



INFORMATION BOOKLET 2019

School No.: 1098

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School Principal: Simone McDonald



A 5 STAR Sustainable School





SCHOOL PROFILE

Hastings Primary School No. 1098 is situated in the township of Hastings on the Westernport side of the Mornington Peninsula. The school was established in 1872 and has provided continuous education for the community throughout that time. Located on Hodgins Rd., and bounded by Kings Creek and natural bushland, the school offers spacious grounds and buildings and is within walking distance of the business and recreation centres, the Hastings Marina, the foreshore and its reserves. The present enrolment at the school is 250 students. In the next 5 years we are expecting a small but steady growth in student enrolments as Hastings Township and Western Port area become more populated.

HASTINGS PRIMARY SCHOOL - building the future

Hastings Primary School will support our students to be the best they can be as active, creative and responsible global citizens.

Our endeavour, as a community, is for students to leave with the personal capabilities and aspirations to confidently and successfully strive for and achieve their personal best.

Our Vision

To engage each of our students in a broad and balanced educational experience, delivered in an enjoyable, positive, safe, supportive and challenging learning environment, where they will be equipped with the academic and life skills to reach their full potential and be responsible citizens and life-long learners.

Our Values

Our school motto, “Caring, Respecting, Learning”, is the cornerstone in building relationships and promoting strong partnerships between students, teachers, parents and the wider community. To build this community spirit, a clear set of values are shared by the school community.

CARING RESPECTING LEARNING

CARING means to display kindness, empathy, sensitivity and understanding to those within our community and beyond.

CARING is

COMPASSION - Feeling and showing empathy and understanding to others.

CONNECTEDNESS - Taking action to care for our community and environment with thoughtfulness and consideration.

CONSIDERATION - Being a welcoming, friendly and reliable member of our community.

RESPONSIBILITY - Seeking to make amends when we do harm.

LEARNING means a step by step process in which an individual experiences permanent, lasting changes in knowledge, behaviours or ways of processing the world.



RESPECTING means - appreciating and valuing ourselves and others, and demonstrating this in our behaviours and attitudes.

RESPECTING is

SELF RESPECT - Accepting and valuing who we are, and doing the very best we can.

INCLUSION - Valuing diversity and understanding everyone has a voice.

BELONGING - Actively supporting others to feel included and accepted members of our school community.

INTEGRITY - Being honest, trustworthy and loyal.

LEARNING is

ENGAGEMENT - Being curious, motivated and engaged in learning.

ENDEAVOUR - Having a growth mindset and believing you can learn more with effort.

RESILIENCE - Taking risks in our learning and accepting mistakes as opportunities to learn and grow.

UNDERSTANDING - Making sense of the world through the use of critical and creative inquiry skills.

DETERMINATION - Being optimistic and confident about finding solutions and positive outcomes.

Statement of Commitment to child safety

Hastings Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Hastings Primary School has zero tolerance for child abuse.

Hastings Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Hastings Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.



Hastings Primary School

The children at Hastings Primary School come from a range of backgrounds representing industrial, professional, rural and welfare groups. A high percentage of students live within the township of Hastings and the majority complete their schooling at Western Port Secondary College.

The Hastings PS school community is proud of the facilities and grounds provided. The school experienced an extensive upgrade in 1997, during its 125 year celebrations. A special feature of the school is the Administration Centre housed in the original 1872 school building. Other features include:

- Extensive sealed and grassed grounds, with natural bushland on 2 sides, synthetic turf playing field, fitness track and 3 adventure playgrounds, meeting the needs of different age levels
- Continuing enhancement of gardens and playgrounds recently including a Learning Stones Koori reflection garden provided in partnership with local community groups.
- Undercover facilities, including shade shelter over sandpits and seating, to provide adequate weather/shade shelter and a more child friendly environment.
- 15 permanent classrooms, most with withdrawal areas and office spaces, fully air conditioned and carpeted for the comfort of students and staff.
- A highly resourced Visual Arts room, including a kiln and interactive whiteboard to access examples of artworks around the world.
- Well-resourced fitness and sport facilities including a school hall and synthetic turf athletics field.
- Fully functional classroom kitchen where all students participate in Food smart cooking and nutrition classes.
- As a 5 Star Sustainable School we support knowledge and understanding in the area of environment protection and preservation. The school has a vegetable garden, henhouse and frog pond within its grounds. These support classroom programs in Health and Nutrition, Science and Environment.
- Fully trained Occupational Health and Safety officer who, in conjunction with the Principal, manages the employee and student health and well-being guidelines and the risk and emergency management policy and processes, including the Occupational Health and Safety responsibilities.

