



# *BARNAWARTHA PRIMARY SCHOOL*

SAFE and responsible citizens, RESPECTFUL and honest individuals and successful and confident LEARNERS.

## **Student Engagement and Wellbeing Handbook**



## Welcome to Barnawartha Primary School

At Barnawartha Primary School, we are proud to foster a learning environment where every child feels safe, respected, and inspired to learn and grow. Our *Student Engagement and Wellbeing Manual* has been prepared to support families in understanding the values, programs, and practices that shape our school culture.

Guided by our *Barny Stars (Safe and responsible citizens, Respectful and honest individuals and successful and confident Learners)* we work in partnership with families to nurture student's academic, social, and emotional development. Inside this manual, you'll find information about our communication processes, evidence-based social and emotional wellbeing programs (such as EQ, Rock and Water, and Resilience, Rights and Respectful Relationships), as well as our approach to positive classroom management, and staged responses to behaviour.

We also outline the shared rights and responsibilities of staff, students, and families, our rules, positive acknowledgements and consequences framework, tiered levels of support, and our commitment to addressing bullying with care and clarity. The student contract reflects our collective commitment to creating a school where every child can thrive.

We thank you for being part of our community and look forward to working together to support your child's journey at Barnawartha Primary School.

Lisa van Noordennen  
(Principal)

# Communication at Barnawartha Primary School



There are lots of different ways that you can stay in touch and keep up to date with your child's education and events at school.

## **uEducateUs**

Our main source of communication is through our digital Communication Management System called uEducateUs. <https://barnawarthaps.ueducateus.com.au>

This is an online platform where you can:

- Submit your child's absences
- Access mid-year and end of year reports
- Access interview schedules (for parent teacher meetings)
- Access our calendar of events
- Receive notifications and announcements.
- Communicate with our Business Manager (Sharnee)

Each parent is issued with a unique login and password. If you have lost this, please contact your child's teacher and we will resend you your details. Often (but not always) push notifications are sent to your email if you allow these in your settings, but we strongly recommend you check the events and announcements regularly as these can be subject to change. It is an expectation that all families access and stay up to date with this system regularly. We do not hand out paper reminders.

## **Facebook**

Our other platform for sharing information is through our school's Facebook Page. To reduce their digital footprint, we don't share students' names on Facebook, and we ask that if you comment that you don't make personal reference of students by name either. Facebook is often used to notify families of events or changes and most importantly, to capture and celebrate our students' learning and achievements.

<https://www.facebook.com/barnawarthaps>

## **Face to Face**

If at any time you would like to catch up with your child's teacher, please don't hesitate to book an appointment with them. Our teachers also make themselves available for a quick catchup in the mornings from 8:40am – 8:50 am and 3:30- 3:40pm in the afternoons at the front gate. We have formal parent teacher interviews in weeks 1 and 2 of term 3, but please don't feel you have to wait until then to catch up with us.

## **Phone contact/email**

At times the school's administration **desk phone number (0260) 267227**, is not supervised and your call might not get answered. We do have an additional **school mobile number (0428) 775 616**. If you are unable to find the information you need, through uEducateUs or Facebook, or if a matter is urgent, or you need a quick clarification you are welcome to text message or email your child's teacher. However, we ask that you be mindful and understanding of the time of day and that we may not be able to respond immediately if we are teaching, or in meetings, or after hours/weekends, but we will ensure that we respond as soon as we can.

## **WEBSITE**

Our school's website is a place to find information such as policies and forms. This page is updated twice yearly. <https://barnawarthaprimarieschool.com/>

## WELLBEING

Our wellbeing team is your contact for all things to do with wellbeing for yourself and your child. Sharnee, Lauren and Robyn can put you in contact with external support services (eg Orange Door, CHIPS, Student Support Services, Disability Services or referral letters for paediatricians etc) and financial support agencies such as **Foodshare** (subsidised food vouchers) and **State School's Relief** (assistance with school uniforms and clothing).

### School Council

We have a range of parent, staff and community council members for you to contact as well.

**School Council President** – Ben Boudroukas

**Vice President** – Nicole Ledger

**School Council members:** David Robertson, Steph Moss, Mel Craig, Bec Godfrey, Tara Sewell, Sharnee Efftting, Lauren Blackley and Lisa van Noordennen.

