

# **Kings Park Primary School**



## **STUDENT SERVICES**

### **WELFARE POLICY and PROGRAM 2013-2016**

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Included Resources:

1. Reflection Sheet
2. Behavior Management Plan
3. Student Code of Conduct
4. KPPS Child Safety Reporting Process
5. Statement of Values

# **KINGS PARK PRIMARY SCHOOL STUDENT SERVICES WELFARE POLICY AND PROGRAM GUIDELINES**

## **INTRODUCTION**

Kings Park Primary School is committed in its purpose to provide a safe and supportive school environment. Our schools behaviour expectations are based on the 3 C's – Courtesy, Consideration and Cooperation. The school emphasis is on the rights of staff and students to feel safe, to be treated fairly, equitably and with respect, in a friendly, nurturing school environment. In this environment the school will develop social competencies, promote healthy relationships and appropriate responsible behaviour, enhance student learning and encourage participation in all aspects of school life.

## **PRINCIPLES**

This policy is based upon the following principles:

- ❑ All individuals are to be valued and treated with respect.
- ❑ Students have a right to work in a safe and secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions.
- ❑ Parents/carers have a right to expect that their children will be educated in a secure, cooperative environment in which courtesy, consideration and respect for the rights of others is encouraged.
- ❑ School Staff have a right to expect that they will be able to carry out their duties in a cooperative and supportive environment.
- ❑ Parents/carers have an obligation to support the school in maintaining a positive teaching and learning environment.
- ❑ Principals and staff have an obligation to fairly; reasonably and consistently implement the Student Code of Conduct.
- ❑ Staff, students, parents and carers will support each other to facilitate a supportive school environment.

# GUIDELINES

1. Kings Park Primary School is committed to using positive strategies in its approach to behaviour management. Students will be encouraged to express their feelings, develop empathy and concern for others and take increased responsibility for their actions and the related consequences. The school is explicit in ensuring that the use of corporal punishment is **not permitted** at this school.

The approach used by all staff in the school's teaching and learning program will:

- ❑ Develop self esteem through positive reinforcement
- ❑ Foster pride in our school
- ❑ Encourage team partnership of student, teacher, parent/carer
- ❑ Develop and reinforce appropriate and positive behaviour
- ❑ Acknowledge student achievement
- ❑ Encourage courtesy, consideration and cooperation
- ❑ Involve students in the decision making process of the class and playground code of conduct
- ❑ Promote student learning in the context of peer relations and social dynamics
- ❑ Consistently reinforce the code of behaviour in the classroom, playground and during all official school activities
- ❑ Provide appropriate curriculum programs for all
- ❑ Develop student awareness of what constitutes bullying and familiarize students with strategies to prevent the incidence of bullying
- ❑ Implement programs to develop positive relationships eg. The Healthy Relationships 'Values' Program, The Peer Support Program and Buddies Program.

2. At the beginning of each school year

2.1 Teachers in team area groups will discuss:

- ❑ School and class rules
- ❑ Classroom behaviour management plans
- ❑ Colleague support in behaviour management procedures

2.2 Teachers will discuss with student's their rights and responsibilities. Decisions on class rules, expectations and consequences will be made together and agreed upon.

3 Each school family will receive information about the Student Code of Conduct, classroom and playground rules, expectations and consequences.

4 The Student Services program will facilitate the implementation of strategies to promote a safe and supportive school environment.

4.1 School incursions relevant to student social and well being issues will be organised to reinforce social competencies and to promote a positive school culture.

4.2 Behaviour management plans and strategies will be implemented to improve student behaviour. Professional Development will be organised to support staff in student management procedures.

4.3 The Peer Support training program will continue which promotes responsibility, self-confidence and leadership qualities in senior students and provides support and a sense of connectedness for younger students.

4.4 The Healthy Relationships 'Values' Program will be continued throughout the school to reinforce the values that create positive relationships and a tolerant environment.

**Our School Values are:**

***TOLERANCE, LEARNING, RESPONSIBILITY and GETTING ALONG***

4.5 Class, small group and individual 'social skills' programs will be continued by class teachers and specialist support staff to provide activities related to communication, cooperation and problem solving skills.

