



1. BACKGROUND

Williamstown Primary School aims to provide a stimulating, engaging learning environment that ensures student safety and develops and enhances relationships based on self-respect, tolerance, resilience and dignity, appropriate social behaviours, positive attitudes to learning, and connectedness to school and peers. The 'Willy Kids are Friendly Kids' Program underpins every aspect of school life at the School.

2. PURPOSE

The aim of this policy is to:

- Outline the rights and responsibilities of students, parents and teachers;
- Provide more detail about the 'Willy Kids are Friendly Kids' Program;
- Outline how we continually monitor the effectiveness of programs to enhance student engagement; and
- Outline the staged responses for inappropriate student behaviour.

Specific goals to ensure continued promotion of student engagement and wellbeing are documented in the School's Strategic Plan (see School website).

Details of further resources relating to student engagement and behaviour are available from the School Office.

3. DEFINITIONS

"School" means Williamstown Primary School.

4. PROCEDURES FOR IMPLEMENTATION

Students, parents and teachers recognise and value Williamstown Primary School as a friendly and safe place to be and as a place where they can participate to achieve success and be treated as worthwhile individuals.

Our School aims to:

- be sensitive to the individual needs of children and accepting of their cultural and socio-economic backgrounds;
- develop caring and concerned behaviour towards others;
- allow students to build positive self-concepts;
- involve students in decision making; and
- ensure that procedural fairness applies to all practices and processes.

The rights and responsibilities of students, parents and teachers at Williamstown Primary School will be guided by:

Education, Training and Reform 2006	Makes it unlawful for a member of staff of a Government school to administer corporal punishment to any Government school student.
Racial and Religious Tolerance Act of 2001	Makes it unlawful for students to vilify other students on the grounds of race or religion.
Equal Opportunity Act 1995	The Act sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

The Charter of Human Rights and Responsibilities Act 2006	The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.
Disability Standards for Education 2005	The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

4.1 The Willy Kids Are Friendly Kids Program

The Willy Kids Are Friendly Kids program underpins every aspect of school life at the School. Since its inception, its impact on the student behaviour and achievement has been remarkable with annual reports, triennial reviews, Attitude to School Surveys and Parent Surveys, anecdotal evidence and other research all indicating positive student outcomes as a result of the program. All staff are involved in the program, teaching the skills on a weekly basis and reviewing the program's effectiveness each year. Parents are informed of the program through the weekly newsletter and via the weekly *Willy Kids Are Friendly Kids Awards*. The program remains one of our strongest assets and is supported and celebrated by our entire community.

The four themes that run through the program are courtesy, respect, co-operation and responsibility.

	All students, staff, parents and visitors	Students	Staff
Courtesy	As members of the Williamstown PS community we agree that our interactions will be conducted in a friendly, open and good-humoured manner.	All students have the right to a safe and friendly learning environment.	Staff have the right to a co-operative, consultative, supportive, positive, safe and good-humoured working environment.
Respect	<p>Everyone will work toward providing a safe and respectful learning environment.</p> <p>We respect the experience and knowledge of others, particularly those with special skills and expertise.</p> <p>We respect others and their cultures, accept diversity and adopt behaviours that include others.</p> <p>We acknowledge that Williamstown PS has played a significant role in our local community for many years and its traditions need to be respected.</p> <p>Everyone has a right to be treated with care and compassion, free from harassment and discrimination</p>	Students will be encouraged to achieve their personal best in all areas and respect the achievements of others.	Each staff member's work should be acknowledged, respected and encouraged because we believe that the quality of the work of our staff is crucial in developing the skills and attitudes of our students.

Cooperation	We aim to work co-operatively and to resolve conflict peacefully.	Each student should strive to develop co-operative interpersonal skills and a sense of social responsibility	Staff are encouraged to work co-operatively to develop and maintain a workplace that is secure, rewarding, meaningful and flexible.
Responsibility	We acknowledge that difficulties and disappointments are a normal part of life and by managing these wisely we can build greater resilience and achieve better outcomes for all.	<p>Each student is responsible for his/her own conduct and will be encouraged to develop appropriate social behaviours and a positive attitude to their learning.</p> <p>Students should aim to develop understandings in a broad range of areas including physical, emotional, intellectual, aesthetic, social and moral.</p> <p>Students differ in their readiness and ability to learn and will be taught at a level appropriate to their developmental needs and interests.</p> <p>Students will be encouraged to reflect on their performance and behaviour, to recognise their strengths, and areas for improvement.</p>	<p>Staff will be encouraged to reflect on their performance and behaviour, to recognise their strengths and areas for improvement.</p> <p>We encourage and promote a positive work-life balance as we believe staff well-being and job satisfaction make a significant difference to the quality of teaching we provide.</p>

4.2 Promoting Positive Behaviour

The whole school approach to student behaviour through the *Willy Kids are Friendly Kids* Program places a strong emphasis on relationships and positive reinforcement to encourage and support appropriate behaviours.

