



**WINDSOR PRIMARY SCHOOL  
STUDENT ENGAGEMENT &  
WELLBEING POLICY 2019-2023**

Produced in consultation with the school community

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Updated: November 2019

## **Student Engagement and Wellbeing Policy**

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## 1. WINDSOR PRIMARY SCHOOL PROFILE STATEMENT

In November 2018 Windsor Primary School had a confirmed enrolment of 197 students plus 4 students from overseas (not included in the government funding to schools and therefore required to pay fees). This is a considerable increase on recent years. While the majority of students are local to the vicinity of the school, there are some drawn from a wider area, due to the school's proximity to the central business district and the Victorian Institute's High Performance Gymnastics Centre, enabling elite gymnasts to manage training regimes with educational need. The school is sensitive to the varying ethnic and socio-economic backgrounds of its students. Our SFO is .505, which has improved over the years.

At Windsor Primary School we strive to achieve an environment where all students are offered opportunities and support to grow in confidence and self-esteem in a safe, flexible, happy and positive learning environment that will help all students to develop to their full potential. Students are expected to take initiative, accept responsibility for both their learning and their behaviour, and to exercise various forms of leadership.

Our school student and family population (2018) comprises of:

- 57 students (28%) come from a language background other than English
- 29 different languages are spoken at our school representing the variety of different cultural groups
- 16 students supported by the Program for Students with Disabilities (2009)
- 9 Koorie students & 1 Koori and TSI
- A variety of religions are represented within our student's population.
- 24 different countries are represented within our student and parent/carers population

Windsor Primary has strong community links and a solid partnerships with many local agencies. We also train volunteers from the community who work in Learning Spaces to support students with Literacy and numeracy. SPS also works with local High Schools and Local agencies to run a variety of lunch time programs. These include a sport program run by PCYC, the BOLT program run by South Port Uniting Care, lunch time programs with PCW and CBC students as well as a sport program held once a week at lunch time by our PE teacher. We also offer an Active After School program funded by the government 2 afternoons a week. This has had a major influence on the school connectedness to community. Our students and parents are actively engaged in decision-making and we value the expertise of our teachers, parents and students in the ongoing partnership of educational progress.

Our Attitude to School Survey (2015) still shows poor peer connectedness, however this is an area that has steadily improved. The 2015 survey showed that our boys were slightly more connected to peers than our girls. This differs from 2012 survey but it has been a trend since then. This could be due to the fact that it was a relatively small cohort of girls are part of an elite gymnastic program and they have a different timetable often leaving school early or arriving late, many of our students are from diverse backgrounds. This is also partly due to the high transient student numbers. During 2015, 26 students (not including Grade 6 students), many of these students exited because they had moved suburbs or returned to overseas. This is similar to the 2012 numbers. We also have students from the high-rise apartments, these students often play at the Adventure Playground and at times incidents from their homes (involving other members of the family) have impacted on their friendships at school. Teachers have developed protocols and put structures in place when new students arrive or when saying goodbye to students throughout the year. We have also introduced a Transition Program running throughout the year to ensure all students feel connected to our school (see appendix # 4). The teachers also have circle time daily to promote connectedness and building of

a classroom community. Teacher empathy is slightly lower than the Region results. Focus groups have discussed teacher empathy, these students felt their class teachers usually understood them and were empathetic but sometimes specialists and other teachers were not as supportive. Some Grade 5/6 students felt that teachers in rethink often blamed older students when there were incidents involving younger students. Protocols for conferences will be revisited by all staff during Welfare meetings and specific BMP's will be discussed and revisited so all teachers are consistent and fair.

In our Strategic Plan for Student Wellbeing and Engagement we embed a whole school community approach to student behaviour by reviewing Restorative Practice procedures and implemented a circle culture for all learning sessions. We also maintained a strong focus on student attendance. Staff have participated in professional development and discussed the importance of regular attendance and how it can impact on student connectedness and academic progress, parents are informed via the newsletter and the Office Manager contacts students daily (when possible) if they are considered to be "at risk" students. The Office Manager follows through all other absences on a regular basis. The AIP also looks at improving classroom, student behaviour as well as peer connectedness. The leadership program will be further developed to ensure students have the opportunity to be responsible leaders. A fitness program (twice a week) ensures all class captains have some responsibilities to act as leaders and role models during these sessions. The JSC, CASSE and Green team will be timetabled to coordinate and plan programs weekly. All class teachers will ensure a regular time is available for students in these teams to report back to their grades. The school is going through their review process this year (2016) and we are revisiting our mission& vision statements and re looking at our values.

## 2. WHOLE SCHOOL PREVENTION STATEMENT

At Windsor Primary School we believe that it is important for all members of our community to participate in decision-making. This promotes a feeling of value and allows all members to feel safe and secure. We use circle time and the rethink room to promote positive behaviours. A restorative approach is used to address appropriate and inappropriate behaviours. (See appendix #5 Principles of Restorative Justice.)

Our school leadership team regularly consults with students, parents/carers and support organisations to ensure we are responsive to students' social/ emotional, cognitive and cultural needs.

Our student voice is promoted via participation in Junior School Council, CASSE Team, Green Team, House and Class Captains and focus groups. These groups are given opportunities to have input in the programs, values and goals for our school community. All classroom teachers acknowledge students' interests and diversity and students have many opportunities to enable and encourage the students to have input in their education.

At Windsor Primary School we feel the building of relationships is the basis for student engagement and learning. In order to support this philosophy the school actively develops classroom practice to ensure that our curriculum is targeted at student needs and the curriculum is engaging. The school also keenly promotes respectful relationships between students and adults. At Windsor Primary School we are engaged in providing professional development which enables staff to develop their classroom practice and ensure that the curriculum engages all students by recognising and responding to the diverse learning needs of our students. We promote a culture of respectful relationships and an inclusive curriculum, making sure we keep updated with new innovations.