4.6 Staff will promote a sense of pride in belonging to Kings Park Primary School by creating opportunities for students to feel valued participants in our school community eg. Junior School Council, Buddies program, School assemblies, sport teams, class and school acknowledgement of student achievement

4.7 Brain Gym will continue to be incorporated into the class program to improve students on task behaviour, encourage concentration and promote greater use of both the left and right side of the brain.

5. The school rules will emphasise the commitment of the school community to:

- The 3C's – courtesy, consideration and cooperation
- The Healthy Relationships 'Values' program
- Zero tolerance to bullying behaviour.

5.1 Staff will discuss and identify the key elements of bullying behaviours with their class i.e. **Bullying is unprovoked, repetitive, aggressive, hurtful behaviour directed by a more powerful person over another person.**

*Bullying can be physical, verbal, visual or emotional.*

5.2 Staff will use relevant social management resources to promote positive behaviours, raise student awareness of bullying behaviours and emphasize the role of the bystander in such occurrences.

6. Staff will organise individual learning plans specific to the needs of students on the disability and impairment program and 'at risk' students in their class.

7. The Student Services Coordinator will coordinate support staff - integration aides, educational psychologists, speech pathologists, social worker, school nurse, visiting teacher services and community agencies to provide support to class teachers and students with special needs.

# IMPLEMENTATION

## 1. Classroom Management

Staff and students will discuss rights and responsibilities in the classroom, and in specialist sessions, to formulate rules, expectations and consequences. The understanding that there are both positive and negative consequences for the way students behave will be emphasised. Rules and consequences will be framed using positive language.

Staff will refer to the following **Rights and Responsibilities** in discussions:

### RIGHTS

- ❑ the right to be respected
- ❑ the right to learn
- ❑ the right to feel safe and be safe
- ❑ the right to express feelings in an appropriate manner
- ❑ the right to discuss problems with others

### RESPONSIBILITIES

- ❑ to care for ourselves and others
- ❑ to have respect for ourselves and others
- ❑ to work and play safely
- ❑ to be honest
- ❑ to listen, participate and learn
- ❑ to share teacher time
- ❑ to cooperate with others
- ❑ to understand and comply with the school rules
- ❑ to practice personal hygiene
- ❑ to take care of school property

### RULES

Classroom rules will relate to the areas of communication, learning, movement, treatment, safety and problem solving and be similar in content to the following:

- ❑ TALKING
  - listen and respond appropriately to each other
  - speak at an appropriate voice level
- ❑ LEARNING
  - keep on task, consider others and take turns
  - allow others to listen.
- ❑ MOVEMENT
  - when indoors walk at all times
- ❑ TREATMENT
  - consider others feeling
  - treat each other with kindness, consideration and respect
  - work cooperatively
- ❑ PROBLEM SOLVING
  - try to solve problems in a fair and reasonable manner.
  - ask a staff member for assistance.

- resolve differences through talking

❑ SAFETY

- keep safe by behaving appropriately
- use equipment safely
- take care of belongings

## 2. Implementation Strategies

Staff will have a planned approach for recognising and responding to appropriate and inappropriate behaviour.

Teachers will have class expectations and consequences displayed prominently in the classroom.

There will be ongoing regular class meetings for students to discuss issues, to address concerns and promote effective strategies to develop a class culture of respect and support for others.

Positive behaviour will be recognised to encourage, develop and reinforce appropriate behaviour.

Students will be fully aware of the consequences following inappropriate behaviour and rule breaking in the classroom.

### **Suggestions for positive consequences for individuals and the whole class may include:**

- ❑ praise
- ❑ free choice of activity
- ❑ verbal acknowledgement
- ❑ whole class activity
- ❑ encouragement
- ❑ stickers and certificates
- ❑ acknowledgement within grade, team, at assembly or lunch time announcements
- ❑ point system organised within grade level

Effective discipline will have teachers recognising and responding to appropriate behaviour and implementing discipline calmly and consistently.

## 3. Procedures for *Inappropriate Behaviour*

There will be a consistent, sequential approach, to manage inappropriate behaviour with the following hierarchical process being implemented:

- ❑ reminder of the rule
- ❑ warning given
- ❑ timeout in the classroom
- ❑ timeout from classroom- teachers will negotiate with team members concerning this timeout procedure at the beginning of the year
- ❑ student will work independently in another classroom or office area until specified time has elapsed
- ❑ teacher & student conference- discuss behaviour to allow students to reflect on their behaviour and be aware of its effects on others
- ❑ detention during recesses allow for ½ of any recess; students must be supervised by a teacher during this time

An apology may be expected either verbally or in written form; a timeout proforma will be completed by the student as part of the reflection process on the inappropriate behaviour.