## Barnawartha Primary School Staff

**Principal**

Lisa van Noordennen

**Junior Room Teacher (F/1/2)**

Karen Kerr (and Joe Carrucan - Friday)

**Middle Room Teacher (3/4)**

Shelley Bowey

**Senior Room Teacher (5/6)**

Adam Flinn (and Allison Pritchard -Friday Fortnightly)

**Specialist Teacher (Spanish Science, Music)**

Allison Pritchard (Monday, Tuesday, Thursday)

**Casual Relief Teacher**

Joe Carrucan

**Business Managers**

Sharnee Efftting (Mon/Tue/Wed)

Noelene Goyen (Thursday Fortnight)

**Education Support Staff**

Robyn Rendell (Intervention whole school support)

Zahra Andersen-Emmett (Junior Room)

Lauren Blackley (Middle Room)

Zoe Isaac (Senior Room)

Fiona Mackenzie (Senior Room)

**BOSHC**

Fiona Mackenzie

**Wellbeing Coordinator**

Sharnee Efftting

**OHS Officer**

Sharnee Efftting

**Disability Inclusion Leader**

Lauren Blackley

**Mental Health in Primary Schools Leader**

Lisa van Noordennen

**Marrung Leading Teacher**

Adam Flinn

**Mobile Library (MARC Van)**

Amy Musgrove (fortnightly)

**Mobile Art (MACC van)**

Heather Earles (fortnightly)

**ICT support**

William O'Connell (fortnightly)

**Cleaner**

Gavin Rendell

**Grounds and Maintenance**

Paul Ramsay


If you have any questions, please don't hesitate to contact me.


Regards

*Lisa van Noordennen*

## BARNY STARS

*Being a Barny Star means that you have a warm and caring heart, and your energy motivates yourself and others to light a path to help lead the way. You have displayed our values to be a Safe and responsible citizen a Respectful and honest individual and a successful and confident learner.*

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 25%;"> <p><b>Safe and responsible citizen.</b></p> </div> <div style="width: 40%; text-align: center;"> <h1>Barny Star</h1> </div> <div style="width: 30%; text-align: right;">  </div> </div>	
Expectations	Acknowledgements
<ul style="list-style-type: none"> <li>• Solve problems peacefully. Don't make it worse.</li> <li>• Use self-control to manage your own behaviour.</li> <li>• Ensure games are fair and fun.</li> <li>• Show empathy. Put yourself in their shoes.</li> <li>• Be accountable. Accept the rules and consequences of your actions.</li> <li>• Keep the school neat and tidy.</li> <li>• Use equipment the right way.</li> <li>• Be kind with your words and actions.</li> <li>• Be trustworthy.</li> <li>• Tell the truth. Admit your mistakes.</li> <li>• Make steps to change your behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Be accountable to make things right again.</li> <li>• Check in and acknowledge care from others.</li> <li>• Be an active bystander – Find your brave.</li> <li>• Remind people of our values and rules.</li> <li>• Be resilient – Get over it and get on with it.</li> <li>• Know when and how to seek help.</li> <li>• Use the Catastrophe Scale.</li> </ul>

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 25%;"> <p><b>Successful and confident Learner.</b></p> </div> <div style="width: 40%; text-align: center;"> <h1>Barny Star</h1> </div> <div style="width: 30%; text-align: right;">  </div> </div>	
Expectations	Acknowledgements
<ul style="list-style-type: none"> <li>• Make strong choices – who you sit with, work with and play with.</li> <li>• Get started straight away.</li> <li>• Be organized and ready for learning.</li> <li>• Stay on task – be hard to distract. Let others learn.</li> <li>• Use the right voice level – whisper voice when working at your table or with a partner or groups.</li> <li>• We don't say "no" we give everything a go.</li> <li>• We know that F.A.I.L stands for First Attempt In Learning. "Don't stay stuck, "Be persistent," Give effort not excuses." "Restart from experience not from the beginning.</li> <li>• Share you student voice about your thoughts and ideas that can help others.</li> </ul>	<ul style="list-style-type: none"> <li>• Bold Best Beautiful work.</li> <li>• Increase in test scores or goal achieved.</li> <li>• Use your learning to teach others.</li> <li>• Know how to get help using the Five B's</li> <li>• Know what you are learning</li> <li>• Know how to set goals.</li> <li>• Know what you have achieved.</li> <li>• Find your brave and step into the unknown and be ready to learn something new.</li> <li>• Celebrate other people's achievements.</li> </ul>

Respectful and  
honest  
individual.