The formulation of our School Song (see appendix #6) has been extremely successful. This idea was initiated to prepare our school for the CASSE Team by enabling all students identify values that were important to them individually, in their classroom and for our whole school community. Our Leadership Teams will revisit the values of the School song with all students to ensure the words still identify student values and goals for our school. worked with all students to identify common values and goals for each classroom. All the students now sing the school song every Monday at assembly. This has been a wonderful way to promote the feeling of connectedness and community in our school. We now also encourage students to play the piano to accompany the singing of the school song.

### **Preventative Programs**

#### **Attendance**

Windsor Primary School understands the importance of full attendance. We know that it is vital to engagement and maximises each students learning opportunities. We embrace the "It's Not Okay to be Away" approach and all staff are aware of "at risk" students and procedures are in place to ensure that attendance is monitored and every attempt is made to support children and families with attendance issues. Information about the importance of school attendance will be in the newsletter on a regular basis. We also support individual students and families with attendance plans if they are required.

#### **CASSE Program**

Casse is a whole school approach and engages parents, students and staff. Casse staff teams train staff and students to think about the power struggles involved in the dynamics of bullying, how to stand up to bystanders and how to promote friendly, inclusive peer relationships. This program has been running since 2012 and is now part of our SWPB program. Student leaders are encouraged to take active roles in arranging whole school events and promoting our school values and Code of Conduct. The leaders have already spent time looking at our values, vision and mission statements and their input is valued and considered when we complete our Review.

### **Restorative Practice**

At Windsor Primary School we use Restorative Practices as a large part of our behaviour management program. We feel Restorative Practices help our students develop empathy, respect and responsibility and this encourages engagement, connectedness and pride in our school and its community. We are refining our reporting procedures and updating to using computers for record keeping and follow up. New staff are trained in Restorative Practice and it is an expectation that staff, students and parents follow this process.

### **Support Programs**

At Windsor Primary School we have developed supports to revise and extend literacy and numeracy skills. Staff has recently attended Professional Development with a focus of Koori literacy and they are sharing this program with the whole staff. We also employ an ESL support aide to work in conjunction with the EAL (English as an Additional Language) coordinator; together they ensure students from other countries develop the skills needed in literacy and numeracy. Our Additional Assistance teacher works intensively with students, teachers & Education Support Staff to monitor and assess additional support programs like Multilit and Maths talent Quest etc. students. Our Education Support staff are trained in Multilit, Minilit and Rainbow Reading to help support students who need additional assistance. This role ensures we support and extend our students appropriately and has also enabled us to offer GATEWAY Maths Talent Quest programs, practice for scholarships and the opportunity for all students from Grade 3 to take part in ICAS tests. Regular Education Support Meetings help to address Professional Development and promote understanding on the ways students learn and help give strategies to understand and manage student behaviour.

### **Inclusion, Wellbeing & Transitions**

Our Step Up program will commence Term 4 continues to address the issues of transitions within the school. This program allowed students the opportunity for transition activities in the next Year levels. New students to the school were also able to attend. This has been extremely successful and will continue. A term by term checklist has been established to ensure that all children entering and exiting the school at different times and levels are given opportunities to be included and feel part of the school community. As part of this checklist mentors are put in place to help new students adjust to their new grades.

Junior School Council has also devised a 'buddy stop' for children who are lonely or having difficulty finding friends to play with. The members of Junior School Council promote and monitor the use of the 'buddy stop' via their class meetings.

Our Off to School Program (see attachment) for the next year prep also using Buddies from Level 3 to support the Prep students transition. This program is run from Term 2 and enables the kinder students to meet all the staff and familiarise themselves with our school. It also gives the parents the opportunity to attend parent information sessions and gain a clear understanding of our schools visions, goals and expectations. The following school year begins smoothly and the Prep students feel comfortable and secure in their new environment and they are always excited to see their Buddies.

Multi-Cultural Week, incorporating Harmony Day is an annual event at Windsor Primary School. During this week we celebrate the diversity and harmony with the whole school community. A high percentage of our parent population attend this event and it is always an event that attracts many parents who do not regularly come into the school grounds. This information has been discussed at School Council meetings and our fundraising committee are looking into events that will cater for the diversity and interests of our parent group.

We have a Breakfast Club that provides a healthy breakfast and fun activities for the children attending. We also have lunches in the freezer and fruit to ensure no child goes without a healthy lunch. The school also offers Active After School Program twice a week in order to promote fitness and connectedness to peers. The activities offered promote teamwork in a multi-age setting. After School Hours Care program is outsourced by Camp Australia. This is an extremely popular program and a variety of activities are offered to the students attending.

Two staff members monitor, train and coordinate volunteers (both parents and outside volunteers) to support class teachers, work with individual students to extend or revise concepts and act as mentors or role models to individual students. These teachers also work with students from CBC and PCW to run lunch time and support programs. We also have students working at SPS as volunteers for their work experience. This program is highly valued by the whole SPS community.

We have 2 part time psychologists and 2 part time speech therapists working with students at SPS to support individual students, parents and teachers. The psychologists often have psychology students to support their work. We are also part of RMIT social work program. Each year we have a social work student for an extended period of time working with parents, students and teachers to support school connectedness and attendance.

At Windsor Primary School we continue to focus on establishing our parent involvement. We have established parent coordinators for each class, we run information sessions to enhance parent understanding and train parents to work within the classrooms. The parent participation has continued to increase steadily. The Principal meets with members of the parent group each term to discuss issues, concerns and to celebrate achievements. We are steadily building up the number of parents working in classes, helping with excursions and fundraising and being involved with all the school programs and functions. At Windsor Primary School we acknowledge the importance of parent participation and the positive effects it has on our students' performance.

The school has established close relationships with our community support services and the Local Council. We often have members of our community at assemblies and all staff are familiar with services offered by groups in the local community. We have been involved in the establishment of a local High School, have regular contact with Adventure Playground, SFYS, Connections and Inner South.