When additional assistance is required in the classroom, in serious situations, a red emergency card is sent to the office for a staff member to attend immediately.

**Serious Misbehaviour** at Kings Park PS is defined to include:

- ❑ willfully causing harm to another person
- ❑ willfully destroying property
- ❑ any behaviour which is so severe that it stops class instruction from proceeding or students from learning
  
- ❑ verbal, physical, visual or emotional abuse
- ❑ repeatedly breaking classroom agreements

The leadership team will be responsible for making direct contact with parents/carers in the above circumstances. The school is explicit in ensuring that the use of corporal punishment is **not permitted** at this school.

#### **4. Kings Park Primary School Student Support Process**

**There will be stages of support to assist staff manage students who consistently display inappropriate behaviour or are unable to follow set consequences.**

##### **Stage 1**

###### **Class level**

Student identified as having a learning or behavioural problem

Teacher implements proactive strategies:

- ❑ appropriate curriculum for student
- ❑ effective classroom organization
- ❑ development and implementation of rules and consequences

##### **Stage 2**

###### **Team level**

The year level team supports the class teacher by developing a process to assist with difficult to manage the student

- ❑ define concerns
- ❑ develop behaviour management strategies
- ❑ monitor the implementation of behaviour management strategies and the student's responding behaviour
- ❑ provide ongoing support
- ❑ evaluate strategies and outcomes regularly

##### **Stage 3**

###### **School**

###### **Support Group**

An intervention program is developed with support from the leadership team, Student Services Coordinator, class teacher, team leader, parent/carer

- ❑ decide on change needed within school
- ❑ refer to school support personnel

An individual discipline strategy plan will be established which may involve:

- ❑ monitoring work and behaviour
- ❑ establishing a communication book
- ❑ establishing specific expectations for students

There will be regular contact between the leadership team, class teacher, team leader, Student



Services Coordinator, parents/carers and school support personnel to implement strategies to modify behaviour.

**Parents/carers will be informed and involved during all stages of the pupil support process.**

## **5. Behaviour Management in the Playground and Outside the Classroom**

At Kings Park Primary School we have a responsibility to care for each other by being **considerate, courteous and cooperative.**

Playground rules will support these 3C's with emphasis on the right of teachers and students to feel safe and to be treated fairly and with respect.

These rules will reflect the following key areas:

- ❑ **TALKING** - speak respectfully to each other.
- ❑ **LEARNING** - cooperate with others and share the playground.
- ❑ **MOVEMENT** - take care when moving outside the classroom.
- ❑ **TREATMENT** - play games fairly and consider others.
- ❑ **PROBLEM SOLVING** - talk to each other about problems / concerns  
- try to solve disagreements  
- ask a teacher or peer mediator for assistance
- ❑ **SAFETY** - play on designated equipment  
- play games in appropriate areas  
- follow the game rules

### **Students will be responsible for:**

- ❑ using equipment appropriately
- ❑ playing active games away from quiet areas
- ❑ treating others with respect
- ❑ using language which does not offend others
- ❑ solving disagreements with assistance from teachers or peer mediators
- ❑ playing and eating away from toilets
- ❑ placing all litter in the appropriate bins
- ❑ using drink taps sensibly
- ❑ seeking assistance from a yard duty staff member for first aid needs
- ❑ wearing school uniform {appropriate clothing and footwear}
- ❑ following the school's Sunsmart Policy: wearing hats during Term1 and 4.
- ❑ lining up or entering classrooms in an orderly manner at the end of each recess
- ❑ being on time for classes

Yard duty staff will be equipped with a first aid bag, which will contain a supply of tissues, antiseptic, cotton wool swabs and band-aids for treatment of minor injuries. Mobile phones and red cards are available for the reporting of major incidences or for requests for extra assistance.

