

# Hastings Primary School

**Our aim is to ensure we have a safe and caring school.**

Our mission is to ensure the social, emotional, physical and intellectual well-being of every individual.

NB: See the full statement on back cover

**We are kind to others**



Harassment and Bullying including teasing, 'ganging-up', bad language, name calling, exclusion, extortion, gesture, telephone, computer/internet, physical and verbal abuse are not acceptable.

**We keep each other safe.**



- ✓ We will speak and act politely, using a reasonable tone of voice, to all other students and adults within and around the school.
- ☒ Unwelcome or inappropriate physical contact is unacceptable at any time.

## **We play by the rules.**



- ✓ We expect good sporting behaviour at all times.
- ✓ We make sure that we always tell the truth.
- ✓ We do not interfere with other people's belongings or games.
- ✓ We make sure that the games that we play are safe, inclusive and fair to all.
- ✓ We honour our commitments.

## **We respect and take pride in ourselves.**



- ✓ We will follow the Dress Code and School Uniform policy.
- ✓ We will respect our own and others personal safety.
- ✓ We will speak to others using appropriate language. That means we don't tease, swear or call others names.
- ✓ We will use praise and encouragement.
- ✓ We will practise personal cleanliness and healthy habits.

**We co-operate  
and treat each  
other with  
courtesy.**



- ✓ We will follow staff directions, including those of Casual Relief Teachers and visitors without hesitation and at all times.
- ✓ We will all be courteous towards each other and to visitors at all times.

**We respect  
and take  
pride in our  
school.**



## HPS Student Well-Being Policy

- ✓ We will wear our school uniform with pride.
- ✓ We will arrive at school and be ready to commence lessons at 8.50am.
- ✓ We will report to the office to collect a late pass after 9am.
- ✓ We take care of our school buildings, gardens and equipment.
- ✓ We will stay away from the out of bounds areas in the school.
- ✓ We will resist playing in or around the toilets.
- ✓ We will keep the school grounds neat and tidy to indicate pride in our school.
- ✓ We will compost our food scraps.
- ✓ Food will only be eaten in the classrooms.

## HASTINGS PRIMARY SCHOOL RULES

### It is unacceptable to:

- ✗ Use physical or verbal abuse
- ✗ Leave the school ground without permission under any circumstances
- ✗ Throw missiles such as sticks and stones.
- ✗ Being in 'out-of-bounds' areas
- ✗ Run in corridors, around corners of buildings, through breezeways and through gardens
- ✗ Ride bikes, skateboards, roller blades or scooters in the school grounds
- ✗ Climb in trees or structures other than designated playground equipment
- ✗ Being in the school buildings at recess and lunchtime without permission
- ✗ Not using the school crossing when the flags are displayed.
- ✗ Bring mobile phones and electronic games (eg game boys) or other valuable items to school without permission.
- ✗ Bring glass containers of any kind to school
- ✗ Bring chewing/bubble gum or liquid paper to school
- ✗ Bring toy guns and other toys which are dangerous to school

## HPS Student Well-Being Policy

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

The Student Well Being program has an integrated Student Code of Conduct and associated policies. This involves a system of levels which allow your child to:

- Develop as a citizen, recognising their own rights and responsibilities
- Have their wellbeing protected.
- Be recognised and rewarded for personal success and positive achievements in the school.
- Participate in a management program that provides a structured framework of actions and consequences that encourages self development and protects the rights of students to learn and teachers to teach.



***With every right, there comes a responsibility.***

# RIGHTS

 I have the right to be treated with respect, understanding and tolerance.

 I have the right to be treated with respect and politeness.

 I have the right to personal safety in a safe environment.

 I have the right not to have my physical or mental health interfered with by others.

 I have the right to expect my property to be safe.

 I have the right to achieve my personal best in all school activities.

 I have the right to have my achievements and effort recognised by the community.

 I have the right to a pleasant and clean school.

 I have the right to have my rights respected.

