STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

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

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

Hallam 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 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.

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School Profile Statement

Hallam Primary School is situated within one of the most culturally diverse communities in the City of Casey. The school community includes almost forty languages other than English. Enrolment is influenced by high student mobility. In 2018 the Centre for Independent Studies (CIS) identified Hallam Primary School as one of eighteen high-achieving, low-SES Australian primary schools based on 2015, 2016, 2017 and 2018 NAPLAN data and the school's Index of Community Socio-educational Advantage (ICSEA) value.

The learning environment includes a mixture of contemporary and upgraded learning spaces. The school's grounds also accommodate Hallam Kindergarten and Maternal Health services and adjoin the Hallam Senior Secondary College.

Hallam Primary School provides an inclusive learning environment. There is a positive school culture where staff work collaboratively, develop learning partnerships and take collective responsibility for students' learning and wellbeing. Many students enter the school developmentally vulnerable but make progressive gains through to Year 6. These gains are obtained through a structured learning environment that balances explicit teaching with inquiry and offers a range of experiences to enrich students' learning.

Hallam Primary School has a commitment to rigorous assessment and moderation that supports differentiation of students' learning and provides clear evidence of the school's ability to continually 'value add' to students' learning. Multiple data sources provide evidence of consistent and appropriate growth at each year level. Students from Years 3 to 6 also engage with achievement data, in consultation with their class teacher, to develop Formative Assessment goals.

MAPPEN curriculum units provide scope to engage students in socially relevant programs, while the ICT-rich learning environment promotes expanding digital learning capacity from Foundation-6. The Orton-Gillingham approach to literacy learning is implemented from Foundation-Year 2. Doorways into Practical Literacy (DiPL), VCOP and Big Write and the Fountas and Pinnell programs also support students' performance in Literacy, while a more developmental focus is implemented with Mathematics. Hallam Primary School supports a culture of shared professional learning (including peer observation and coaching), sufficient time to explore and adapt, and appropriately timed implementation.

The school provides several specialised learning opportunities; Science-Technology (coding, robotics, VR, CAD, 3D printing, etc.), Stephanie Alexander Kitchen and Garden, Physical Education, Arts and Auslan. Hallam Primary School continues to build upon successful, existing programs and the development of teacher capacity to provide a guaranteed and viable curriculum for continuing improvement. There is a focus on the individual learning at their point of need, and the use of data to differentiate learning, further enhancing students' engagement and attendance.

Hallam Primary School caters for students' wellbeing by implementing whole school programs around behaviour management using Restorative Practices and Assertive Discipline. The Assistant Principal's role is comprehensively allocated to student wellbeing, supporting efficient coordination of ancillary personnel and work with Education Support staff to further strengthen wellbeing outcomes. The school has effective student management protocols, with the perception of a 'safe and secure environment' endorsed by student leaders, and a focus on student leadership enabling various students to undertake various roles and responsibilities.

The school manages workforce planning to maximise provision of core learning areas and staffing for specialist teaching and student support, including the contracting of speech and occupational therapists. A highly effective, distributed leadership model is evident through the collegiate, collaborative and effective whole school approaches. Associated with this is an experienced and effective leadership team that underpins the positive learning environment at Hallam Primary School. School Council allocates resources for ongoing professional learning, comprehensive learning and teaching materials and the cyclic improvement of digital technologies, which successfully impacts upon teacher capacity and improved student outcomes.

Hallam Primary School continues to promote its values of learning for success, persistence, positive partnerships, mutual respect, trust and environmental awareness as key components of future school planning and development. There is a commitment by all staff to improving learning and teaching, and maximising students' learning growth.

Student voice is encouraged through participation in the Student Leadership Team, focus groups for policy change, and the formulation of classroom protocols. Students are also given the chance to make pertinent comment about school life and current issues by participating in the Attitudes to School Survey. The SLT meets each week to discuss school events and issues, as well as assist with fundraising events and assemblies.

Opportunities are provided for students to develop leadership skills through a number of programs such as: Student Leadership Team, Enviro-Leaders and Sport Captains (Years 3/4). Monitors are chosen from Years 5/6

– gate, flag, etc. A number of traditions contribute to a stable yearly routine. These serve the community and the students by promoting enthusiasm and encouraging involvement at a variety of levels. Some examples of these popular events are the Special Event Evenings, LitFest, Art Expo, Mini-Fete, School Concert, Year 6 Farewell and Education Week activities.