Hastings PS has a challenging and extensive curriculum which places the development of Literacy, Numeracy and student well-being, in all students, at the forefront of planning, implementation and evaluation. All Key Learning Areas are integrated into comprehensive and focused learning programs. Features include:

Student Well Being

- Hastings Primary School has been implementing the KidsMatter framework for the past seven years. This highly resourced and supported program (sponsored by Federal Government, beyond blue, Australian Psychological Society, Australian Rotary Health Research Fund and Australian Principals Associations Professional Development Council) assists in developing stronger links with families and the wider community.
- The Student Well Being and Management Code of Conduct provides all school community members with a clear set of expectations, acknowledgements and consequences, please see below for a detailed description.
- An extensive student support framework, including whole school social skills programs including You Can Do It and Resilience, Rights and Respectful Relationships programme, supports student well-being and confidence, building self-esteem, friendships and loyalty.
- You Can Do It! Education program assists students to develop the Foundations of Learning - Confidence, Getting Along, Persistence, Organisation and Resilience – through explicit teaching of the Habits of the Mind (see pages 13-15 for more detail)
- Primary School Student Welfare Officer/Teacher support staff and additional health professionals in their work, meeting the needs of individual and groups of students and their families.
- Primary School Chaplain and Counsellor work in the school, with students, staff and families
- The promotion of student leadership development throughout the school in the roles of School and House captains and Junior School Council representatives and special interest projects.
- Please find the Student Wellbeing and Engagement Policy on our website

Curriculum Areas

- All curriculum areas are well supported by the provision of ‘state of the art’ technology including interactive whiteboards and computers in every classroom.
- Numeracy and Literacy development is supported with high quality teaching and learning strategies including personalised learning and differentiated grouping.
- Assessment and reporting processes have been designed to meet the needs of all students, parents and staff. Reports are distributed in mid year and end of year, while formal student lead conferences occur during Term 1 and Term 3, with significant focus on goal setting for the future.
- An integrated curriculum, incorporating Humanities, Science, Technology and The Arts, is implemented to support the acquisition of Literacy and Numeracy skills through experiences which link the learning to the global world we live in.
- Learning Technologies and Information & Communication Technology program, including global communications using notebooks, desktops and iPads.
- Health, Physical Education and sport encompasses physical education lessons, intra and inter school sports and sports clinics, Fitness First (Prep – Year 6 program 2 days a week). These programs are highly resourced.
- ‘Good Living’ program aims to enhance the knowledge and skills of students to lead healthy, active lives. The program includes Foodsmart (nutrition and food preparation), Bike Ed, Outdoor Ed, Drug Education and Social Skills programs.



- The Arts curriculum is delivered through a comprehensive and exciting Visual Arts program with Performing Arts being integrated through incursions, excursions, performances and Kidspower clubs.
- A '5 Star Sustainable School' Hastings Primary School encourages and educates students to be involved in a range of activities and strategies to support environmental awareness and sustainable futures. We have vegetable gardens and a henhouse where students enjoy gardening and care of the hens. Rainwater tanks, rubbish free playground, recycling all paper and composting are only some of the strategies we implement.
- The Westernport cluster of schools and local pre-school/child care centres provide a planned, structured and generous transition program for Prep and Year 6 students.
- Additional programs and activities to meet the interests of individuals and groups of students through performing arts, sporting activities, lunchtime clubs and activities and Junior School Council

Parents, as part of the learning partnership, are encouraged to become involved in classroom programs, physical education and sports, excursions, camps, clubs and special events. Their interests, skills and time are greatly valued.