# Barry Star



## Expectations

- Listen to the person talking. Don't interrupt.
- Listen to hear, not to respond.
- Follow teacher's instructions.
- Ensure others feel welcome, safe, valued and respected.
- Give of yourself. Help others.
- Show gratitude, use manners.
- Win and lose with dignity.
- You don't have to be best friends, but you have to be friendly.
- Care for our school grounds and property, and the property of others.
- Use the right bins when putting rubbish away.
- Pack up after yourself- put away things you have used.

## Acknowledgements

- Be inclusive. Respect each other's differences of opinions and how we look, speak, learn and play.
- Listen with your whole body, heart and mind.
- Send the right message with the right delivery.
- Have integrity. Know that right is right and wrong is wrong.
- Have a positive mindset. Be kind to yourself with your thoughts, words and actions.
- Be a strong friend. Talk to the person, not about them.

## Student Voice at Barnawartha Primary School.

The *Barry Stars* represent our values of who we are and who we want to be, as an individual, a friend, a colleague and member of our school community. Each Star is a Value and each value has agreed upon behaviours which are **Expected** and **Acknowledged** by our school community. These behaviours are determined by our students. Each year our Senior Room students and Student Leaders, lead the whole school in developing, and re-defining what it means, in their words, to be a **Barry Star**. They meet in small cross age groups, to articulate the behaviours required for each value in respect to what are **Expected Behaviours** and what are behaviours they would like to be **Acknowledged**. Student Leaders and Senior Room students then meet to update and document these behaviours as a class with their teacher, sharing the feedback they received from their peers, and the Middle and Junior Room students. This is then shared with staff and the school community, and our new Stars are published, displayed and embedded into our values.

**Peer nominations** - During class meetings, or when observed by their peers, their peers can nominate students who have displayed the Barry Star behaviours.

**On the spot nomination** - at the time a behaviour is observed, the student is acknowledged with a Barry Star ticket by a staff member or peer.



# Teaching Emotional Intelligence

At Barnawartha Primary School children are taught 5 concepts of Emotional Intelligence. Having a deep understanding of these concepts ensures that children have the skills to build a safe school environment and embrace the ups and downs of life and learning. Being emotionally intelligent has the greatest impact on academic outcomes.

Each concept is taught through guidance of the **Life Raft** program, this program is a practical methodology for teaching social and emotional learning using guided play, classroom activities and an empowering language. The following concepts that children learn, then become our mantras within the school:

1. **The Golden Rule: “Treat others as you would like them to treat you”** Children learn that if someone is unlike you we seek to understand them.
2. **“Be Brave – Participate to Progress”** Children learn that, school is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.
3. **“It takes great strength to be sensible.”** Children learn that, we do the right thing because it is the best thing to do.
4. **“Have reasons for the things you say and do.”** Children learn that, if you don’t know why you are doing something then don’t do it because it’s most likely wrong.
5. **“Pursue your personal best no matter who you work with.”** Children learn that, we do not come to school to be better than others. We come to school to better ourselves by being able to work with others.

To support students in mastering these skills they also learn to **“Be the master, not the victim of their feelings.”** They do this with the help of a...

## “Self Mastery Checklist.”

- Am I doing the right thing or the wrong thing?
- Am I making strong decision or weak decision?
- Are my feelings in charge of my actions or is my thinking in charge?
- Am I running away from the problem or am I dealing with it?
- Am I being my own boss or am I inviting my teacher to be my boss?
- Is my teacher trying to help me or hurt me?