 I have the right to be helped to learn self-discipline.

**With every right, there comes a responsibility.**

# RESPONSIBILITIES.

 I have the responsibility to treat others with respect, understanding and tolerance.

 I have the responsibility to respect the authority of supervising adults.

 I have the responsibility to protect the safety of others and their environment.

 I have the responsibility not to take harmful substances or encourage other students to do so.

 I have the responsibility not to steal, damage or destroy the property of others.

 I have the responsibility to work to the best of my ability and respect the rights of others to do the same.

 I have the responsibility to act in ways that allow the community to recognise and respect school achievements and effort.

 I have the responsibility to help maintain a pleasant and clean school.

I have the responsibility to respect the rights of others.

 I have the responsibility to learn self-discipline.

# LEVELS.

There are 5 levels.

Level s.	Outcomes	Types of behaviours	Consequences
<b>1</b>	Reward or personal success	<ul style="list-style-type: none"> <li>• Excellent role model</li> <li>• Citizenship</li> <li>• Initiative</li> <li>• Enthusiasm</li> <li>• Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• School rewards and privileges</li> <li>• Positions of responsibility and trust</li> </ul>
<b>2</b>	<b>Start</b>	<b>Good all rounder</b>	<b>Class rewards and privileges</b>
<b>3</b>	Seek advice	<ul style="list-style-type: none"> <li>• Room for improvement</li> <li>• Not always remembering to “follow the rules”</li> <li>• Ignoring good advice</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Behaviour management plan</li> <li>• Referral to Welfare Officer/Chaplain</li> <li>• Possible exclusion from activities and events</li> </ul>
<b>4</b>	<b>Must improve</b>	<ul style="list-style-type: none"> <li>• Frequently making poor choices in behaviour and attitude</li> <li>• Making no effort towards improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Assistant Principal</li> <li>• Student Support group meeting</li> <li>• Exclusion from activities and events</li> </ul>
<b>5</b>	Exclusion	<ul style="list-style-type: none"> <li>• Consistently displaying inappropriate and unacceptable behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• As for level 4 and including;</li> <li>• Referral to outside agencies</li> <li>• School Student Support Officer at regional level</li> </ul>

## How does the Code of Conduct work?

### LEVEL 2 – STARTING

All students will be placed on **Level 2** of the Code of Conduct at the beginning of each school year.

All new students to Hastings Primary School will be placed on Level 2.

Level 2 is a good place to be. Students are encouraged to aim for Level 1 but it is not an expectation.

### LEVEL 1 - MOVING UP.

Students are moved to **Level 1** (the highest level) in recognition of their citizenship, commitment, enthusiasm and outstanding contributions to school life over a sustained period.

Each student will be presented with a certificate and acknowledged in the school newsletter.

### LEVELS 3, 4, 5.- MAKING POOR CHOICES

Placement on **Level 3, 4 and 5** is an indication that behaviour must improve.

A set of progressively more serious consequences will result.

**Levels 3, 4 and 5** are for students experiencing problems.

- Students are moved to **Levels 3, 4 and 5** in response to referrals from school staff.
- They will be given support and advice.
- Students will be expected to take responsibility for actions that affect the rights of others.
- Students who reject support and advice, and continue to abuse the rights of others in the school, will be placed on **Level 5**.
- A decision as to that student's suitability to attend Hastings Primary School will be discussed with the student and parents.

### **Communication to home.**

- Parents will be informed by letter of any decision to move their child from one behaviour level to another. They will be asked to assist in solving any problems resulting from their child's behaviour.
- A parental response to a Code of Conduct letter is expected at all times.
- Students will move back towards **level 2** from **Levels 3, 4 and 5** when they are able to show they are becoming responsible and positive school members.

### **Suspension.**

**Serious misdemeanours may be dealt with by suspension, irrespective of a student's current behaviour level.**

- Parents **MUST** attend a post suspension meeting organised by the school before the student returns to school.

