

## CHALCOT LODGE PRIMARY SCHOOL

### POLICY: STUDENT WELLBEING AND DISCIPLINE

INITIAL COPY RATIFIED/REVIEW

21/08/96

02/08/14

### PURPOSE

To provide a safe, positive and supportive school environment in which each student can enjoy their opportunities, both academic and social, and achieve their greatest potential educationally.

### GUIDELINES

- The Student Well-being and Discipline Policy has been developed in accordance with the Guidelines for Developing Student Code of Conduct, Department of Education and Early Childhood Development (DEECD), which incorporates Student Discipline Procedures, 1994 and Ministerial Orders No. 1 and 2, 'Discipline of Pupils' and the SMR Student Engagement Guidelines;
- Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.
- School discipline and well-being is enhanced by parents and staff supporting each other;
- Students have the right to feel safe and learn and play without interference or harassment;
- Teachers have the right to be able to teach in an orderly and cooperative environment;
- Students are expected to show exemplary behaviour at all times, including when representing our school;
- The Student Well-being and Discipline Policy and Program are to be implemented fairly and consistently to all students according to the agreed rules and consequences;
- Positive encouragement can facilitate the development of self esteem, self discipline, independence, responsibility, honesty and consideration for others;
- The development of self-control and the realisation that we are each responsible for our own actions and the consequences that follow these actions, underpin our Student Well-being and Discipline Policy and Program.
- The eight characteristics of Effective Schools will be used to provide the framework for a whole-school approach that embeds student safety and wellbeing throughout all components of a school's work.
- No forms of bullying or harassment will be tolerated in the school;
- Bullying behaviour in schools should be addressed as part of a school's duty of care to provide a safe and supportive school environment.
- To effectively prevent bullying, schools need to take a whole-school approach that focuses on safety and wellbeing throughout all school practices.
- Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.
- There are three broad categories of bullying: Direct physical bullying e.g. hitting, tripping, and pushing or damaging their property; Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse; and Indirect bullying - This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation and includes lying and spreading rumour, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone, damaging someone's social reputation and social acceptance and cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.
- Cyber bullying is bullying that is carried out through an internet service, such as email, chat rooms, social network pages, discussion groups or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS). Examples of cyber bullying include teasing, spreading rumours online, ending unwanted messages, or defamation."
- The DEECD Acceptable Use Policy outlines appropriate use of the Department's electronic communications and applies to all users of the Department's information, communication and technology systems, which includes students.

### IMPLEMENTATION

- Corporal punishment is not permitted at Chalcot Lodge Primary School;
- All rules and consequences will be developed in consultation with the school community and will be in line with DEECD and ratified School Council policies;