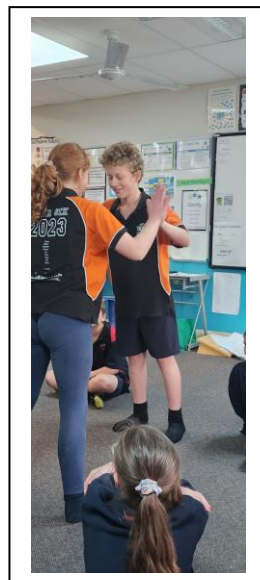
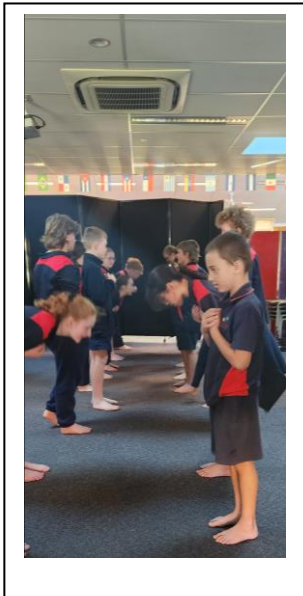
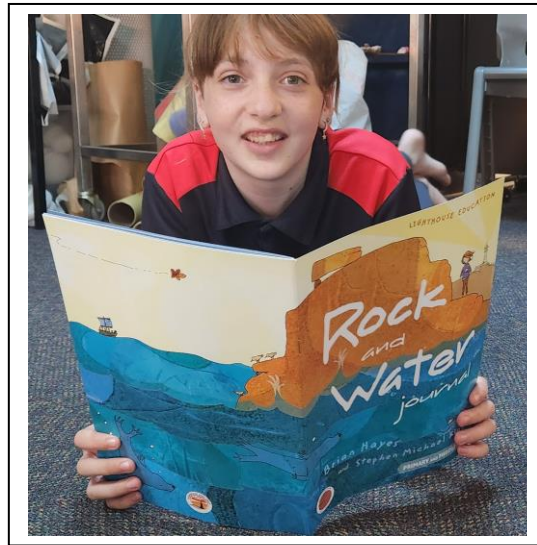
## Why do we come to school?

1. **To make sense of ourselves** - Self-awareness and self-discovery. This requires reflection and feedback.
2. **To make sense of others** - Empathy and awareness of others. This requires observation and interaction.
3. **To make sense of the world in which we live** – Requires investigation and participation.  
*We then use these skills to ...*
4. **Practice creating a classroom and school which we can all live, learn and get along.** This requires discussion, compromise and respect.

*We become Safe, Respectful, Learners.*

# ROCK AND WATER PROGRAM

Rock and Water is aimed at raising self-awareness of personal strength and abilities and learning how to play, work and live together with others, in a changing multicultural society. The concepts of Rock and Water are used as a metaphor throughout the program for teachers and students to explore and choose different forms of communication (for example does the situation require a rock attitude or a water attitude) practice focused physical exercises and activities make it easier to transfer these skills into daily life. Rock and Water is designed to enhance children's resilience skills, monitor and identify their reactive behaviour patterns when placed in times of stress, develop their capacity to work effectively in a group situation by analysing how relationships are strengthened and to stand with focus and determination as an individual.



