consequence Continuum**

		<b>Reactive</b>							
		→	→	→	→	→	→	→	
<b>Optimism</b> Optimism is the faith that leads to achievement – Helen Keller	<b>Respect</b> Respect. Have it not only for others, but also for yourself – Xondra Day	<b>Integrity</b> Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not – Oprah Winfrey	<b>Empathy</b> Seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another – Alfred Adler	<b>Responsibility</b> Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else – Les Brown					
<b>Proactive</b>	<b>Behaviour of Concern</b>	<b>Reminder</b>	<b>Removal from Activity</b>	<b>Removal from Group</b>	<b>Removal from Classroom (Buddy Room)</b>	<b>Removal to School Leadership</b>	<b>Facilitate Recovery and Reintegration</b>		
<b>Lyndhurst PS Rules</b>	<b>What does it look like?</b> Classroom posters	<b>Non-Verbal Reminder</b>	<b>Reminder</b>	<b>Removal from Activity</b>	<b>Removal from Group</b>	<b>Removal from Classroom (Buddy Room)</b>	<b>Removal to School Leadership</b>	<b>Facilitate Recovery and Reintegration</b>	
<b>Follow directions</b>	Teachers explicitly weave the learning moments 'Re: rules and expectations throughout academic sessions. Actively seek out and reinforce positive examples of student behavior (be conscious of individual needs of student e.g. ODD, ADHD, ASD students	The Look Silence Proximity control – be where the action is happening Name on board Praising surrounding students	Usually 1 only then enter Action phase Use student's name and speak directly to them to positively reinforce expectations <b>Remember to use the Timer!</b>	"(Name) you can choose to either follow the rules (as opposed to "Do what I tell you") or you can choose to receive the consequence! Note: Give the student the responsibility of choosing his/ her fate. Remove student from activity to give opportunity to focus on making appropriate choices Outside: Walk with yard duty teacher for short amount of time	"I don't know why you chose this consequence" Reinforce the notion of student having control over their choices Remove student to designated time out space in the classroom Outside: Walk with yard duty teacher for short amount of time	Teacher to direct student to designated buddy grade - Room (number) with (teacher name) After short period buddy teacher to ask if student is able to make good choices in their own grade. If they are, they go back to step Outside: Stay with yard duty teacher for 5-10 minutes, ask if student is able to make good choices. If they are, they go back to play. If not, walk with yard duty teacher for rest of recess.	Explain to the student that their choices have resulted in removal from the classroom. Teacher to contact designated school leadership person to request withdrawal of student. Outside: Take student from yard to leadership office. Do not leave them unattended inside	Student to complete reflection form/activity (independently or with scribe where necessary) Student to participate in restorative debrief or conference with school leader with aim of student re-entering classroom in positive frame of mind. acknowledging poor choices led to consequence. Teacher to focus on positive expectations from student recommencing classroom activity e.g. I look forward to you showing me that you can follow instructions Leader can take grade to give teacher time to reintegrate the student in to the class	
<b>Listen to the speaker</b>									
<b>Speak appropriately</b>									
<b>Keep hands, feet and objects to yourself</b>	Teach the 'Spirit of the Rule' Circle time, Building Together Booklet, Behaviour Management Plans, Cormorant and Feather awards								
<b>Look after property</b>									
<b>Move safely</b>	Yard duty supervision – "hot spots"								



# Rules

**1. Follow directions**

**2. Listen to the speaker**

**3. Speak appropriately**

**4. Keep hands, feet and  
objects to yourself**

**5. Look after property**

**6. Move safely**