A significant number of community volunteers, of all ages, support H.P.S. with their time and expertise throughout the year in classrooms and additional projects.

School Council is highly supportive in the organisation, resourcing and management of school programs, grounds and facilities.

An active parent/community volunteer group (Friends of Hastings Primary School) meet to plan and organise social and fundraising activities for the whole school community.

Hastings Primary School is a significant participant and contributor to the Westernport Cluster of schools and the Mornington Peninsula Network of schools. We work collaboratively within these networks to maintain an informed and co-operative approach to sharing best practice teaching and learning strategies and promoting connectedness to our schools and their communities.

Hastings Primary School remains committed to maximising the educational opportunities for all students, striving for continuous improvement and community well-being.

PRIMARY SCHOOL PRIVACY NOTICE

Information about the Enrolment Form. Please Read This Notice Before Completing The Enrolment Form.

This confidential enrolment form asks for personal information about your child as well as family members and others that provide care for your child. The main purpose for collecting this information is so that Hastings Primary School can register your child and allocate staff and resources to provide for their educational and support needs. All staff at Hastings Primary School and the Department of Education & Training are required by law to protect the information provided by this enrolment form.

Health information is asked for so that staff at Hastings Primary School can properly care for your child. This includes information about any medical condition or disability your child may have, medication your child may rely on while at school, any known allergies and contact details of your child's doctor. Hastings



Hastings Primary School depends on you to provide all relevant health information because withholding some health information may put your child's health at risk.

Hastings Primary School requires information about all parents, guardians or carers so that we can take account of family arrangements. Family Court Orders setting out any access restrictions and parenting plans should be made available to Hastings Primary School. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principal, Mrs. Sue Lyons, if you would like to discuss, in strict confidence, any matters relating to family arrangements.

Emergency Contacts

These are people that Hastings Primary School may need to contact in an emergency. Please ensure that the people named are aware that they have been nominated as emergency contacts and agree to their details being provided to Hastings Primary School.

Student Background Information

This includes information about a person's country of birth, aboriginality, language spoken at home and parent occupation. This information is collected so that Hastings Primary School receives appropriate resource allocations for their students. It is also used by the Department to plan for future educational needs in Victoria. Some information is sent to Commonwealth government agencies for monitoring, planning and resource allocation. All of this information is kept strictly confidential and the Department will not otherwise disclose the information to others without your consent or as required by law.

Immunization status

This assists Hastings Primary School in managing health risks for children. This information may also be passed to the Department of Human Services to assess immunisation rates in Victoria. Information sent to the Department of Human Services is aggregate data so no individual is identified.

Visa status

This information is required to enable Hastings Primary School to process your child's enrolment.

UPDATING YOUR CHILD'S RECORDS

Please let Hastings Primary School know if any information needs to be changed by sending updated information to the school office. During your child's time with Hastings Primary School we will also send you copies of enrolment information held by us. Please use this opportunity to let us know of any changes.

ACCESS TO YOUR CHILD'S RECORD HELD BY SCHOOL

In most circumstances you can access your child's records. Please contact the Principal to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise you if this is required and tell you how you can do this. If you have any concerns about the confidentiality of this information please contact the Principal. The Department can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form.

Please call the Department's Privacy Manager on (03) 9637 3601 if you would like this information.

School Information

BELL TIMES

**Children line up in designated areas before entering school at the beginning of each session.
Bells to signal the start of each session are preceded by three minutes of music to allow**

children and teachers time to get to line. Children and teachers should be at the lining-up area before the bell rings.

8:50am	-	Bell	All children are to go to classrooms to prepare for the day's activities, and to begin by 9am. Teachers are in their rooms at this time.
9:00am	-	Bell	Commencement of school.
10:00am	-	No bell	All classes have a fruit/vegetable and water break. Every child is encouraged to have a piece of fresh fruit or vegetable each day for 10am snack, and a 'water only' bottle for classroom use, throughout the day.
11:00 am	-	Bell	Commencement of recess (30 minutes)
11:15 am	-	Bell	Change Yard Duty staff
11:30 am	-	Bell	End of recess
1:20 pm	-	Bell	Children eat lunch in their rooms
1:30 pm	-	Bell	Commencement of lunch recess.
1:52 pm	-	Bell	Change Yard Duty staff
2:15 pm	-	Bell	End lunch recess.
3:15 pm	-	Bell	Dismissal (a staff member is on duty in the yard until 3:30)

COMMUNICATION WITH STAFF

Parents/guardians are requested NOT to meet with teachers before school, as this is an important time, preparing for the busy school day ahead and greeting the children.