## Social Emotional Learning (EQ) Curriculum Scope & Sequence Foundation – Year 2

Personal & Social Capability <i>Self-awareness &amp; management</i>	Personal & Social Capability <i>Social-awareness &amp; management</i>	
<p><b>OUR SCHOOL VALUES</b></p> <p><b>‘The Barny Stars’:</b> Safe and responsible citizen, <b>Respectful</b> and honest individual and successful and confident Learner.</p> <p style="text-align: center;"><b>THE LIFE RAFT</b></p> <ol style="list-style-type: none"> <li>1. <b>The Golden Rule:</b> “Treat others as you would like them to treat you” Children learn that if someone is unlike you we seek to understand them.</li> <li>2. <b>“Be Brave – Participate to Progress”</b> Children learn that, school is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.</li> <li>3. <b>“It takes great strength to be sensible.”</b> Children learn that, we do the right thing because it is the best thing to do.</li> <li>4. <b>“Have reasons for the things you say and do.”</b> Children learn that, if you don’t know why you are doing something then don’t do it because it’s most likely wrong.</li> <li>5. <b>“Pursue your personal best no matter who you work with.”</b> Children learn that, we do not come to school to be better than others. We come to school to better ourselves by being able to work with others.</li> </ol> <p>To support students in mastering these skills they also learn to <b>“Be the master, not the victim of their feelings.”</b></p>		
<p><b>Resilience Rights and Respectful Relationships</b></p> <p><b>Emotional Literacy:</b> The ability to understand ourselves and other people, build empathy and respond appropriately to emotions.</p> <p><b>Personal Strengths:</b> Recognising and understanding strengths and positive qualities in themselves and others.</p> <p><b>Positive Coping:</b> Identifying different types of coping strategies.</p> <p><b>Problem Solving:</b> Develop critical and creative thinking skills to solve personal, social and ethical dilemmas.</p> <p><b>Stress Management:</b> Recognising personal signs and symptoms of stress and develop strategies to cope.</p> <p><b>Help Seeking:</b> Normalise and destigmatise help seeking behaviour when problems feel too big to be solved alone.</p> <p><b>Gender and Identity:</b> Challenge stereotypes and critique the influence of gender norms on attitudes and behaviour.</p> <p><b>Positive Gender Relations:</b> Understanding the effects of gender-based violence. Solve problems and set boundaries within relationships, and play an active role in preventing gender-based violence.</p>		
<p><b><u>CLARITY</u></b></p> <p><b>What am I learning?</b></p> <p><b>What do I already know?</b></p> <p><b>What is my goal?</b></p> <p><b>How do I get help?</b></p> <p><b>How do I know when I have achieved my goal?</b></p>	<p><b><u>The 5Bs to get help?</u></b></p> <p><b>Brain:</b> Think about what you need to do.</p> <p><b>Board:</b> What is there on the walls that can help you?</p> <p><b>Book:</b> What have you learnt before that will help?</p> <p><b>Buddy:</b> Who else can help you in the classroom?</p> <p><b>Boss:</b> Which adult in the room can help you?</p>	
<p><b>SAFE and responsible citizen</b></p>	<p><b>RESPECTFUL and honest individual</b></p>	<p><b>Successful and confident LEARNER</b></p>
<ul style="list-style-type: none"> <li>• I can recognize and name 10 basic emotions (emotional literacy).</li> <li>• I can describe how I’m feeling in different situations.</li> <li>• I know the difference between thoughts, feelings and actions (TFA).</li> <li>• I know how others are feeling by looking at facial expressions and body language.</li> <li>• I can identify my likes and dislikes and needs and wants.</li> <li>• I use self-soothing strategies to control my reactions.</li> <li>• I make strong choices when I work, play and talk with others.</li> <li>• I use the catastrophe scale/pea and watermelon, to help me rate my feelings.</li> <li>• I keep my hands and feet to myself.</li> <li>• I help others who are hurt or upset.</li> </ul>	<ul style="list-style-type: none"> <li>• I use my manners.</li> <li>• I play fairly, following rules.</li> <li>• I speak with respect to teachers &amp; others.</li> <li>• I listen to teachers and others.</li> <li>• I show empathy and compassion to others.</li> <li>• I play with people who are alone.</li> <li>• I help others with their work or job.</li> <li>• I give compliments to others.</li> <li>• I let my classmates learn – I don’t distract them from learning.</li> <li>• I help sort out problems with my friends.</li> <li>• I am a strong friend.</li> <li>• I can make new friends.</li> </ul>	<ul style="list-style-type: none"> <li>• I am an active learner.</li> <li>• I can name something I did well this week.</li> <li>• I can describe things that I am good at and things that I can improve on.</li> <li>• I understand that making mistakes is a part of learning and I try again.</li> <li>• I set goals and work towards achieving them.</li> <li>• I join in activities even when I don’t like them.</li> </ul>