Our students with special learning needs are supported through regular PSG's and their individual learning and behaviour is monitored through ILP's. We have access to a Regional SSSO (an educational psychologist) one day per week. Our SSSO works in conjunction with all staff to assess students and develop appropriate interventions, treatments and recommendations. We also support our students by funding an additional half-day for a clinical psychologist who also works with individual students, class teachers and parents. Regular Care Team meetings are arranged for students in Out of Home Care or for students involved with various other community groups.

At Windsor Primary School we have fortnightly restorative/welfare meetings. At these meetings we discuss various playground issues and various behavioural issues. We have invited members of the local community agencies and professionals to increase our knowledge and understanding of behavioural and learning difficulties. Resources and new ideas are also shared and discussed. We work as a group to support students and it is an opportunity to discuss behaviour plans and ensure all staff are working together as a collective unit. These meetings also provide opportunities for staff to complete risk assessments for students so we can prioritise students and ensure the correct support is given.

The 5/6 students have taken part in the Smiling Minds program and they are encouraged to keep using the apps and reflective journals daily. Promoting acts of kindness and gratitude are also ingrained in our circle time activities.

Our school is also involved in Andrew Fuller's Resilience Project and the CASSE team are working on a mini project to promote our school values to their peers.

### **Professional Learning**

Teacher professional learning is valued at Windsor Primary School. We dedicate alternate staff meetings to Professional Development. There is also an expectation that staff members who attend outside Professional Development and they will then be expected to present their findings to level and staff meetings. We offer opportunities for our staff to run professional development sessions, as we value the expertise within our own school.

We also have professional learning teams covering Curriculum. There is also an alternative Collaborative meeting where teams also use data available to them in order to cater for the specific needs of our school environment.

### **How We Support Positive Behaviours and Relationships**

Windsor Primary School knows that it takes a whole community to support student learning and behaviour. Relationships are the basis for fair, respectful and democratic classrooms and schools. We use Restorative Practices to give students opportunities to take responsibility for their behaviours and to be part of the decision-making process.

We seek to foster an environment with a cooperative approach and believe that education is a partnership between students, staff parents and our local community. We know that there will be behaviours and events that will compromise this ideal. When these incidents occur we use a restorative approach to repair damaged relationships with individuals and groups. When appropriate the school will inform parents and have support groups to further support the process.

Circle time is used in classrooms daily and this is an excellent forum to develop methods for repairing the harm and building connections in the classroom and school.

We also have a *rethink* room; this is a quiet place where children come to get away from the hustle and bustle of the yard or to have a restorative conference.

During restorative conference this approach is used:

H-Harmed          O= offender

**O:** Can you tell me what happened?

What were you thinking about when it happened?

H: Can you tell me what happened?

How do you feel about what happened?

Have you thought about anything since?

**O:** What have you thought about since then?

Who do you think has been affected by your behaviour?

How have they been affected?

H: How have you been affected?

What has been the hardest thing to deal with?

**O:** Is there anything else you want to say?

H: How can (name) fix this harm he/she has done to you?

**O:** How do you think you can fix the harm or repair the damage?

H: Do you feel this is fair?

Will this repair the harm?

Is this realistic and achievable?

*Formal agreement if necessary*

**O & H:** Is there anything else you would like to say?

Will this repair the harm?

Is this realistic and achievable?

At the end of each term the coordinator of Restorative Practices must look at the incidents and meet with children who have incurred more than 3 agreements.

### **A Staged Response**

Restorative Practices are embedded in our classroom teaching and learning and used to solve behaviour management issues by all staff. Some serious incidents will require a formal conference involving students, parents, support people and convener. Any imposed consequences arising from these meetings will require a response '*that makes things right*' in the eyes of those affected. The aims of these meetings are to ensure all parties understand the effects of the incident and take responsibility, make amends for those harmed and have a plan for the future. Windsor Primary School does not support nor engage in any form of corporal punishment.



## 3. RIGHTS & RESPONSIBILITIES

### 3.1 Guiding Principles

At Windsor Primary School we value equality for all. We are very proud of the diversity at our school and we value the differences. Every member of SPS has the right to fully participate in an educational environment that is safe, supportive and inclusive. The following rights and responsibilities are applicable to all students, teachers, volunteers and parents/carers.

### 3.2 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 all people of all races, regardless of their religious or political convictions, their impairments or age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- Age
- Breastfeeding
- Gender identity
- Impairment
- Industrial activity
- Lawful sexual activity
- Marital status
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association

### 3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter of Human Rights and Responsibilities Act (2006) 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 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.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

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

### 3.4 Students with Disabilities

The Disability Standards for education 2005 clarify the obligations on schools and the rights of the students under the Disability Discrimination Act 1992.

Schools must make reasonable adjustments to accommodate students with disabilities. Reasonable adjustments must take into account the student's learning needs while balancing the interests of all other parties. When determining if an adjustment is reasonable, schools should take into account information about:

- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments

Schools need to ensure that these adjustments maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

### **3.5 Bullying and Harassment**

#### **Definitions**

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

**Bullying** is a repeated oppression physical or psychological, of a less powerful person by a more powerful person or group.

**Cyberbullying** is a form of bullying which is carried out through an internet service such as email, chat room discussion group, online social networking, instant messaging or web pages. It can also involve bullying through mobile phone technologies such as SMS. It can also involve text or images.

It is important for the school to provide a safe and friendly environment for all students and staff. We must encourage our whole school community to display care, respect and courtesy for others. All people have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying may include:

- Poor health leading to anxiety, depression
- Low self esteem
- Reduced performance academically
- Absences from school and social withdrawal
- 

At Windsor Primary School we advise all students who witness another student being bullied or harassed to report it to the appropriate person. Bystander behaviour is discouraged and students are aware that by doing nothing they may be contributing to the problem by providing an audience for the bully. Our CASSE team encourages all members of our school community to be "Upstanders" not "bystanders".