Parents are able to contribute to educational decision making through School Council. When undertaking policy reviews, publication of the draft policies in our school newsletter gives our parents genuine opportunities to provide feedback to any planned modifications. Our fortnightly newsletter *Hallam Happenings* and our website, www.hallam-ps.vic.edu.au regularly inform and invite parent opinion and participation in school events. Competence in Literacy and Numeracy remains our constant teaching and learning focus. Students' success requires, however, shared responsibility. Completing SHARE reading, tables, spelling, specialist speech pathology programs and homework, requires regular parental support at home.

Absenteeism remains a major issue for some students, placing them at serious risk of academic under-achievement. Parents/Guardians are also reminded that the best outcomes for their child are achieved when the school and home can communicate constructively and work cooperatively together. Frequent absences and/or late arrivals can impact on student learning.

Community input for the initial Student Engagement Policy was originally sought through parent forums, student forums, School Council discussion, at Staff Meetings and in Wellbeing Team meetings. Policies are reviewed and comments gathered re: existing protocols for behaviour management, class rules, bullying legislation etc.

School values, philosophy and vision

Your children…Our future!

Hallam Primary School's learning and teaching programs support and promote the principles and practice of Australian democracy, including a commitment to elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance. The school's core values are learning for success, persistence, positive partnerships, mutual respect, trust and environmental awareness and, as a school community, we endeavour to apply these values in our everyday operations and interactions with each other and in the development of our programs and policies.

Hallam Primary School fosters a culture of child safety; school policies and procedures demonstrate zero tolerance of child abuse within all school environments and outside of school hours. The Principal and Assistant Principal lead the development of a culture of child safety by implementing strategies to protect all children from child abuse, and effectively responding to any allegations or incidents of child abuse.

Our Vision is to provide, in partnership with parents, a supportive and engaging learning environment that promotes the development of global learners with the necessary skills, knowledge and values to respond effectively to the demands of a dynamic society.

Our Mission is to ensure a high-quality and coherent Foundation to Year 6 learning and development program to build the capability of every Hallam PS student.

School Values: Values are rules that help us live our lives. They help us decide right from wrong and tell us what to do in situations that occur daily in our lives. Values are important because they allow us to live more peacefully with others and be better able to achieve whatever goals that we set for ourselves.

We are not born with values. We learn them from our families, parents, teachers and friends. We also develop our values from the media, such as television, newspapers, movies and the radio.

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As a school community, Hallam PS will attempt to apply these values in our everyday operations and interactions with each other and in the development of our programs and policies:

- Learning for success (taking every opportunity to pursue excellence)
- Persistence (seeking to accomplish something worthwhile, trying hard and not giving up easily)
- Positive Partnerships (being part of a productive team)
- Mutual Respect (treating one another and the environment with consideration and courtesy)
- Trust (others can depend on you to be truthful and responsible)
- Environmental Awareness (that there are many things we can do to protect the natural environment)

Our statement of VALUES is available online at: **www.hallam-ps.vic.edu.au.**

Whole School Engagement

Hallam Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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. Please refer to the Wellbeing flowchart.

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

Universal (whole school)

- high and consistent expectations of all staff, students and parents and carers
- prioritise 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
- 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 Hallam Primary School use an 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 Hallam 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 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
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Team and other forums including 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 buddy activities, school concert, House athletics/cross country, etc.

- All students are welcome to self-refer to the Assistant Principal/Wellbeing, School Nursing Program, Team Leaders, class teachers if they would like to discuss a particular issue or feel as though they may need support of any kind.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Wellbeing sessions (Be You, formerly KIDSMATTER)
- Programs to address specific behaviour/anger management – Art Therapy, Games, etc.
- Buddy programs (senior classes with junior grades)

Targeted

- Each year group has a Team Leader, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Connect all Koorie students with our Koorie Engagement Support Officer (KESO Pete Dye)
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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 (SSS to assist with advice, recommendations, strategies)

Individual

- Student Support Groups, see:
  http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Referral to Assistant Principal/ Wellbeing and Student Support Services
- Referral to ChildFirst, Orange Door, Headspace
- Referral to Navigator
- Use of Mental Health toolkit
- Lookout (OoHC students/Re-engagement program)

Hallam 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 talk about 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

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- Re-engagement programs such as Look Out

Where necessary the school will support the 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/consent 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 Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Hallam 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. Hallam 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

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.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

Within our school environs, students will achieve this by:

- Being taught how to behave responsibly to ensure the rights of all community members are respected
- Learning the value of choosing to behave responsibly by being consistently recognised for responsible behaviour
- Being supported to express their experience of a breach of their rights and in turn, being required to respect other students' views, during the resolution of an issue (*Restorative Practices*)
- Experiencing logical consequences when they choose to behave irresponsibly *(Assertive Discipline)*

Rights
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, socio-economic status or their age.