## Social Emotional Learning (EQ) Curriculum Scope & Sequence Foundation – Year 3 and 4

Personal & Social Capability <i>Self-awareness &amp; management</i>	Personal & Social Capability <i>Social-awareness &amp; management</i>	
<b>OUR SCHOOL VALUES</b>		
<p><b>‘The Barny Stars’:</b> Safe and responsible citizen, <b>Respectful</b> and honest individual and successful and confident Learner.</p> <p style="text-align: center;"><b>THE LIFE RAFT</b></p> <ol style="list-style-type: none"> <li>1. <b>The Golden Rule:</b> “Treat others as you would like them to treat you” Children learn that if someone is unlike you we seek to understand them.</li> <li>2. <b>“Be Brave – Participate to Progress”</b> Children learn that, school is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.</li> <li>3. <b>“It takes great strength to be sensible.”</b> Children learn that, we do the right thing because it is the best thing to do.</li> <li>4. <b>“Have reasons for the things you say and do.”</b> Children learn that, if you don’t know why you are doing something then don’t do it because it’s most likely wrong.</li> <li>5. <b>“Pursue your personal best no matter who you work with.”</b> Children learn that, we do not come to school to be better than others. We come to school to better ourselves by being able to work with others.</li> </ol> <p>To support students in mastering these skills they also learn to <b>“Be the master, not the victim of their feelings.”</b></p>		
<b>Resilience Rights and Respectful Relationships</b>		
<p><b>Emotional Literacy:</b> The ability to understand ourselves and other people, build empathy and respond appropriately to emotions.</p> <p><b>Personal Strengths:</b> Recognising and understanding strengths and positive qualities in themselves and others.</p> <p><b>Positive Coping:</b> Identifying different types of coping strategies.</p> <p><b>Problem Solving:</b> Develop critical and creative thinking skills to solve personal, social and ethical dilemmas.</p> <p><b>Stress Management:</b> Recognising personal signs and symptoms of stress and develop strategies to cope.</p> <p><b>Help Seeking:</b> normalise and destigmatise help seeking behaviour when problems feel too big to be solved alone.</p> <p><b>Gender and Identity:</b> Challenge stereotypes and critique the influence of gender norms on attitudes and behaviour.</p> <p><b>Positive Gender Relations:</b> Understanding the effects of gender-based violence. Solve problems and set boundaries within relationships, and play an active role in preventing gender-based violence.</p>		
<b>CLARITY</b>	<b>The 5Bs to get help?</b>	
<p><b>What am I learning?</b></p> <p><b>What do I already know?</b></p> <p><b>What is my goal?</b></p> <p><b>How do I get help?</b></p> <p><b>How do I know when I have achieved my goal?</b></p>	<p><b>Brain:</b> Think about what you need to do.</p> <p><b>Board:</b> What is there on the walls that can help you?</p> <p><b>Book:</b> What have you learnt before that will help?</p> <p><b>Buddy:</b> Who else can help you in the classroom?</p> <p><b>Boss:</b> Which adult in the room can help you?</p>	
<b>SAFE and responsible citizen</b>	<b>RESPECTFUL and honest individual</b>	<b>Successful and confident LEARNER</b>
<ul style="list-style-type: none"> <li>I can identify and name emotions (emotional literacy).</li> <li>I can describe ways to tell how other people are feeling eg. facial expressions, sounds, body language</li> <li>I can solve problems peacefully.</li> <li>I can recognise and describe my patterns of thinking and behaviour</li> <li>I can identify things that I find challenging and use self control to manage my behaviour.</li> <li>I can express my emotions appropriately to the situation &amp; time</li> <li>I can get over it and on with it quickly (Bounce back).</li> <li>I use the catastrophe scale to put things into perspective</li> <li>I use self-soothing strategies to ensure I act instead of react.</li> </ul>	<ul style="list-style-type: none"> <li>I can respect other people’s differences and opinions.</li> <li>I can recognise &amp; respond appropriately to others emotional cues</li> <li>I’m tolerant and accepting of others</li> <li>I respect the personal space and property of others</li> <li>I show empathy and compassion for others</li> <li>I ensure others’ feel welcome, safe, valued and respected.</li> <li>I give compliments to others.</li> <li>I value the rights of others and can work and play with a range of people</li> <li>I can compromise , co-operate and problem solve to get along with others.</li> </ul>	<ul style="list-style-type: none"> <li>I am an active learner – organised and ready to learn.</li> <li>I can identify my personal strengths and how these help me learn.</li> <li>I can describe the ways in which similarities and differences can affect relationships.</li> <li>I can use the 5Bs to identify challenges and strategies for overcoming them.</li> <li>I can avoid distractions &amp; stay on task.</li> <li>I can use my learning to help others.</li> <li>I participate in activities even when I don’t like them.</li> <li>I set goals and work hard to achieve them.</li> </ul>