At Windsor Primary School your concerns will be taken seriously and all complaints treated with confidentiality.

Bullying can be

- Physical – **fighting, pushing, punching, scratching, spitting**
- Verbal – **teasing, name calling, put downs comments about differences of race, gender or disability**
- Visual – **offensive notes and drawings**
- Psychological – **acts that instil a sense of fear or anxiety**
- Social Exclusion – **including ostracising, excluding, ignoring**

- Cyber – Bullying which is carried out through an Internet service such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS). see # appendix 2

**All members of Windsor Primary School have the right to:**

- Be treated with respect and dignity
- Fully participate in an environment free of discriminatory behaviour
- Feel safe valued and supported in an environment that encourages freedom of thought and expression
- Develop responsibility for their own actions

**All members of Windsor Primary School have the responsibility to:**

- Follow the Restorative process when resolving problems
- Participate and contribute to a learning environment which supports the learning of self and others
- Learn self discipline and respect the authority of teachers
- Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006
- Acknowledge the rights of students with disabilities and their obligations under the Disability Standards for Education 2005 and the Disability Discrimination Act 1992

<p><b>All students have the right to:</b></p> <ul style="list-style-type: none"> <li>• Be treated with respect and fairness as individuals</li> <li>• Expect a learning program designed to meet their needs</li> <li>• Learn and socialise in a safe, secure environment</li> </ul>	<p><b>All staff have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Expect to be able to work in a safe, secure environment</li> <li>• Use discretion in application of rules and consequences</li> <li>• Receive respect and support from the school community</li> </ul>	<p><b>All parents have the right to:</b></p> <ul style="list-style-type: none"> <li>• Know their children are in a safe, happy learning environment where they are treated fairly and with respect</li> <li>• Expect a positive and supportive approach to their child's learning</li> <li>• Expect communication and participation in their child's learning</li> </ul>
<p><b>All students have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Be prepared to learn</li> <li>• Explore their full potential</li> <li>• Respect the rights of others</li> </ul>	<p><b>All staff have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Build positive relationships with the students</li> <li>• Create a stimulating, safe and meaningful learning environment</li> <li>• Treat all members of the Windsor primary school community with respect</li> </ul>	<p><b>All parents have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Build positive relationships with the members of the school community</li> <li>• Ensure students attend school</li> <li>• Promote respectful relationships</li> </ul>

\*see appendix#1

## 4. SHARED EXPECTATIONS

At Windsor Primary School we have developed a Code of Conduct (see appendix #3) which outlines our shared expectations. This ensures that the learning, safety and rights of the whole school community are respected. Our Code of Conduct is designed to support individual students and families from a diverse multicultural and socio economic background.

Values at Windsor Primary School are visible in all classrooms and embedded into our program. We ensure the values we promote are visible around the school and in the classrooms. These values are also revisited during conferences e.g. which value do you think was compromised etc?

### **Vision Statement**

Windsor Primary School will provide a challenging 21<sup>st</sup> Century learning environment that:

- Effectively prepares students to be successful and dynamic learners
- Promotes qualities and skills for active and informed global citizenship
- Develops confident, creative individuals, able to contribute positively to a constantly changing society.

### **Mission Statement**

Windsor Primary School is committed to the development of a knowledge community that challenges students to recognise their individual potential and ensures learning is a central activity for all. Students are provided with diverse opportunities in a multi-cultural environment where life-long learning is fostered.

### **Values**

The following values underpin our purpose:

Respect Responsibility Inclusivity Valour Passion

### **Expectations-Staff:**

#### **Engagement**

**Windsor Primary School leadership team will:**

- Ensure the schools' commitment to comply with their duty of care obligations for all students as well as its obligations under the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006 and the Racial and Religious Tolerance Act 2001
- Collaborate with the whole school community in the development and implementation of school policies, programs, protocols, procedures, initiatives and decision-making processes
- Provide leadership, advice, information and support to all members of the school community
- Promote the school and further enhance links with all sectors of the educational community, school community and student services which are inclusive and responsive to student needs
- Foster an environment which values high levels of student and staff diversity and achievement
- Uphold the right of every child to receive an education up to the compulsory age of schooling

#### **Teachers will:**

- Support all students by promoting various learning styles and engaging all students at their optimal level
- Develop positive and meaningful relationships with students in order to promote engagement, wellbeing and learning
- Provide opportunities for student voice to assist the school community in developing a positive school culture both inside and outside the classroom
- Demonstrate a commitment to being informed educationalists on current theories and practices and to being responsive to the need for change
- Ensure active involvement in professional development and their own professional growth

- Demonstrate professional behaviour and dress in a professional manner in order to enhance the reputation of the school

## **Attendance**

### **Parent responsibilities**

Parents are required to ensure their child attends school and to provide an explanation for their child's absence from school, and the principal or nominee must record in writing the reason (if any) given by the parent. The principal must be able to determine from the records if the excuse given was reasonable in terms of the parent meeting their legal obligations.

Parents should inform the school of the reason for their child's absence so that the school can:

- Determine if the child's absence needs to be excused by the principal, in line with school policy and these guidelines
- Determine the appropriate follow up to ensure the child's education and wellbeing is supported
- Record if the parent has a reasonable excuse for not meeting their obligation to ensure their child attends school each day.
- Parents are to inform the school on the day of or in advance of upcoming absences.

### **School responsibilities**

Staff must record:

- Student attendance twice per day in primary schools and in every class in secondary schools for every student enrolled at the school
- The excuse given for an absence and whether this is reasonable in accordance with the *Education and Training Reform Act 2006*
- An absence as unexplained if no excuse has been given and change the attendance record once an excuse is provided or established
- A student is present for a half day when the student has attended at least two hours of instruction.

In compliance with departmental procedures all Windsor Primary School staff will:

- Promote regular attendance with all members of the school community
- Monitor and follow up student absences
- Communicate with parents to offer support

## **Behaviour**

Windsor Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school are expected provide an educational environment in which mutual respect and engagement of all students are encouraged. Windsor Primary School will only exclude students as a matter of last resort in extreme circumstances.