An interview time with your child's class teacher, a specialist teacher or the Principal/Assistant Principal can be requested at any time by parents/guardian in person, by note or telephone.

- Please refer to the Hastings Primary School website for policy details

PAYMENTS FOR ACTIVITIES (excursions, fundraising, camps, etc.)

Throughout the year all students have many opportunities to participate in extra curriculum activities, many of which come at an additional cost. All money paid to the school must be placed

in a named envelope with the amount and the activity being paid for. Payment envelopes are available at the office.

All money and permission forms for excursions and camps must be 'posted' in the Pelican Box in the office foyer-right hand side of door as you walk in. One envelope can be used for multiple payments and all students from the one family unless you are specifically asked for separate envelope eg. School photos.

Wherever possible, families will be given at least 2 weeks notice for payments to the school. The more costly the activity the more notice is given.

All payments have a 'deadline for payment date' whereby the money must be received by that date. Camps and swimming also have a deadline for deposits. Where a family is unable to meet the deadline, an arrangement for payment can be made directly with the office, BUT must be made BEFORE the deadline has passed. Full payment for the activity must be received for the student to participate.

ATTENDANCE

There is a legal requirement for students to attend school and for schools to keep records of student attendance. A student's continued absence from school can significantly limit their learning opportunities and achievement and may lead to

- Falling behind at school to a level where the child's skills and understandings may eventually limit their employment and life choices
- Loss of friendships and social problems
- Loss of self-confidence and feelings of low self-worth

All absences are recorded at school. A note/phone call to the office is requested from parents/guardians for all absences. Where a notification is not received the absence is recorded as 'unapproved'.

If a child is ill and absent for more than 2 days, teachers can be requested to provide some school activities for children to complete at home while recuperating.

If a child is absent for more than 5 days within a calendar year, and the absences are deemed "unapproved" and without acceptable explanation, the Principal can report the absences to the Regional Attendance Officer. Warnings can be issued and where deemed appropriate, an infringement notice incurring a fine can be forwarded to the parent/guardian.

SCHOOL ASSEMBLY Friday at 2:30 – 3:15 pm in the hall

A weekly assembly is held in the school hall at 2:30 on Friday afternoons. Students of the Week and other awards are received as well as special items, sports reports and guest speakers. Parents, friends and relatives are welcome to attend.

BICYCLES AND OTHER TRANSPORT

The Road Traffic Authority recommend children under 8 years of age do NOT ride a bike to school unaccompanied by an adult.

All bicycles, and other wheeled transport, are to be walked through the school grounds to and from the bicycle enclosure, which is locked at the beginning of the day and unlocked at 3:15pm.

If access is needed when the enclosure is locked the staff member responsible will have a key available.

Any student without a bicycle helmet is banned from riding their bike to school without one. A helmet for scooters and skateboards is recommended but not enforced.

After one warning, a one week ban will be applied if no helmet is worn when bike riding. The same consequence will follow for students who ride wheeled transport through the school grounds.

Parents will be notified.

NEWSLETTERS (AND OTHER WRITTEN COMMUNICATION)

A weekly newsletter is available every Wednesday. Newsletters are available via FlexiBuzz and the school website. The front page always has a calendar of coming events and a reminder about payment deadline dates. A copy of the newsletter can be found in the display board at the office steps. Extra copies are also available in the office.

ENVIRONMENTAL AWARENESS

Hastings PS encourages children and their families to support our environment friendly and sustainable environment strategies. We must all make the effort to recycle, reuse and reduce. Classrooms concentrate on recycling paper waste and collecting food scraps for compost. Only non-recyclable waste is put into the waste bins for collection.