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.

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

All DET 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
- Respect and promote human rights.

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 a disability.
An adjustment is a measure or action taken to assist a student with a 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

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- Any adjustments that have been provided previously
  Any recommended or alternative adjustments.

The Program for Students with Disabilities (PSD) oversees funded students who have challenges accessing the mainstream curriculum. The AP/PWO, in close partnership with the Principal, facilitates the PSD, and arranges applications and co-ordinates Student Support Group meetings. SSG).

Attendance

We have an Attendance framework with solid protocols in place (see Attendance Flowchart). In close partnership with the Administrative and Teaching staff, the AP/Wellbeing also monitors the attendance of students at Hallam PS. 'It's Not OK to Be Away' philosophy is reflected in our approach to absences. Appointments with students, parents/carers, regular communication and prompt follow-up of regular absences, incentive programs (charts, certificates, rewards, etc), Student Support Group meetings, etc. are all strategies we use to encourage regular attendance. Extended family travel overseas or interstate has resulted in some of our students missing significant amounts of schooling, in terms of months/terms. An Absence Learning Plan (ALP) is arranged for students who intend to be absent for an extended time. Parents are required to meet with the Principal/Assistant Principal prior to planned extended overseas holidays to explain why there is a need to remove a child from school during the school term. They are also required to sign off on a form that acknowledges that if end-of-year assessment standards are not met, a repeat year for the student may be considered for the following year. If the Absence Learning Plan is not completed and returned to school, the absences may be regarded as unapproved.

Student behavioural expectations - Restorative Practices/Assertive Discipline

Hallam Primary School draws upon *Restorative Practices*, and the Canter model of *Assertive Discipline,* as the basis for its whole school behaviour management procedures. At the commencement of each year, teachers negotiate a set of rules with their class, including consequences and rewards that are consistent with the whole school policy.

- These rules, consequences and rewards are to be prominently displayed in each classroom.
- A copy of the *Class Contract* brochure is sent home for discussion and to be signed by child and parent/s.
- Parents and teachers are expected to assist students to learn to appreciate their rights, and the rights of others.
- Restorative practices are used whole school. When an incident of inappropriate behaviour occurs, a restorative approach is used with the aim of resolving the conflict and mending relationships.
- Hallam Primary School has a philosophy of more frequently and consistently acknowledging students who are choosing responsible behaviours. Some of the positive recognition strategies include:
- Verbal encouragement
- Classroom recognition and incentives (dojo points, prizes)
- Specialist Awards
- Special Days (free dress/sports days/discos/homework reward)
- Movie Nights for Year 5/6
- Whole school assembly acknowledgements
- Worker of the Week Nominations/Awards
- ICAS Awards
- Student Leadership opportunities
- Student Leadership Team

While it is the philosophy of Hallam Primary School to adopt a positive approach to behaviour management, students *will* experience logical consequences if they choose inappropriate or irresponsible behaviour that violates or infringes the rights of others. Procedures for dealing with inappropriate behaviour are usually

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sequential in nature and reflect the age and maturity level of students involved as well as the severity, or frequency of misdemeanours.

- Discussion, with the understanding that everyone has the right to be listened to
- Consultation firstly with team leader, then AP/Principal
- Restorative circle time with all concerned and/or
- Counselling for individuals in order to modify inappropriate behaviour
- Application of a whole school hierarchy of consequences as deemed appropriate:
  - o Time out in Principal's Office
  - o Detention (after school for 30 mins)
  - o Suspension – playground, in-house, external
  - o Expulsion
- Parent contact and Student Support Group meetings (to include Management Support Plans, Behaviour Plans)
- Individual behaviour management agreements and plans for students who continually behave irresponsibly or inappropriately
- Explicit teaching of appropriate behaviours to relevant students (projects, role plays, Wellbeing sessions)
- Withdrawal from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school
- Interventions – PWO, SSSO personnel, external agencies and health professionals
- Suspension and Expulsion: for serious disciplinary measures we follow DET Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No. 184. (A Staged Response checklist for extreme breaches will be commenced.)