- A whole school approach will be used to manage student well being and discipline and will foster high standards of behaviour based on co-operation, mutual responsibility, self-discipline and the promotion of positive, non-discriminatory relationships among students;
- A range of curriculum programs will be implemented across the school as part of the prevention and intervention strategies including: the Leadership Program; Peer Mediation; Buddies; You Can Do It; Health Education and Restorative Practices;
- Relationship-based pedagogy such as cooperative learning and problem-based learning will be implemented to contribute to student achievement and positive peer relationships;
- Curriculum programs and whole school activities will aim to enhance connectedness between students and the school, students and teachers, parents and the school and between students;
- Student relationships will be nurtured through a culture in which diversity is valued and everyone is treated with respect, fairness and dignity;
- Curriculum programs will be implemented to equip students with skills to deal positively and effectively with conflict situations;
- Students will be provided with explicit education around the safe and ethical use of the internet and electronic communication devices to prepare them for their own lives using this resource safely and ethically;
- Students will be taught to behave responsibly - for themselves and others - when online, including: the language they use and the things they say, how they treat others, respecting people's property (eg copyright) and visiting appropriate sites;
- Students will be taught how to behave safely online, including: keeping passwords confidential, protecting their own privacy and personal information, selecting appropriate spaces to work and contribute, protecting the privacy of others (this can be sharing personal information or images), being proactive in letting someone know if there is something is 'not quite right; and of the long term consequences of cyber bullying;
- Whole school and classroom positive reinforcements will be provided to foster acceptable behaviour and a positive school environment. Reinforcements include Chalcot Achiever Awards, Legend Awards, Froggy Awards, house points, verbal and written praise and a myriad of class rewards;
- The rules of our school apply equally to all students and include:
  - Rule 1. Bullying, including cyber bullying, will not be tolerated**
  - Rule 2 Think and act safely**
  - Rule 3 Be cooperative and treat all others kindly and with respect**
  - Rule 4 Treat personal and school property appropriately and with respect**
  - Rule 5 Keep our school buildings and grounds free of litter**
  - Rule 6 Wear your school uniform**
- In addition to the six whole school rules, each class or specialist teacher and their students may feel it appropriate to add some rules and consequences that apply to their room;
- Each class and specialist will display the approved rules and consequences in their room;
- All parents, staff and students will be expected to be familiar and comply with the Student Well-being and Discipline Program;
- Each time an incident arises, it will be thoroughly investigated and, if inappropriate behaviour is confirmed, details will be written on the relevant student's 'Behaviour Record';
- Students are only issued a 'Behaviour Record' when they break any of the rules;
- Each rule has a set of consequences that are sequential and progressive;
- The Student Wellbeing Coordinator will advise parents of useful strategies and tips for dealing with incidents of bullying through the newsletter;
- The school will work in partnership with parents to reduce and manage bullying
- The school will raise awareness in the school community about: the seriousness of cyber bullying, its impact on those being bullied, and how this bullying behaviour is unacceptable; the need to inform the school if the student is being cyber bullied, or if the student is aware that another student is being cyber bullied; the school's policy and strategies to address cyber bullying; prevention methods such as protecting students' phone numbers and not responding to SMS messages; the criminal offence of cyber bullying; the Department's anti-bullying strategy Safe Schools are Effective Schools; and useful resources which offer support and advice in relation to cyber bullying;
- School internet is filtered by NETSPACE (DEECD monitored);
- All families will receive a copy of the Student Wellbeing and Discipline policy on enrolment and following reviews;
- The severity of the consequences imposed for breaking a rule will relate to the number of times the student has broken that specific rule;
- Students will be made aware of the consequences of their actions in terms of themselves and others;

- A student holding an official leadership position who breaks rule 1 on more than one occasion during that year, or who breaks rules 2 to 6 more than twice, will forfeit their position for a period of time determined by the Principal or delegate;
- To strengthen the link between the inappropriate behaviour and the consequences of that behaviour, consequences will be applied as soon as possible;
- The consequences for breaking Rule 1: “Bullying will not be tolerated” and Rule 6 “Wear your school uniform” are the same for all students whether the rule is broken in the classroom or outside;
- The consequences for breaking rules 2 to 6 outside are outlined in the Student Well-being and Discipline Program;
- Age appropriate consequences for breaking rules 2 to 6` inside will be determined by the teachers and students at each year level, in consultation with the Administration;
- The Principal and Assistant Principal reserve the right to vary consequences according to the severity and context of the inappropriate behaviour;
- Withdrawal may be immediate, however, to maintain student safety, parents will be advised via a notice prior to any suspensions being imposed. Parents are to return the slip to indicate that they are aware of the incident and consequence/s;
- As Prep students are becoming familiar with the school’s rules, the Year Prep Student Well-Being and Discipline Program will be followed and applies appropriate consequences for breaking the school rules immediately following the misbehaviour;
- Serious and continuous breaches of school rules are to be brought to the attention of the Principal and/or Assistant Principal, who in turn will inform parents;
- The Principal, or in their absence the Assistant Principal or delegate, may issue an external suspension to a student;
- Parents of students who are externally suspended will receive a copy of the suspension notice;
- The Principal will inform the Student Support Services Network Leader and the Regional Officer of students who have reached 8 days suspension or 4 individual suspensions in one year, using the Regional Notification form – 8 days suspension.
- If the Principal deems it necessary to suspend a student for more than 15 days in one year, an application will be emailed to the Student Support Services Network Leader for written approval from the Assistant Regional Director.
- The Principal will follow the procedures for expulsion as per the Student Engagement and Inclusion Guidelines;
- School Council will be notified of any external suspensions and the reasons without identifying the student concerned;
- In relation to rules 2 to 6, students can earn a 'clean slate' if they do not break any school rules for a period of eight school weeks;
- The 'clean slate' option does not apply to Rule 1, "Bullying will not be tolerated";
- School rules and consequences will be discussed in the classroom to ensure understanding during Term 1 and throughout the year as necessary;
- The Restorative Practices approach will complement the school’s assertive discipline strategy and will be implemented by all class and specialist teachers to nurture positive relationships between students;
- The rules, their consequences and their implementation, will be under continual review.
- Parents and staff will be encouraged to work together as a team using a consistent approach and supporting each other in relation to student well-being;
- Students who bring mobile phones to school will be required to hand them in to the office on arrival at school and to collect them at dismissal time; and
- The Student Well-being and Discipline Program booklet will include the whole school rules and consequences, the Student Dress Code Policy, and the Internet License Agreement.