There is a whole school approach to ensure that students are engaged learners.

- Students are encouraged and supported to become responsible for their own actions.
- Students and teachers know and accept the school rules.
- Consequences of breaking the rules are clear to all.

4.3 Staged Response for inappropriate behaviour.

	Classroom	Outside the classroom
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Incidental	<p>Discussion with student about behaviour using the common language of the Willy Kids Program.</p> <p>Encourage the student to think about and define concepts such as responsibility.</p> <p>Encourage the student to think about the impact of their behaviour on others and not only themselves.</p> <p>Discussion with the student regarding appropriate strategies to handle the situation.</p> <p>Discussion with the student regarding logical consequences for the action.</p> <p>Explicit teaching of appropriate behaviour.</p> <p>Recognition of factors that may be influencing behaviour (family circumstances, learning difficulties, medical, etc.).</p> <p>Specialist classes – as above plus - student moved to work more closely with teacher. Feedback to classroom teacher.</p>	<p><i>As per classroom response plus...</i></p> <p>Walk with yard duty teacher who will 'hand over' the student to the next staff member on duty with information re incident/issue.</p>
Regular	<p>Move to another classroom</p> <p>Involvement of Team Leader</p> <p>Involvement of parent if appropriate.</p> <p>Specialist classes – as above plus feedback to classroom teacher, warnings then time out for recurring incidents. Discussion after time out using Willy Kid language.</p>	<p><i>As per classroom response plus...</i></p> <p>Forfeit right to use equipment/play in a certain area.</p> <p>Forfeit right to play with particular students for a period of time.</p> <p>Conference with other students involved</p> <p>Opportunity to sit on Thinking Chair to reflect on behaviour and calm down.</p>
Ongoing	<p>Involvement of Principal (Prin), Assistant Principal (AP), Student Welfare Coordinator/s (SWC)</p> <p>Withdraw from Class – Thinking chair</p> <p>Individual Learning Plan (ILP)</p> <p>Behaviour contract</p> <p>Communication book</p> <p>Student Support Group (SSG) Meeting – involving staff and families to support the students.</p> <p>Specialist classes – Liaise with classroom teacher to reinforce consequences of behaviour</p>	<p><i>As per classroom response plus...</i></p> <p>Forfeit the right to recess or lunch for a period of time.</p> <p>Forfeit right to participate in school sport/excursion/camp</p> <p>Opportunity to sit on Thinking Chair to reflect on behaviour with follow up discussion with staff member who sent them there.</p>
Serious	<p>Monitoring of behaviour by Prin/AP/SWC</p> <p>Regular discussion with parents.</p> <p>Counselling through School Support Service Officers (SSSO)</p> <p>Relevant outside agencies involved</p>	<p><i>As per classroom response plus...</i></p> <p>Regular time out from recess/lunch periods.</p>
* Severe	<p>In School Suspension</p> <p>Suspension – following DEECD procedures</p> <p>Post suspension Student Support Group (SSG) meetings</p> <p>Expulsion – following DEECD procedures</p>	<p><i>As per classroom response</i></p>

*If a student's behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at risk the Principal may suspend the student immediately.

4.4 Monitoring Effectiveness

The School will continually monitor the effectiveness of all of the above programs through the use of School Attendance Data, Attitudes to School survey, in-house school surveys, anecdotal evidence and other available data. We will also use these to identify ways to enhance connectedness to school and to inform improvements in student relationships and wellbeing.

5. REVIEW AND POLICY HISTORY

This policy is due for formal review in April 2017 although it may be changed at any time as required after discussion with School Council and the Principal.

Policy History:

Version Approval Date	Summary of Changes
October 2012	Comprehensive review
September 2013	Updated. For noting.
April 2014	Updated. For noting.