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Bullying and Harassment

Definitions: Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

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 (eg. Facebook, Instagram, Snapchat etc.), instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Category	Includes
Direct physical bullying	- hitting, kicking, tripping, pinching and pushing or damaging property
Direct verbal bullying	- name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
Indirect bullying	- action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: lying and spreading rumours playing nasty jokes to embarrass and humiliate mimicking encouraging others to socially exclude someone

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Category	Includes
	damaging someone's social reputation or social acceptance
Cyberbullying	• direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours of concern are encouraged to report their concerns to school staff.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.
If a student sees another person being harassed or bullied, they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. However, if a friend is harassing another person, they should 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.

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- 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, including cyber bullying, is seen as a serious breach of the Student Wellbeing and Engagement Policy and will not be tolerated in any form. Students will be made aware of the provisions of the Racial and Religious Tolerance Act 2001 (which makes it unlawful for students to vilify other students on the grounds of race or religion), and the Charter of Human Rights.

We are proud to be an eSmart school. Our parents/carers and our students sign an Acceptable Use Policy where there is a common and agreed approach to the safe and smart use of mobile and non-mobile digital technologies. Students need to sign any devices in at the office each morning. Students do NOT access Facebook at school. There is a whole school approach to behaviour management in regard to expected student behaviours. Staff are guided to quick, sensitive and consistent responses to negative behaviours of all kinds, including in the uses of technology to threaten or bully.

Inclusion, Wellbeing and Transitions

Responsibility is coordinated by the Wellbeing Team–consisting of representatives from each team within the school and specialists including the Phys Ed. teacher and Assistant Principal/Primary Wellbeing Officer.

Assistant Principal/Wellbeing – role is to enhance the capacity of Hallam PS to support students who are at risk of disengagement from school and who are not achieving their educational potential.

Student Leadership Team – organise assemblies, fundraising (Daffodil Day/Bandannas for Cancer Council, Anzac Badges for RSL, World Vision Night Discos, lunchtime discos, Food Drives for local community groups), provide monitors for the office, attendance, UV alert, flag, gates, Hallam Happenings newsletter, etc.

Hallam Happenings – fortnightly newsletter now on-line–what's been happening/what will be happening, parenting tips, recipes from SAKGF/HES, SunSmart suggestions, eSmart ideas, KidsMatter, head lice awareness, student work, photos, calendar, to inform the community. (Available on school website www.hallam-ps.vic.edu.au)

Playground – seating areas in Kitchen garden and under shade cloths, marked games on concrete, playground equipment, sports equipment, shade-cloth covered play areas, undercover four-square courts, tables and chairs, kitchen garden, undercover sand pit, Hattslotto in warm months.

Whole school projects – Bi-annual Concert, Mini-fete, LitFest Evening, Art Expo, Book Character Day, Premier's Reading Challenge, ICAS, LOTE/Multicultural Day, Athletics, Cross Country runs, Tabloid Sports Days.

Transition programs
– Kindergarten – Prep – Term 3/4
– Year 6 – 7 – Local secondary college visits/assessments, information sessions, transition program by *Metro Trains Community Education program
– 'Buddy grades' – linking junior/senior classes

Camping programs
* School camping program – adventure camps Yrs 3/4 and Yrs 5/6
* Other camps when offered: Somers Camp (DET Regional camps), DOXA.

Sports and Outdoor activities
Regular excursions, sporting competition (interschool, Lightning Premierships, district, zone, state.)

Lunchtime programs – vary from year to year, but may include Coding Club, Gardening Club, Lego, Running/Fitness, Harry Potter, Dance, Concert rehearsals, Rock Club, Performance Arts, Library. Play equipment is provided for recess and lunch times (basketballs, skipping ropes, hoops, etc.)

Stephanie Alexander Kitchen Garden Program
Semester one: Year 3 – 6 classes fortnightly. Semester two: Prep- Year 2 fortnightly.
Gardening sessions of 60mins with Gardening Specialist (Deanne).   Kitchen sessions of 120 mins with Kitchen Specialist (Kathy). Parent/community helpers/aides assist with working groups.

Professional Learning
Teacher Professional Learning is given high priority at Hallam PS to ensure the strategies and approaches adopted are implemented with integrity. Much PD is now on-line/eLearning.