**Definition of violence:** Violence, including bullying, is any action that jeopardises the safe and happy environment of the Hastings Primary School community by causing physical or emotional stress to others. A copy of the Hastings Primary School Bullying Policy is included in this document.

### **Pupils may return to a higher level through:**

- ↪ Commendations by staff.
- ↪ Successfully meeting a set of requirements including consistent, co-operative behaviour using the tools and strategies outlined in their individual behaviour management plan.

### **Support Mechanisms for Good Behaviour:**

- |  |   |
|--|---|
| ↪ Merit certificates                         | ↪ Verbal/written encouragement  |
| ↪ Stickers                                   | ↪ School assemblies   |
| ↪ Excursions                                 | ↪ School newsletter   |
| ↪ Visits to classroom by principal           | ↪ Parent/teacher interviews   |
| ↪ School reports                             | ↪ Verbal recognition in class/assembly & special privileges and activities. |
| ↪ Visits to principal or other staff members |   |

# Level 1

### Reasons for being placed on this Level

You have been recognised as being a person who makes a very positive contribution to our school.

You have consistently been an excellent role model.

You display:

- Continued excellent behaviour
- A sense of personal pride
- Self-reliance and initiative
- A caring attitude towards others
- An ability to form satisfying and stable relationships
- A commitment to live by a set of universally accepted values
- A sense of personal and social responsibility for your own actions and decisions
- You have received several commendations from a number of staff
- Care for the environment
- A commitment to your community

### What Happens on this Level?

- ❖ You will be acknowledged in the school newsletter.
- ❖ You will be presented with a certificate at assembly.
- ❖ Your family will be proud of you.
- ❖ You will be proud of yourself and know that you are making the most of every opportunity.
- ❖ You will be respected and appreciated by staff and other students.
- ❖ You may have a choice of some extra activities at school:
- ❖ You may be offered opportunities to represent our school at special functions.
- ❖ You may be given privileges in the classroom or around the school .

# Level 2

## Reasons for being placed on this level

Everyone is placed on this level at the beginning of the school year.

- You are co-operative, courteous, polite and respectful.
- You obey all school rules by following the Code of Conduct.
- You do your best and strive to achieve in work and play.
- You understand and practice “You Can Do It” Habits of the Mind.
- You play by the rules.
- You are fully organised and prepared for each day.
- You make good choices about your homework commitments.
- You are tolerant of others.
- You display a positive attitude to learning.
- You attend school every day (unless ill or have an important commitment).

## What happens on this level ?

- ❖ You choose to co-operate with others.
- ❖ You are helpful and try to work with teachers and other students.
- ❖ You respect the rights of others.
- ❖ You will be appreciated by other students and be proud of yourself.
- ❖ You complete your work tasks.
- ❖ You make good choices about your behaviour and attitude.
- ❖ You set and reach personal goals.
- ❖ Your effort will be acknowledged by staff.
- ❖ You may be awarded with Student of the Week.
- ❖ You display pride in your work.
- ❖ You consistently display a positive attitude.

# Level 3

## Reasons for being placed on this level.

You are demonstrating poor choices in your attitude and behaviour.

You are not co-operating.

You have not responded to good advice.

Staff are worried about you.

You may be...

- Trying to disrupt or upset the class, which means that others cannot get on with their work.
- Being rude or unco-operative to staff in class or in the playground.
- Being uncooperative for a Casual Relief Teacher or parent/volunteer helper.
- Behaving unsafely.
- Not completing expected tasks.
- Abusing your school privileges at lunch, recess, sport and specialists.
- Hurting other students.
- Abusing the rights of others in the school community.

## What happens on this level?

Your parents will be notified by:

- Phone call or personal chat.
- A Code of Conduct level letter in the mail.

☒ You will be placed on an Individual Behaviour Management Plan, which is signed daily by parent and teacher.

☒ You should talk to your parents and teacher to seek support to improve your behaviour.

☒ You may request, through your teacher, the opportunity to return to Level 2 after two weeks of co-operation and showing effort to improve your behaviour.