To keep our school environment clean and attractive all food is consumed in classrooms and therefore no rubbish is brought out into the playground. Families can assist these efforts by reducing the amount of food brought to school in non-recyclable wrapping eg. fruit juice boxes, chip bags and plastic food wrap. Commercial food wrappers and containers will be sent home for disposal.

PARENT CONCERNS-COMPLAINTS AND ISSUES

A wide range of things can happen during a school day, in classrooms and the playground, which a parent/guardian may have a concern about. It is vitally important that parents/guardians feel confident they can approach the school about concerns, complaints and issues.

If you are worried about something please contact the school sooner rather than later so conversations, and investigations where necessary, can occur.

Nothing is too minor if it worries a child or parent/guardian and most things can be quickly addressed with successful outcomes.

- Please refer to the Hastings Primary School website for policy details

STUDENT WELL BEING AND MANAGEMENT CODE OF CONDUCT

Hastings Primary School - 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.

CODE OF CONDUCT LEVELS

There are 5 levels.

Levels	Outcomes	Types of behaviours	Consequences
1	Reward or personal success	<ul style="list-style-type: none"> • Excellent role model • Citizenship • Initiative • Enthusiasm • Commitment 	<ul style="list-style-type: none"> • School rewards and privileges • Positions of responsibility and trust
2	Start	Good all rounder	Class rewards and privileges
3	Seek advice	<ul style="list-style-type: none"> • Room for improvement • Not always remembering to "follow the rules" • Ignoring good advice 	<ul style="list-style-type: none"> • Parent contact • Behaviour support plan • Referral to Welfare Officer/Chaplain/ Student Wellbeing Team • If safety for self or others is a consideration for an activity, excursion or camp, an alternative learning activity provided for the day
4	Must improve	<ul style="list-style-type: none"> • Frequently making poor choices in behaviour and attitude • Making no effort towards improvement 	<ul style="list-style-type: none"> • Referral to Assistant Principal and Student Wellbeing team • Student Support group meeting • If safety for self or others is a consideration for an activity, excursion or camp, an alternative learning activity provided

			for the day
5	Significant Support required	<ul style="list-style-type: none"> • Consistently displaying inappropriate and unacceptable behaviours 	<ul style="list-style-type: none"> • As for level 4 and including; • Referral to outside agencies • School Student Support Officer at regional level

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 ignore 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 positive environment of the Hastings Primary School community by causing physical or emotional stress to others.

A copy of the Hastings Primary School Bullying Prevention 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

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

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.
- ❖ Hastings Primary School will be proud of yourself and know that you are making the most of every opportunity.
- ❖ 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 follow all school rules by adhering to 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 inclusive and understanding of others;
- You display acceptance towards 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.
- ❖ 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 have concerns regarding your wellbeing and attitude for learning.

You may be...

- Uncooperative in class, not displaying consideration for the learning of others
- Disrespectful or unco-operative to staff, parent /volunteer or Casual Relief teacher in class or in the playground.
- Behaving unsafely.
- Not completing expected tasks.
- Hurting other students.

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 Support Plan/ contract, which is monitored daily
- 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 relinquished.

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
- Wilfully destroy school or property belonging to others

- Behave in a manner that interferes with the wellbeing of other students
- Behave in a manner that interferes with the safety of other students
- 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 required to participate in learning activities beyond the classroom; buddy class or Office
- You may have alternative play times
- You may have alternative arrangements for sporting/ excursion/ incursion/ camp learning experiences
- 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 committed a violent act.

Definition of Violence: Violence is any action that jeopardises the safe and secure learning environment of the Hastings Primary School community by causing physical or emotional distress to others.

What happens on this level?

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

- You may be required to have alternative arrangements from your class and required to complete school work in a negotiated 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 have alternative arrangements from extra-curricular school functions.
- You may be suspended from school for a period of time.

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

BULLYING PREVENTION POLICY extract

PURPOSE

Hastings Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying
- make clear that all forms of bullying at Hastings Primary School will not be tolerated
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including victims, bystanders and perpetrators)
- seek parental and peer group support in addressing and preventing bullying behaviour at Hastings Primary School.