## Social Emotional Learning (EQ) Curriculum Scope & Sequence Foundation – Year 5 and 6

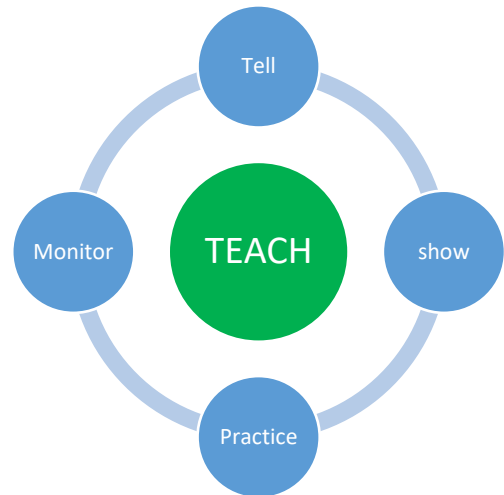
Personal & Social Capability <i>Self-awareness &amp; management</i>	Personal & Social Capability <i>Social-awareness &amp; management</i>	
<b>THE GOLDEN RULE: Treat others as you would like them to treat you.</b> If someone is unlike you, seek to understand them.		
<b>OUR SCHOOL VALUES</b> <b>‘The Barny Stars’:</b> Safe and responsible citizen, <b>Respectful</b> and honest individual and successful and confident Learner.		
<b>THE LIFE RAFT</b>		
<ol style="list-style-type: none"> <li>1. <b>The Golden Rule:</b> “Treat others as you would like them to treat you” Children learn that if someone is unlike you we seek to understand them.</li> <li>2. <b>“Be Brave – Participate to Progress”</b> Children learn that, school is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.</li> <li>3. <b>“It takes great strength to be sensible.”</b> Children learn that, we do the right thing because it is the best thing to do.</li> <li>4. <b>“Have reasons for the things you say and do.”</b> Children learn that, if you don’t know why you are doing something then don’t do it because it’s most likely wrong.</li> <li>5. <b>“Pursue your personal best no matter who you work with.”</b> Children learn that, we do not come to school to be better than others. We come to school to better ourselves by being able to work with others.                      To support students in mastering these skills they also learn to <b>“Be the master, not the victim of their feelings.”</b> </li> </ol>		
<b>Resilience Rights and Respectful Relationships</b>		
<p><b>Emotional Literacy:</b> The ability to understand ourselves and other people, build empathy and respond appropriately to emotions.</p> <p><b>Personal Strengths:</b> Recognising and understanding strengths and positive qualities in themselves and others.</p> <p><b>Positive Coping:</b> identifying different types of coping strategies.</p> <p><b>Problem Solving:</b> Develop critical and creative thinking skills to solve personal, social and ethical dilemmas.</p> <p><b>Stress Management:</b> recognising personal signs and symptoms of stress and develop strategies to cope.</p> <p><b>Help Seeking:</b> normalise and destigmatise help seeking behaviour when problems feel too big to be solved alone.</p> <p><b>Gender and Identity:</b> Challenge stereotypes and critique the influence of gender norms on attitudes and behaviour.</p> <p><b>Positive Gender Relations:</b> understanding the effects of gender-based violence. Solve problems and set boundaries within relationships, and play an active role in preventing gender-based violence.</p>		
<p style="text-align: center;"><b><u>CLARITY</u></b></p> <p><b>What am I learning?</b></p> <p><b>What do I already know?</b></p> <p><b>What is my goal?</b></p> <p><b>How do I get help?</b></p> <p><b>How do I know when I have achieved my goal?</b></p>	<p style="text-align: center;"><b><u>The 5Bs to get help?</u></b></p> <p><b>Brain:</b> Think about what you need to do.</p> <p><b>Board:</b> What is there on the walls that can help you?</p> <p><b>Book:</b> What have you learnt before that will help?</p> <p><b>Buddy:</b> Who else can help you in the classroom?</p> <p><b>Boss:</b> Which adult in the room can help you?</p>	
<b>SAFE and responsible citizen</b>	<b>RESPECTFUL and honest individual</b>	<b>Successful and confident LEARNER</b>
<ul style="list-style-type: none"> <li>• I understand why I feel the way I do and can describe my feelings using emotional literacy skills (words more complex than happy, sad, angry).</li> <li>• I know when my hot buttons are being pushed and the strategies I can use to manage my reactions safely.</li> <li>• I notice how others are feeling by looking at their facial expressions, body language and by listening to what they say</li> <li>• I know the difference between my thoughts, feelings and actions and understand how they impact on how I act</li> <li>• I am accountable to accept the rules and consequences of my actions.</li> <li>• I can get over it and get on with it quickly.</li> <li>• I act in an age appropriate way.</li> <li>• I am an active bystander.</li> <li>• I solve problems peacefully. I focus on problem and keep the friendship.</li> <li>• I ensure games are fair and fun.</li> </ul>	<ul style="list-style-type: none"> <li>• I am happy with the attention I need not the attention I want.</li> <li>• I take responsibility for my own behaviour by not blaming others</li> <li>• I show respect for myself by respecting others.</li> <li>• I respect others’ differences and opinions of how we look, speak, learn and play.</li> <li>• I am polite to others no matter who they are.</li> <li>• I look after school property and materials.</li> <li>• I let others learn.</li> <li>• I don’t pass on rumours.</li> <li>• I give compliments to others.</li> <li>• I put myself in other people’s shoes to consider how they are feeling</li> <li>• I help and I do my best to support others no matter who they are.</li> <li>• I compromise and cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>• I am an active learner</li> <li>• I can describe what happens in the brain when I react with thought</li> <li>• I can describe what happens in the brain when I am emotionally hijacked</li> <li>• I can describe some of my own patterns (how I usually think or react to certain situations).</li> <li>• I reflect on how my personal strengths help me to achieve my goals at school and at home</li> <li>• I describe what it means to be confident, adaptable &amp; persistent and why these are important in dealing with new and challenging situations</li> <li>• I can identify the skills I need to work independently and reflect on my performance when undertaking independent tasks</li> <li>• I learn from mistakes by making changes to my behaviour</li> <li>• I think about the consequences of my actions to help me make strong choices.</li> </ul>