**If a student requires urgent attention, in the case of an accident, they will be sent immediately to the office or if an injury occurs and a student cannot be moved the mobile will be used or a red card will be sent to the office for extra assistance.**

## **6. Playground Supervision**

**Supervision in the playground will involve active staff participation.**

**Staff will support students by:**

- recognising and encouraging responsible and safe behaviour
- engaging students in conversation
- reminding students of the school rules
- encouraging students to care for our school environment
- supervising their designated area
- responding appropriately to student concerns
- supporting peer mediators

**Inside activities at lunch time recess will involve students:**

- lining up in appropriate area
- responding to staff instructions
- interacting with other students appropriately
- attending an activity until completion of the session
- leaving activity area in a clean and tidy state
- returning to outside play areas by using designated exits

**Should a student display inappropriate behaviour it is the responsibility of the duty staff member to implement the following behaviour management procedures and consequences:**

**The staff member on duty will:**

- investigate the incident
- conference with the students
- listen to all explanations of the problem
- identify and reflect on the appropriate school rule
- discuss solutions suggested by students
- decide with students which solution is appropriate and implement it

**These steps will involve interaction between students and teachers in a consistent approach to behaviour management.**

**Inappropriate behaviour is defined as follows:**

- unsafe and unacceptable behaviour
- playing in garden beds, trees and staff car park
- using inappropriate language
- playing in and around toilets
- misuse of equipment
- littering
- being inside the school buildings without permission

If further inappropriate behaviour is exhibited the student will be removed from the situation by walking with the duty staff member for a ten-minute period. The changeover duty staff member may also need to be informed of the incident.

**Any persistent, inappropriate behaviour or incident that involves**

- ❑ disobedience
- ❑ unresolved issues
- ❑ safety issues

**will be addressed by sending the student to the office immediately, notifying the office via a red card for immediate assistance or contacting the Principal or Assistant Principal at the conclusion of the yard duty session.**

## ***POLICY STATEMENT ON BULLYING***

**At Kings Park Primary School we are committed to providing a school environment in which everybody feels valued, respected and safe and where individual differences are appreciated, understood and accepted. Everybody has a right to enjoy their time at school. Kings Park Primary School community does not tolerate bullying or harassment in any form.**

***Bullying can be described as being:***

- **a repeated and unjustifiable behaviour intended to cause fear, distress or harm to another**
- **conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist**

**Bullying Behaviour includes:**

- ❑ **Physical Bullying** – pushing, shoving, fighting, hitting, slapping, pinching, punching, strangling, spitting, biting, scratching, throwing thing, taking or damaging someone's property, invasion of personal space and encouraging another person to harm someone
- ❑ **Verbal Bullying** – mean and hurtful name calling, offensive language, put downs, teasing, threatening, demanding money or possessions, spreading rumours, or making comments about physical characteristics or family members
- ❑ **Visual Bullying** – offensive notes, graffiti, threatening or obscene gestures
- ❑ **Emotional Bullying** – deliberately excluding someone from the group or activity, intimidating others, removing, hiding or damaging other's belongings
- ❑ **Cyber bullying** - through the Internet means that bullying can occur through emails, chat rooms, discussion groups, instant messaging, and web pages. Such bullying can include teasing; being made fun of, spreading rumours and lies, sending unwanted messages and emails, as well as defamation.

### **Online Education**

Through discussions and tutorials students will be made aware of the rights, responsibilities and privileges associated with online education.

**Class discussions and tutorials will address the following issues:**

- The Internet offers enormous benefits for teaching and learning, but just as in the real world, the virtual world of the Internet involves some risks.
- Cyber bullying and harassment is an issue to be addressed.

- Cyber bullying through the Internet means that bullying can occur through emails, chat rooms, discussion groups, instant messaging, and web pages. Such bullying can include teasing; being made fun of, spreading rumours and lies, sending unwanted messages and emails, as well as defamation.
- Behaving responsibly online means students are made aware of:
  - how to communicate appropriately
  - how to treat others
  - respecting people's property (In this case intellectual eg copyright)
  - visiting appropriate sites
- Behaving safely online means students are made aware of:
  - Protecting privacy and personal information
  - Selecting appropriate sites & 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 "not quite right".  
At home this would be a parent or guardian, at school a teacher.
- **All forms of bullying, whether it be physical, verbal, visual or cyber will not be tolerated at any level at Kings Park Primary School**

***Procedures for inappropriate behaviour:***

- Reminder of the rights, responsibilities and privileges associated with online education - warning given
- Suspension of internet access for a one week period
- Repeat offence – termination of internet access

**Kings Park Primary School will** provide a supportive environment which encourages positive relationships between all members of the school community to