When responding to bullying behaviour, Hastings Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive and positive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Hastings Primary School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

SCOPE

This policy addresses how Hastings Primary School aims to prevent and respond to student bullying behaviour. Hastings Primary School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our *Student Code of Conduct* and *Student Wellbeing and Engagement Policy* and *Equal Opportunity policy*.

This policy applies to all school activities, including camps and excursions.

POLICY

Definitions

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Bullying can be:

1. *direct physical bullying* – e.g. hitting, tripping, and pushing or damaging property.
2. *direct verbal bullying* – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect bullying* – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating to a person.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

Other distressing behaviours

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to school staff and our school will follow the Student Wellbeing and Engagement Policy and Program, Student Engagement Policy and the Student Code of Conduct. *Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

BULLYING PREVENTION

Hastings Primary School has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Hastings Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.

- The Peer Support Program and the Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action Against Bullying and Violence.

For further information about our engagement and wellbeing initiatives, please see our *Student Wellbeing and Engagement* policy/Student Engagement Policy and the Hastings Primary School student Wellbeing Program included on our website.

INCIDENT RESPONSE

Reporting concerns to Hastings Primary School

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

In most circumstances, we encourage students to speak to their teacher. However, students are welcome to discuss their concerns with any trusted member of staff including the school Chaplan, Student Councillor, Assistant Principal or the Principal.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Hastings Primary School should contact the Principal by phone on (03) 59791517 or email hastingsps@edumail.vic.gov.au

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Hastings Primary School are timely and appropriate in the circumstances.

Investigations

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations in Sental or the Yard duty book and
2. inform the Assistant Principal, or Principal.

The Assistant Principal is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Assistant Principal may:

- speak to the students involved in the allegations, including the victim/s, the alleged perpetrator/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the Assistant Principal in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

Responses to bullying behaviours

When the Assistant Principal has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the Student Wellbeing Team, teachers, SSS, Principal, Department of Education and Training specialist staff.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Hastings Primary School will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the victim student
- whether the perpetrator student or students have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

The Student Wellbeing Team, led by the Assistant Principal may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to the Student Wellbeing Team, and /or SSS, external provider.
- Offer counselling support to the perpetrator student or students, including referral to the Student Wellbeing Team, and /or SSS, external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the Student Wellbeing Team, and /or SSS, external provider.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the victim student(s), the perpetrator students and a group of students who are likely to be supportive of the victim(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Individual Support Plan restricting contact between victim and perpetrator students.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including i.e. connect affected students with an older Student Mentor, resilience programs, Drum beat, Bounce Back.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.

- Implement year group targeted strategies to reinforce positive behaviours, for example Bully stoppers or Bullying No Way!

The Student Wellbeing team, led by the Assistant Principal is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

Hastings Primary School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

Student Dress Code Policy extract

PURPOSE

The purpose of the Student Dress Code is to outline Hastings Primary School's requirements for student dress and appearance and to provide information about uniform purchase and support, dress code implementation and exemption processes.

This dress code has been developed by Hastings Primary School's School Council in close consultation with our school community to ensure that it respects the rights of individual students whilst reflecting the values and interests of our community.

The Student Dress Code aims to:

- foster a sense of community and belonging and encourages students to develop pride in their appearance
- support Hastings Primary School's commitment to ensuring that our students feel equal and are dressed safely and appropriately for school activities.
- reduce student competition on the basis of clothing
- enhance the profile and identity of the school and its students within the wider community.

The School Council has developed a dress code that we believe provides a range of choices for students and is cost effective for families.

SCOPE

Students are expected to comply with this Student Dress Code while traveling to and from school, during school hours and when attending school activities.

- Please refer to the Hastings Primary School website for policy details, including the Sun smart Policy

Thank you for choosing Hastings Primary School for your child/children's primary school educational experience. We would be happy to give you a tour of our school's facilities and answer any questions you may have. Please contact the office on 5979 1517 to arrange a time with the Principal or Assistant Principal.