☒ After school consultation, you may only be permitted to participate in special activities with supervision.

**If you are a student leader and it is your first time on this level you will be suspended from your leadership position until you return to Level 2. If it is your second time on this level, your position will be removed.**

# Level 4

## Reasons for being placed on this level

You have continued to ignore the rights of others in the school. You have not taken advantage of the support offered.

You have not followed the advice of your parents and teachers.

You may be placed directly on to this level if you:

- Steal
- Injure someone purposefully
- Wilfully destroy school or property belonging to others
- Verbally abuse someone
- Bully someone
- Leave the school ground during school hours without permission.
- Refuse to comply with any reasonable instruction from a staff member.
- Behave in a manner that interferes with the learning opportunities of other students
- Engage in unacceptable discriminatory behaviour.

## What happens on this level?

Your parents will be asked to attend a meeting with the Principal, and/or Assistant Principal, class teacher and yourself to develop an Individual Behaviour Management Plan which is signed daily by parent and teacher.

- You may be excluded from your class and expected to complete school work elsewhere.
- You may be withdrawn from the playground.
- You will have no sporting commitments, special in school activities or excursions while you remain on this level.
- You may be referred to the school Guidance Officer or other support staff for advice and/or assistance.
- You may request a return to a higher level after two weeks of co-operation and improved behaviour and consultation with your teacher.

**If you are a student leader on level 4 there will be an immediate review of your position by the school.**

# Level 5

## Reasons for being placed on this level

Your behaviour, attitude and effort have been very poor. You are constantly affecting the safety and learning of others.

- You have ignored ALL attempts to help you. You have not tried to help yourself.
- You take no responsibility for your actions.
- You have not learnt to control your behaviour.
- You do not recognise the rights of others. You have shown that you do not want to fit in with others at school.
- You have a completely negative attitude about school and your own behaviour.

You have committed a violent act.

**Definition of Violence: Violence is any action that jeopardises the safety and happy environment of the Hastings Primary School community by causing physical or emotional stress to others.**

## What happens on this level?

After talking to you, your parents and school staff, the Principal may decide that:

- You will be excluded from all school functions.
- You may be excluded from class and required to complete school work in an isolated area for a negotiated period of time.
- You may be required to have different recess times from the other students for a negotiated period of time.
- You may be suspended from school for a period of time.
- You may continue to be isolated from classroom and playground.
- You may be asked to leave Hastings Primary School.

**To move from this level, you and your parents will be required to support your Individual Behaviour Management Plan.**



## **BULLYING and HARRASSMENT POLICY**

### **Definition:**

A person is bullied when they are intentionally **exposed regularly and over time to negative or harmful actions** by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

### **Rationale:**

- The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach without disruption, and the right to feel safe and secure in their school environment.

### **Aims:**

- To inform the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

### **Implementation:**

- Parents, staff, students and the wider community will be aware of the school's management of bullying issues.
- The school will adopt the following four-phase approach to bullying.

#### **A. Primary Prevention:**

- Professional development for staff relating to bullying and harassment and the strategies that counter-act them.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.

- To provide programs that promote strategies that build resilience, life and social skills, assertiveness, conflict resolution and problem solving skills.
- Records of bullying incidences and inappropriate yard behaviour will be regularly monitored.
- 'You Can Do It Education' program implemented across the school.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Student Representative Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.
- Building a culture of character by teaching a set of agreed values
- Interest clubs and sporting equipment available to students at recess and lunch breaks.

### **B. Early Intervention:**

- Promote children identifying bullying incidents involving themselves or others.
- Classroom teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing.
- Parents encouraged to contact school if they become aware of a problem.
- A designated safe and quiet place will be provided for children to access at recess and lunch times.
- An email address to be created for students to report bullying.
- Public recognition and reward for positive behaviour and resolution of problems.
- School Council will be informed of bullying incidents via the Principal's report.