- promote student's sense of concern and responsibility by organizing preventative support systems [refer to Guidelines section]
- provide positive role models
- offer a range of recreational activities
- provide incursions for students and staff to support this policy
- arrange intensive 1-1 or small group sessions for students in conflict resolution, anger management, assertiveness training and self protective behaviours

**Teacher Responsibilities**

- adopt positive classroom management strategies and incorporate anti bullying messages in the curriculum
- be familiar with the school's bullying and behaviour management policies and procedures
- be models of caring and tolerant behaviour
- in the first weeks of the school year, discuss with the class their rights, responsibilities and the non acceptance of bullying and create an agreed set of classroom expectations

- inform parents of behaviour expectations as outlined in the Student Code of Conduct
- engage students in class discussions or in small group meetings to monitor concerns and class behaviour
- implement lessons to develop resilience to bullying and actively counteract inappropriate behaviour
- respond immediately to any reported incidents of bullying and report incident to Principal or Assistant Principal
- be obviously present during recess and lunchtimes when on duty as a deterrent to possible incidents of bullying

### **Student Responsibilities**

- to understand and act in accordance with the Student Code of Conduct
- refuse to participate in or watch bullying occur
- report a bullying incident to an adult
- support other students by treating everyone fairly and with respect
- understand that asking for help is always okay for themselves or someone else

***We use the 'Shared Concern Approach' to deal with incidents of inappropriate behaviour, including bullying. Briefly this approach consists of the following:***

1. Individual meetings are held with each of the students involved in a bullying situation eg. the student or students bullying, the student being bullied and any bystanders who may have seen what was happening.
2. Each student is asked about the incidents and to suggest ways in which he/she could help improve the situation.
3. The student being bullied is also given the opportunity to discuss what happened and encouraged to think of ways to improve the situation.
4. Follow up meetings, discussions and planning give students the opportunity to change and improve their attitudes and behaviour and to put these into practise in a supportive environment.

**At Kings Park Primary School it is everyone's responsibility to take the necessary steps to prevent bullying behaviour.**

**The school will not tolerate any action that undermines a person's right to feel safe, respected and to learn.**

**Using this approach we are committed to the safety and well being of all students.**

## **EVALUATION**

At each review of the Student Services and Welfare policy and program teachers, parents, carers and students will have input into evaluations and recommendations.

Team meetings will be the forum for discussion and review with concerns and feedback given to the Student Services Committee to address.

Staff meetings will be the forum for changes to be agreed upon and accepted by the staff.

All changes will be presented to School Council for ratification.

## **Recourses:**

1. Reflection Sheet
2. Behavior Management Plan
3. Student Code of Conduct
4. KPPS Child Safety Reporting Process
5. Statement of Values

**'STOP and THINK' TIME**

***Reflecting on my actions***

Name.....

Date.....

**WHAT *did you do?***

**WHAT *should you have been doing?***

**WHAT *will you do next time?***

**WHO *can help you?***

<b>Name:</b>			
<b>Term</b>	<b>Week</b>	<b>Class and Playground Monitoring</b>	
	<b>Recess</b>	<b>Lunchtime</b>	<b>Class</b>
<b>Monday</b>	/		
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			



## **KINGS PARK PRIMARY SCHOOL - STUDENT CODE OF CONDUCT**

Parents of students attending Kings Park Primary School are expected to ensure that each student complies with the School's Student Code of Conduct and Dress Code.

THE STUDENT CODE OF CONDUCT is based on the premise that we all have a responsibility to care for and protect one another's person, property and feelings. Our school behaviour expectations are based on the 3C's (Courtesy, consideration and cooperation). The school emphasis is on the rights of staff and students to feel safe, to be treated fairly, equitably and with respect in a friendly, safe and supportive school environment. Students are encouraged to think for themselves, develop self-discipline and take responsibility for their own actions.

At Kings Park it is our policy to encourage and reinforce appropriate behaviour. However, students are fully aware that there are consequences when they choose to behave in an inappropriate manner. Eg when a student makes it difficult for others to learn or feel safe, then the consequences will typically include the following steps: -

- A reminder of the rule
- Time away from other students
- A discussion and opportunity to reflect
- A follow up procedure to monitor the student's behaviour
- Involvement of the parents for serious and/or repeated incidences of inappropriate behavior

To encourage responsible appropriate behaviour in our school community, we have developed the following general behaviour expectations of students. During their time at school students are expected to: -

- Speak respectfully to each other.
- Cooperate and support each other in their learning.
- Move safely around the school.
- Use manners and show consideration and care towards each others.
- Settle problems and disputes fairly and peacefully.
- Use equipment appropriately and safely.
- Keep the school environment clean for everyone to enjoy.