During the year, teaching staff will receive Professional Development in the following areas of **Wellbeing:**
- Restorative Practices
- Calmer Classrooms
- Assertive Discipline
- Mandatory Reporting
- Occupational Health & Safety
- Aboriginal Cultural Awareness Online Professional Learning Program
- A majority of staff (teachers and aides) have participated in Level 2 Workplace First Aid Training and have current CPR qualifications… as well as Anaphylaxis Training, updated Asthma Management training and Diabetes At School e-Learning.

Staff may also be invited to attend PD on:
- Merit and Equity
- Equal Opportunity
- Inclusion Online
- Program for Students with Disabilities
- Autism

How we support positive behaviour and relationships
Hallam Primary School is committed to developing an educational environment that values diversity, is friendly, safe and supportive, where students are able to take full advantage of the educational opportunities offered to them. The student behaviour management procedures and protocols at Hallam Primary School have been formulated within, and are consistent with, DET guidelines and regulations.

All members of the Hallam PS community have a **right** to:

- fully participate in an environment free of discriminatory behavior
- be treated with respect and dignity
- feel valued, safe and supported in an environment that encourages freedom of thought and expression.

All members of the Hallam PS community have a **responsibility** to:

- 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.
- participate and contribute to a learning environment that supports the learning of self and others

- ensure their actions and views do not impact on the health and wellbeing of other members of the school community.

Parents have a right to expect that their child will be educated in a secure environment where care, courtesy and respect for others is encouraged

Parents have an obligation to support Hallam Primary School in its efforts to maintain a productive learning and teaching environment

Parents have a responsibility to ensure students attend school and have the appropriate learning materials

Shared expectations
Expectations – STAFF

Hallam PS Leadership Team will:
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the Equal Opportunity and Human Rights Legislation.
- In consultation with staff, parents and students, develop policies and procedures consistent with its values and aspirations and DET guidelines.
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.
- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business (see attached HPS Wellbeing chart)
- Monitor the profile of behaviour issues and the effectiveness of implemented strategies
- Provide appropriate PD for all staff to build their capacity to promote positive behaviours.

Hallam PS teachers will:
- Comply with all HPS Child Safety policies
- Develop flexible pedagogical styles to engage different learners
- Deliver curriculum and assessment that challenges and extends student learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for students to develop leadership and a positive school culture in and outside the classroom.
- Teach social competencies/values through curriculum content and pedagogical approach
- Employ behaviour management strategies that reflect the behaviours expected of students and that focus on supporting positive behaviours
- Build a collegiate atmosphere between staff that enables the sharing of strategies and behaviour management approaches
- Involve appropriate specialist expertise, as necessary

Expectations – STUDENTS
All students are expected to:
- Respect, value and learn from the differences of others
- Have high expectations that they can learn and achieve
- Reflect on and learn from their own differences
- Support each other's learning by behaving in a way that is curious and respectful
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all, and contributes to a positive school environment that is safe, inclusive and happy
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

Expectations – PARENTS

13   https://hallam-ps.vic.edu.au/about-us/#policies

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at Continuous Evaluation sessions, student activities, school events, Student Support Groups and Parent-Teacher interviews when appropriate
- Parents/carers should ensure that students have appropriate learning materials and resources
- Parents will undertake an annual school assistant induction course if they wish to assist at school (reading mums, excursions, kitchen garden programs etc.)
- Parents/carers are expected to ensure that Student Information details are correct, current and that their children attend school regularly. When a child is absent, the parent/carer must advise the school promptly.

Evaluation

Hallam 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
- incidents data
- school reports
- parent survey
- case management
- CASES21
- Sentral
- SOCS

Communication

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

- Available publicly on our school's website [or insert other online parent/carer/student communication platform]
- Included in staff induction processes
- Included as annual reference in 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

FURTHER INFORMATION AND RESOURCES

References	
Child Safe Standards	http://www.vrqa.vic.gov.au/childsafe/Pages/default.html
Disability Standards for	https://www.education.vic.gov.au/school/teachers/learningneeds/Page

Education	s/legislation.aspx/
Safe Schools	https://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/ http://www.education.vic.gov.au/school/principals/spag/management/Pages/humanrights.aspx
Equal Opportunity Act	http://www.education.vic.gov.au/school/principals/spag/management/Pages/humanrights.aspx
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx

Hallam PS policies:
- o Bullying Prevention
- o Child Safety
- o Duty of Care
- o Inclusion and Diversity
- o Values and School Philosophy
- o Yard duty and Supervision

REVIEW CYCLE

Policy last reviewed	**March 2022**
Responsible for Review	**Assistant Principal / Principal**
Next Review	**2024**