### **C. Intervention:**

- Those identified as having been bullied will receive support.
- Once identified bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated, documented and reported to appropriate people where necessary, including parents.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.

## D. **Post Violation:**

- Consequences may involve: -
  - A review of the student behaviour level
  - Exclusion from class.
  - Exclusion from playground.
  - School suspension.
  - Withdrawal of privileges.
  - Ongoing counselling from appropriate agency for both victim and bully in conjunction with their families.
- Ongoing monitoring and support for identified bullies and victims of bullying.
- Rewards for positive behaviour.

### **Evaluation:**

This policy will be reviewed with student, parent and community input as part of the school's annual cycle.

This policy was last ratified by School Council in....

July 2012





## DRESS CODE and UNIFORM POLICY

### Rationale:

- A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Dress Code.

### Aims:

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide a school uniform that supports the safety of students
- To provide durable clothing that is cost effective and practical for the school environment and our community
- To maintain and enhance the positive image of the school in the community.

### Implementation:

- School Council Dress Code and Uniform Policy provides choice for the students, allows for students to safely engage in all school activities, and caters for the financial constraints of families.
- The Dress Code and Uniform Policy applies during school hours, while travelling to and from school, when students are on school excursions and camps and when students are representing the school in the broader community.
- **CLOTHING:** The school colors are navy blue and white. Items of clothing that are to be plain navy include track pants, trousers, leggings, shorts, windcheaters, vests and skirts. Polo shirts and skivvies are to be white or navy. School approved bomber jacket (for all students) and Summer gingham dress and Winter tunic are available for girls. No decorative additions such as stripes, colored motifs or manufacturers labels, except the school logos, are allowed. Denim is not acceptable.
- A commemorative Year 6 top is made available for purchase each year.
- **SPORTS UNIFORMS:** Where required, sports uniforms will be provided by the school. All uniform items must be worn in the appropriate manner for which they were designed. Sports style shoes are recommended on sports days.
- **HEADWEAR:** ‘Sunsmart recommended’ navy blue, broad brimmed hats, either plain or with school logo, will be worn in accordance with the current Sunsmart policy recommended date.. During this time they must be worn for

ALL outdoor activity including PE classes, sports and excursions.. Dark rimmed sunglasses are also recommended during this period but are optional. During cooler months navy beanies are available.

- **HAIR** Extreme hair colors (eg: green, pink or purple rinses) and/or extreme hairstyles (eg: spikes or mohawks) are not permitted. Plain, navy hair ties, ribbons, head bands and scrunchies are acceptable. Students with shoulder length, or longer, hair are expected to tie the hair back (in accordance with the Head Lice Policy).
- **FOOTWEAR:** Only flat, closed in leather or jogger style shoes are to be worn at school. Strong leather sandals, with closed toe, are acceptable in warmer months. Socks must be worn at all times.
- **ACCESSORIES** . Plain navy scarves and gloves can be worn during colder months.
- **JEWELLERY**. Stud earrings and sleepers, worn in the ears, and watches are the only acceptable jewellery. Other forms of visible body piercing or body art (including temporary tattoos) are not acceptable.
- **COSMETICS** Other than clear nail polish, cosmetics may not be worn at school.
- The student Dress Code and Uniform Policy, including details of uniform items and places of purchase, will be published in the newsletter at the start of each year and available at the school office.
- Arrangements can be made to supply uniforms via State Schools Relief for families experiencing economic hardship. Second hand uniform items may be purchased at the school, depending on availability.
- Students who are not in full school uniform may be provided with spare uniform items if available. If not available the student may be excluded from the event. Children may be excluded from excursions outside the school when out of uniform. Full school uniform is expected to be worn for annual school photos.
- School Council requires the Principal be responsible for implementation of the Dress Code and Uniform Policy .
- Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the Principal.

**Evaluation:** This policy will be reviewed as part of the school's three-year review cycle.

**Ratified by School Council** 22<sup>nd</sup> July 2008