### **Windsor Primary School leadership team will:**

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Monitor and provide additional support for behaviour issues and monitor the effectiveness of implemented strategies
- Provide appropriate professional development opportunities for all staff to be trained in restorative practices and to build their capacity to promote positive behaviours

### **Teachers at Windsor Primary School will:**

- Use the Student Engagement Policy and Code of Conduct as a basis for negotiating a classroom understanding of set shared expectations
- Teach children social competencies through the curriculum content and have regular circle times
- Employ restorative practices to reflect the behavioural expectations of the school

- Build a collegiate atmosphere among all school staff, share strategies and support one another
- Behave in a manner that reflects a restorative approach when dealing with parents, staff and students
- Involve appropriate specialist expertise where necessary

### **Expectations- Students**

All students should:

- Respect, value and learn from others
- Have high expectations that they can learn
- Reflect on and learn from their own differences

### **Attendance**

All students are expected to:

- Attend school every day that school is open students
- Be punctual
- Provide an explanation from their parents/guardians to explain lateness, absence or early leaving

### **Behaviour**

Students are expected to:

- Respect the rights and belongings of others by supporting each other's learning and behaving in a respectful manner
- Work together to promote and support each other in order to provide a happy, safe, inclusive and clean environment
- Work to achieve their personal best whilst allowing others to do the same
- Stay calm and follow the Restorative Process when resolving problems
- Model and support our Code of Conduct and Student Engagement Policies
- Accept responsibility for their behaviour and, with support, find ways to repair the harm to all parties involved
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students, is unacceptable

### **Expectations-Parents/Carers**

#### **Engagement**

- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student-parent meetings, student activities, school celebrations, student support groups and responding to communications in a timely fashion
- Parents/carers need to provide all relevant information to the school to help support their child
- Parents/carers are expected to support the school's effort to educate children about diversity and help to promote a positive image of the school
- Parents/carers are expected to exercise mutual respect and due confidentiality when involved in school committees and programs

#### **Attendance**

Parents/carers are expected to:

- Ensure that enrolment details for students are correct and updated, that their children attend school regularly and that when a child is absent from school, they advise the school as soon as possible
- Ensure that their children arrive on time to participate fully in the daily program

## **Behaviour**

### **Parents/carers are expected to:**

- Understand that Restorative Practices is the basis of our behaviour management and behavioural expectations
- Parents/carers should work with the school to promote these behavioural expectations in order to achieve a consistent approach that will support their child's learning and engagement.
- Communicate positively with teachers and work with teachers

## 5. SCHOOL ACTIONS AND CONSEQUENCES

### Appropriate Behaviour

At Windsor Primary School we acknowledge students who meet our shared behavioural expectations through recognition and encouragement as outlined below.

### Inappropriate Behaviour

When students do not meet these expectations we use a restorative approach in order to address the behaviour. This approach is used to re-establish relationships, ensure consequences for misbehaviour are relevant and meaningful and foster and develop individual responsibility and empathy.

Appropriate Behaviours	Inappropriate Behaviours
<p>Appropriate behaviours may be addressed by:</p> <ul style="list-style-type: none"><li>• Celebration assemblies-certificates</li><li>• Newsletter articles</li><li>• Leadership opportunities</li><li>• Positive feedback</li><li>• The right to represent the school</li></ul>	<p>Inappropriate behaviours may be addressed by:</p> <ul style="list-style-type: none"><li>• Talking to the students and outlining our expectations</li><li>• Discussing appropriate behaviours in class</li><li>• Restorative conferences to repair the harm</li><li>• Working with students to devise Individual Learning Plans or Behavioural Learning Plans</li><li>• Student Support Group Meetings</li><li>• Withdrawing children from the yard or classroom</li><li>• Attendance at specific programs designed to better equip him/her to behave positively in the future</li><li>• Counselling</li><li>• Negotiating alternative solutions e.g. assistance from the Crisis Assessment Centres, alternate settings or last resort suspension or expulsion</li></ul>

### Ongoing Behavioural Issues

Where students exhibit ongoing challenging behaviour patterns a staged response using a number of strategies will be used. These could include:

- Discussing the behaviour problems and reaching an agreement for future behaviour
- Circle times used to help the student understand the impact of their behaviour on others
- Explicit teaching of appropriate behaviours
- Behaviour Management Plans to help children meet their goals
- Monitoring behaviours and providing feedback
- Time out if cooling off is needed
- Withdrawal from activities, class, recess/lunchtimes, excursions or camps
- Counselling and support from relevant agencies
- Student Support Group Meetings



- In house suspension, suspension and expulsion following the Student Engagement Guidelines 2009 developed in response to Ministerial Order No184

At Windsor Primary school we feel connectedness is extremely important and we have asked our staff students and parents to tell us what things make them feel connected to the school.

Here are the collated responses.

**Staff feel connected to Windsor Primary School when...**

- We have fun, share ideas, discuss issues and learn together
- We develop strong relationships with staff, students and parents
- We have opportunities to express opinions and ideas
- We celebrate whole school days
- Past students visit
- Student/staff/parents acknowledge and celebrate teacher efforts and results

**Parents feel connected to Windsor Primary School when...**

- I walk into the school yard and children call out greeting
- I attend assemblies and hear about the fantastic experiences and learning experiences on offer
- Staff in the yard offer a friendly comment in passing
- I hear from staff about something my child did, said or experiences in school
- I attend parent meetings or school council meetings

**Children feel connected to Windsor Primary School when...**

- Teachers listen to you
- I play with my friends
- Teachers help you with your work or if you are hurt
- We help someone at the Buddy Spot
- We play sport and games
- We learn things together
- Volunteers help us learn
- People respect you and make you feel important
- Nobody is excluded from games
- Having lunch time activities
- Becoming part of the leadership team
- People acknowledge your absence by sending cards or asking how you are now
- My parents and teachers talk about my progress and goals
- We celebrate whole school days like Harmony day and twilight sports