Every year class and specialist teachers also develop, in consultation with the students, a specific set of expectations for class behaviour. These class behaviour expectations are formulated according to the following principles: -

### **TREATMENT of OTHERS**

- Treat each other with kindness, consideration and respect.
- Work cooperatively.

### **LEARNING**

- Allow others to listen.
- Take turns.
- Keep on task.
- To put your hand up for assistance and to wait patiently for your turn

### **ONLINE EDUCATION/COMMUNICATION**

- Respect each other and communicate appropriately online
- Protecting privacy and the personal information of themselves and others when online
- Be proactive in reporting inappropriate online communication

## MOVEMENT

- When indoors walk at all times.
- Travel safely when playing in the school yard
- Give others their own space.

## PROBLEM SOLVING

- Try to solve problems in a fair and reasonable manner
- Resolve differences through talking
- Ask a staff member for help.

## SAFETY

- Keep safe by behaving appropriately.
- Take care of our belongings and the belongings and equipment of others.
- Use equipment safely.

## TALKING

- Speak at an appropriate voice level using our partner voices.
- Listen and respond appropriately to others.

Parents with concerns about their child's behaviour are encouraged to seek support and advice by contacting their child's teacher and/or one of the following staff members: - Jaye Giacomini-Assistant Principal, Jodi Park -Principal.

## SCHOOL DRESS CODE

The school has the following Dress Code that all students are required to follow: -

### UNIFORM

Students must wear the school council approved uniform. Uniforms are available from the school office.

### HATS/HAIR

Students are required to wear hats (compulsory in terms 1&4). Long hair must be tied back...

### FOOTWEAR

Students are required to wear appropriate footwear that will enable them to fully participate safely in all school activities

### JEWELLERY

The only items of Jewellery that students are permitted to wear to school are a watch and stud or sleeper earrings

### NB VALUABLES

Students are not permitted to bring to school valuable items such as jewellery, mp3 players, toys, phones, battery operated toys etc.

# KPPS CHILD SAFETY REPORTING PROCESS

## Who can you report to?

Irene Ludvik P-2

Mitra Serovski 3-6

Jodi Park/  
Jaye Giacomini

## What to report?

Any child safety concerns, including:

- disclosure of abuse or harm
- allegation, suspicion or observation
- breach of Code of Conduct
- environmental safety issues.

## Who to?

Notify the principal or a member of the school leadership team (see above) of your concerns and the reasons for those concerns. You can contact any of the above staff members to discuss your concerns: Face-to-face (verbal report), letter, email, telephone call or meeting.

## How?

Together the Leadership team member and reporting staff member will discuss and decided together the appropriate course or action: should/must the matter be reported to the police or Child Protection and make report as soon as possible if required.

## What happens next?

- Reporting staff member will be required to provide any relevant information, observations and opinions regarding the situation
- Child Protection Intake carries out an initial assessment of the Notification
- If the Notification is assessed as serious and requiring further assessment through contact with the child or family, it is referred to Child Protection Response for an INVESTIGATION  
OR
- If the assessment is that there is no risk, or that the risk is being managed and the child is safe, there will be NO FURTHER ACTION

## Contact

- Child Protection Intake: Child Protection West Division Metro: **1300 664 977**
- Statewide number for emergencies or urgent concerns regarding risk of immediate harm (outside of usual business hours 9-5): **13 12 78**

## **Kings Park Primary School – Learn to Live**

### **STATEMENT OF VALUES**

*PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES*

Kings Park Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

#### **RESPONSIBILITIES**

##### **AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:**

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

##### **AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:**

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

##### **AS PARENTS, WE WILL:**

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

##### **AS STUDENTS, WE WILL:**

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

### **AS COMMUNITY MEMBERS, WE WILL:**

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

### **THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:**

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

### **CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES**

#### **UNREASONABLE BEHAVIOURS**

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

#### **CONSEQUENCES**

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.