## **EVALUATION**

The Student Well-being and Discipline Policy will be reviewed by the Principal and Assistant Principal, in consultation with the Education Policy Committee and the school community, every four years or sooner if required.

# CHALCOT LODGE PRIMARY SCHOOL

## POLICY: MERIT AND EQUITY

INITIAL COPY

06/08/98

DRAFT REVIEW

11/08/14

### PURPOSE

To ensure that the principles of merit and equity are observed so that all staff are treated fairly during the process of selection, promotion and during the continuous process of the Performance and Development Program.

### GUIDELINES

- Consistent with the Public Authorities ( Equal Employment Opportunities ) Act 1990 and the Equal Opportunity Act 1995, all officers and employees must receive fair and equitable treatment in all aspects of selection without regard to age, disability, industrial activity, lawful sexual activity or sexual orientation, marital, parental or carer status, physical features, political beliefs or activity, pregnancy, race, religious belief or activity, sex or personal association with a person who is identified by reference to any of the above attributes ( Teaching Service Order No 154 1996 part 9.1.5.);
- Employment processes are based on the principles of:
  - Merit, where an appointment is made through a fair and open competition solely on the basis of the person's capacity to perform the tasks of a given role, as specified in the key selection criteria to the highest standard; and
  - Equity, which means that applicants are treated fairly, in open competition, and that their applications are not rejected on the basis of attributes such as sex, gender, race or culture, that do not relate to their ability to undertake the tasks associated with the position. Equity also relates to the prevention of direct and/or indirect discrimination.

### IMPLEMENTATION

- The principles of merit and equity will be applied in all employment matters including;
  - recruitment, selection, appointment, transfer and promotion;
  - discipline and dismissal;
  - remuneration and conditions of work;
  - training and staff development; and
  - assignment of special duties and assignment of acting positions.
- The following Commonwealth and State Acts relating to equal opportunity and discrimination will be referred to when dealing with matters relating to employment and grievance processes;
  - Equal Opportunity Act 1985 (Vic)
  - Victorian Public Authorities ( Equal Employment Opportunity ) Act (1990);
  - Racial and Religious Tolerance Act 2001 (Vic)
  - Disability Discrimination Act 1993 (Cmnwlth)
  - Human Rights and Equal Opportunity Commission Act 1986 (Cmnwlth)
  - Sex Discrimination Act 1984 (Cmnwlth)
  - Racial Discrimination Act 1975 (Cmnwlth)
- The Equal opportunity and Anti Harassment policy will be implemented to address issues relating to harassment;
- Staff will complete the "Workplace Discrimination and Sexual Harassment Legal Compliance Course" within the first 12 months of employment and update as required by DEECD;
- Staff members are able to lodge a complaint in relation to any action or decision taken or any action or decision not taken, that the staff member considers:
  - is a breach of a relevant Act, regulation or order;
  - infringes the principles of merit and equity or any personal policy or guidelines issued by the Department Of Education and Early Childhood Development (DEECD); or
  - is otherwise unreasonable (refer to Schools Reference Guide)
- All staff will have access to the grievance review process.

### EVALUATION

The Merit and Equity policy will be reviewed by the Principal and Assistant Principal in consultation with the staff and the Education Policy committee, every four years or sooner if required.

**Your Opinion Please**

Currently the 'Merit & Equity' and 'Student Wellbeing & Discipline' policies are being reviewed. Your input is welcome using the reply slips below.

**Chalcot Lodge Primary School**  
**'Merit & Equity' Policy – Comment Slip**

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SIGNED: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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**Chalcot Lodge Primary School**  
**'Student Wellbeing & Discipline Policy' – Comment Slip**

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