## 6. REFERENCES

### **Effective schools are Engaging Schools**

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm>

### **Effective Schools are Engaging Schools**

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

### **School Accountability and Improvement Framework**

<http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>

### **Disability Standards for Education**

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

### **Safe Schools**

<http://www.education.vic.gov.au/healthwellbeing/safely/bullying/default.htm>

### **Charter of Human Rights**

<http://www.education.vic.gov.au/studentslearning/programs/multicultural/tchhrcharter.htm>

### **Equal Opportunity**

<http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm>

### **Education and Training Reform Act**

<http://www.education.vic.gov.au/about/directions/reviewleg.htm>

### **VIT Teacher Code of Conduct**

<http://www.vit.vic.edu.au/files/documents/1543Code-of-Conduct-June2008.pdf>

### **The Student Engagement Policy**

<http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx>

<http://www.education.vic.gov.au/school/principals/participation/Pages/policyinclude.aspx>

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

## 7. APPENDIX

### Appendix #1

#### *What can we do about bullying/teasing?*

##### **Children will**

- Stand up for themselves. Use a strong voice and look the bully/teaser in the eyes
  - Report any problems to a teacher
  - Not retaliate with kicks/punches as they may find themselves with a consequence also
- Bullies/teasers have problems of their own; so don't make their problems your problems.

##### **Parents will... if their child is the victim of bullying/ teasing**

- Advise their child to act assertively; children need to stand up for themselves when the first act of bullying/teasing occurs.
- Advise their child not to retaliate without explaining the possible negative consequences of such action
- Advise their child to report incidents of bullying/teasing to a teacher. If possible, encourage the student to report the incident himself or herself. They gain more self-respect by taking the initiative themselves rather than relying on a parent for action.
- Emphasise to their child that taking ANY part in bullying/teasing still makes them responsible for their actions.
- Understand that being bullied/teased is NOT part of growing up.

##### **Parents will... if their child is a bully/teaser**

- Let your child know that bullying/teasing is totally unacceptable because it affects the rights of others
- Emphasise to them that school should be a safe place for everyone, regardless of the differences between people: no one deserves to be bullied/teased because they speak, look or act differently or in any way that 'you don't like.'
- Show your support for the victim: speak to your child about how the victim may feel because of your child's actions.
- Show support for the school's consequences for bullying/teasing.

**It is important that we foster respect for each person's contributions, acknowledge differences of opinion, and a culture of cooperation. This, above all else, is the strongest antidote to bullying.**

##### **The school will... for the victim of bullying/teasing**

- Clarify the facts.
- Discuss the incidents with the student/s concerned.
- Make sure the victim of the bullying/teasing situation has been looked after and been given some strategies to deal with a similar problem in the future.
- Make sure the class teacher, team leader and Assistant Principal have been informed.
- Involve parents.

##### **The school will ... for the bully/teaser**

- Clarify the facts.
- Discuss the incident.
- Link actions to consequences.
- Restate the school rules on discipline and acceptable behaviour.
- Try to negotiate reconciliation or a change of attitude.
- Discuss with the perpetrator other options in reacting to incidents.
- If warning is not heeded, take action: time out, discipline note or suspension as required.
- Make sure the class teacher; team leader and Assistant Principal have been informed.
- Involve parents.

## ***Student Internet/Email Code of Practice***

### **Student Agreement**

I agree to use the Internet and email at our school in a responsible manner for purposes stated by my teacher.

If I find myself in unsuitable locations I will immediately click on the home or back button and inform my teacher.

When working on the Internet I will:

- Only work on the web for purposes specified by my teacher.
- Not give out information such as my surname, address, telephone number, or parents' work address/telephone number.
- Never send a person my picture without first checking my teacher.
- Always have my teacher's permission before sending e-mail.
- Compose e-mail messages using only language I understand is acceptable in my school.
- Not respond to any messages that are unpleasant or that make me feel uncomfortable in any way. It is not my fault if I get a message like that.
- I will not use material from other web sites unless I have permission for the person who created the material. If I am unsure I will check with my teacher.
- Not use the Internet to frighten or annoy other people.
- Follow school guidelines and procedures when preparing materials for publication on the web.

**I understand that breaches of the rules will see me lose my Internet/email access rights for a period of time determined by my teacher and the Internet/Email committee.**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

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

For further reference please see : [www.netalert.com.au](http://www.netalert.com.au)

## **WINDSOR PRIMARY SCHOOL**

### ***Student Code of Conduct***

This booklet will provide students, teachers and other members of the school community with an explanation of Windsor Primary School's Code of Conduct. It gives a clear, structured explanation of the expected behaviours of students at Windsor Primary School. It outlines the procedures that will be followed if that expected behaviour is not maintained.

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## **Mission Statement**

Windsor Primary School is committed to the development of a knowledge community that challenges students to recognise their individual potential and ensures learning is a central activity for all. Students are provided with diverse opportunities in a multi-cultural environment where life-long learning is fostered.

## **Vision Statement**

Windsor Primary School will provide a challenging 21<sup>st</sup> Century learning environment that:

- Effectively prepares students to be successful and dynamic learners
- Promotes qualities and skills for active and informed global citizenship
- Develops confident, creative individuals, able to contribute positively to a constantly changing society.

## **Code of Conduct Mission Statement**

Through Restorative Practices and the CASSE Program the students at Windsor Primary School will be accountable for their behaviour and develop an awareness of how others are affected by it. To cater for the wellbeing of all students, members of the SPS community will behave in ways that are inclusive, impartial and fair. Students at Windsor Primary School will be aware of their responsibilities in contributing to a happy and safe learning environment.



## Values

### Respect

- Acknowledging the rights and opinions of others including their right to learn
- Being positive about other people, their work and thinking
- Looking after the environment and school equipment
- Acknowledging the personal space of others
- Proudly wearing the SPS uniform

### Responsibility

- Maintaining a clean and tidy indoor and outdoor environment
- Cooperating with others
- Regular school attendance
- Punctual arrival to school and class
- Working consistently to complete tasks
- Moving and playing safely

### Inclusivity

- Encouraging others
- Being positive about efforts
- Accepting others for who they are
- Demonstrating tolerance to others
- Embracing and celebrating difference
- Working consistently

### Valour

- Applying oneself to learning
- Demonstrating strength – emotional and academic
- Supporting peers
- Demonstrating reliability and honesty
- Being able to genuinely self-appraise

### Passion

- Demonstrating a love of learning
- Demonstrating enthusiasm in a special interest
- Caring for others
- Caring for the environment
- Demonstrating commitment to a cause

Respect

Responsibility

Inclusivity

Valour

Passion



## Strategies

- Restorative Practices will be used to repair the harm and restore healthy relationships
- Each day will begin and end with a class circle
- Auxiliary staff will be given opportunities to be trained in Restorative Practices to ensure consistency and fairness
- Parents will be provided with relevant information about Restorative Practices to enable them to support this process
- Students will be praised and rewarded for making good choices
- Student leaders will be encouraged to support their peers and role model this behaviour for others to follow
- Teachers will organise regular contact with parents/guardians of students experiencing difficulties
- All teachers will have ongoing access to relevant PD as it becomes available
- Student leadership opportunities will be provided. The school offers a variety of roles and opportunities for all children to experience some leadership experience.

## Rights & Responsibilities

### ***Everyone has the right to:***

- Be treated fairly with respect and understanding
- Remain safe through operating in an orderly, supportive environment
- Achieve their maximum potential
- Be empowered with the skills of self-discipline
- Develop responsibility for their own actions
- Be able to express their feelings and opinions assertively
- Feel valued

### ***Everyone has the responsibility to:***

- Respect the rights and belongings of others
- Respect the authority of all members of our school community
- Work together to promote a safe and secure environment
- Work to achieve personal best whilst allowing others to do the same
- Stay calm and follow the Restorative process when resolving problems
- Learn and practise self-discipline
- Model and support school expectations
- Work to achieve personal best whilst allowing others to do the same
- Accept responsibility for their own actions



## School Expectations

For all students to enjoy an orderly and secure learning environment, it is expected that all students will:

- Wear school uniform
- Be punctual to school and class
- Take pride in themselves and their school
- Participate in conferences to resolve harm
- Respect the differences of others and their right to feel safe
- Follow staff directions at all times without hesitation
- Treat all school members with respect and courtesy
- Contribute to the formation of classroom expectations and abide by these
- Move safely around the school

## Unacceptable behaviour

- Being in school buildings without permission before school and during lunchtime and recess
- Not following instructions
- Being in a classroom without a teacher present
- Climbing trees or structures other than playground equipment
- Riding bikes, skateboards or roller blades in the school grounds
- Leaving school grounds or classroom without permission
- Aggressive behaviour
- Damaging property
- Bringing the following items to school: glass containers, chewing/bubble gum, liquid paper, toy weapons and other expensive or dangerous toys to school

## Australian Definition of Bullying:

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Conflict or fights between equals and single incidents are not defined as bullying.

Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

## CASSE definition of Bullying

(Stuart Twemlow & Frank Sacco)

Bullying is not a single episode. It is more than simply fighting. It is a sustained interpersonal process that creates humiliation for a victim in front of a bystanding audience. It is a mean spirited, sadistic sequence and series of activities intended to humiliate the victim as a stepping stone toward social dominance. Bullying occurs in a co-created triadic relationship of victim, victimizer and bystander. The bully hurts the victim who seems to attract him/her through the role suction, and this occurs in front of the bystander audience who the bully wishes to impress the victim. The roles can be very fluid, with most individuals tasking up any one or all, of these roles at various times. Bullies tend to select easy targets as victims who will show submission. The bystander fuels the bully so that intervention needs to focus on highlighting and reducing bystander behavior. When bystanders begin to feel ashamed of their role, the school climate is ripe for this anti-bullying approach.

## At Windsor Primary School bullying is not acceptable.

A bully is someone who **consistently** hurts or frightens others.

### Bullying can be

- **Physical** – fighting, pushing, punching, scratching, spitting
- **Verbal** – teasing, name calling, put downs comments about differences of race, gender or disability
- **Visual** – offensive notes and drawings
- **Psychological** – acts that instil a sense of fear or anxiety
- **Social Exclusion** – including ostracising, excluding, ignoring
- **Cyber** – Bullying which is carried out through an Internet service such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS).

## Restorative Practices

- Is a participatory and democratic process that focuses on the incident and repairing the harm caused; not solely on the offenders behaviour
- Is a process of problem solving and conflict resolution
- Aims to restore well-being through conferencing, focusing on the incident and repairing the harm incurred. An agreement is reached between all students and is recorded, specifying how the harm will be restored. Parents will be notified of serious incidents
- This process empowers students to be actively involved in conflict resolution. It makes them responsible for their actions and choices and helps them to understand the effect their choices have on others in the school community.
- It is a non-punitive process focussing on repairing the harm done to others
- It will be used to resolve all issues from small differences to major breaches of school rules
- Is a “No Blame” process

This innovative process has been embraced as a whole school approach to discipline and behaviour.

It is expected that parents will give this process their full support and cooperation.

Students and parents/caregivers who choose not to participate in the Restorative process leave the school with no option but to follow guidelines as set out in *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines*, which may include suspension or possibly expulsion procedures.



## **Casse Program & Team**

The program is designed to encourage our whole school community think about power issues and power struggles involved in the dynamics of bullying. It promotes the idea of changing bystanders to upstanders to help stamp out bullying. The program also promotes inclusive peer relationships.

Tim Colman works with our Casse team to support our students. The Casse Team relies on all members of our school community to be involved. These teams will help to train both staff, parents and students and ensure the values promoted are highlighted in the curriculum.

This program will underpin our other behaviour and welfare programs.

## **Extreme Behaviors**

Teachers will ensure children displaying extreme behaviour know the safety issues and the expectation to move to a designated safe place within 5 minutes.

If no compliance:

- Parents phoned and behaviour documented.
- If student has left the school grounds police procedures will also be implemented (see Missing Person folder –Principal's office).
- Non compliance will result in suspension in accordance with the new ministerial Order 625 which underpins the Student Engagement and Inclusion Guidance
- Parents/Carers must accompany students on return to school for a Suspension Conference to negotiate terms of re-entry.
- For consistent misbehaviour a Behavior Management plan will be developed and if required a Staged Management Procedure will be incorporated

***Extreme Behaviors are:***

- Physical violence
- Throwing a missile & b damaging property
- Extreme, consistent verbal abuse (swearing)
- Intimidation

## Student Code of Conduct Agreement

*Please return signed agreement to class teachers and retain Code of Conduct document for your reference.*

**I agree to follow Windsor Primary School Code of Conduct.**

**Student signature.....**

**Parent signature.....**



**Appendix #4*****Transition: Windsor Primary School. (Draft)***

Term 1	Check
Building a cooperative classroom. Inquiry Unit based on building relationships in a respectful orderly environment	
Establish leadership teams. Include welcoming of new students in leader responsibilities	
Ensure all students know about the Buddy Stop and Rethink Room	
Appoint staff members to ensure new students are monitored e.g. Office Manager, Principal or Assistant Principal	
Welfare meetings- new students discussed as a regular part of the agenda	
Introduce Buddy Reading- all grades are matched with a different grade	
Twilight Sports- house groups with mixed ability and age	
Teachers to ensure new students take part in lunch time activities where applicable	
Survey to new students sent out at the end of Term 1	
Introduce CASSE student team and other leaders to the whole school	
Term 2	
Off to school program introduce Buddies	
Buddy maths program introduced	
Circle time- visualisation activities re: new to school, unable to speak English, attendance or lateness issues	
Harmony Day- connecting both students and families	
Education Week- older students plan lessons for other grades	
Monitor new students- match with a buddy and ensure they take part in lunch time activities	
CASSE Student team project	
Students in Grade 5/6 complete Attitudes to School Survey	
Students in Prep -4 complete survey e.g. POLT, safety in the yard	
Term 3	
Family nights Eg. Maths or Science night. Older children teach/ run sessions for all students	
Buddy Reading continued	
Off to school Program continued	
Survey for new students sent out at the beginning of term 3	
Continue working on the CASSE Team project	
Monitor new students- match with a buddy and ensure they take part in lunch time activities	
Meet with student leaders to discuss results of surveys, complete an action plan	
Meet with small focus groups to discuss issues arising from surveys	
Term 4	
Grade 6 Transition program see options	
Transition program established at the end of the year so all students are familiar with junior, middle and upper school classrooms and teachers	
Monitor new students- match with a buddy and ensure they take part in lunch time activities	
Step Up Transition program. Transition throughout the school. This program includes any new students for the following year from G1-6	

## ***Principles of Restorative Justice in a School Context***

### **INFORMATION FOR PARENTS**

“Restorative justice in a school setting views misconduct not as school rule breaking, but as a violation against people and relationships in the school and the wider community.” Thorsborne & Cameron, 1999  
Restorative Language

What were you thinking? How did you feel? Who do you think was affected? How do you think they were affected? How can you repair the harm?

Foster awareness in the student of how others have been affected.

Avoid scolding or lecturing. This often results in the student reacting defensively. It distracts them from noticing other people’s feelings.

Involve the student actively. Instead of simply doling out punishment, which the student is expected to accept passively, in a restorative intervention, the student is asked to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this, therefore allowing the student to be held accountable.

Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.

Separate the deed from the doer. We can recognise a student’s worth, their virtues and accomplishments while disapproving of their wrongdoing.

See every instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

Restorative practices must be systemic, not situational. Every attempt on an individual level to use these principles needs to be well supported by the broader system. How can the system be transformed in ways likely to minimise the chance of further harm.

### **WHAT DOES CONFERENCING HOPE TO ACHIEVE?**

- All who participate have a greater sense of fairness and justice.
- The student gains a greater insight into the impact of behaviours on others.
- A healing of the hurt and a repairing of damaged relationships.
- The student remains a member of the school community, which can continue to offer support and a sense of belonging.
- A sense of community is heightened when students, teachers and parents are equally valued as participants at a conference.

Further information can be found on the Education page of the Victorian Association for Restorative Justice website: [www.varj.asn.au](http://www.varj.asn.au)

## *School Song*

### Assembly version

We're here this Monday morning  
We're thinking of the week  
We think of Fun and Learning  
And people we might meet  
A school where there's love and there's caring  
*(goes on and on)*  
A school that's a place for friendship  
*(might last for years)*  
A school that's a place for learning  
*(for all of life)*  
A school where we all belong.  
A school where we all belong

### Full Version

This is a place of **learning**  
A place where learning's fun  
We learn from those around us  
We learn from every one  
This is a place to learn

This is a place for **friendship**  
A place we come to play  
A place to meet new people  
Include them, when we play  
This is a place for friendship (might last for years)  
This is a place to learn

This is a place for **caring**  
To catch you when you fall  
A place to care for others:  
May not be friends at all  
This is a place for caring (to cheer you up)  
This is a place for friendship (might last for years)

This is a place to learn

We know that problems can get in the way  
Just like a cloud, they can block the sun's rays ...

These are the things we stand for  
The things that we believe  
These are the things we hope for  
We want our school to be  
A school where there's love and there's caring  
*(goes on and on)*  
A school that's a place for friendship (might last for years)  
A school that's a place for learning (for all of life)  
A school where we all belong.  
A school where we all belong.

*Words by the students of  
Windsor Primary School*