# Universal Supports: Positive Classroom Management Strategies

The PCMS consist of 8 evidence-informed instructional practices designed to create safer, purposeful learning environments. These practices support student learning and wellbeing through teaching positive behaviours.

The PCMS are founded on the following guiding principles:

- Appropriate and inappropriate behaviours are related to the environment in which they occur. Environments can encourage appropriate or inappropriate behaviours.
- Behaviour is functional. Individuals learn to use behaviours to get their needs met. Behaviour that works is likely to continue.
- Behaviour can be taught. It is possible to teach alternative replacement behaviours to meet students' needs more appropriately.



## Who are the PCMS for?

Based on the best evidence available, the Department has developed resources to support *teachers and principals* in understanding and implementing the PCMS.

The resources provide teachers with a comprehensive guide to the foundational practices to increase student engagement and minimise classroom disruptions.

The practices provide a structured and positive approach to managing student behaviour, fostering a supportive learning environment that enhances students' social and emotional development.

This not only promotes better student outcomes but also reduces teacher stress and improves overall well-being by creating a more manageable and predictable classroom atmosphere.

## Positive Classroom Management Strategies (PCMS)

Classroom Expectations	Classroom Procedures and Routines	Encouraging Expected Behaviour	Discouraging Inappropriate Behaviour	Active Supervision	Opportunities to Respond	Activity Sequence and Choice	Task Difficulty
------------------------	-----------------------------------	--------------------------------	--------------------------------------	--------------------	--------------------------	------------------------------	-----------------

# Staged Response to Classroom Behaviour Management



These stages are subject to modification depending on type and the severity of the behaviour and taking into consideration the Departments suspension and expulsion guidelines. They are always at the discretion of the teacher and principal to ensure the overall safety, wellbeing and teaching and learning of all staff and students.

## 2. REDIRECT

You will be REDIRECTED to what you should be doing.

*Doing the right thing because it's the right thing to do.*



## 1. REMIND

You will be REMINDED of our rules, our Barney Stars, and your responsibilities.

*Be your own boss.*



## 6. REFER

Your parent will be contacted, and you will be sent home (suspension). A Re-entry Meeting with student and parent, must be completed before student's re-entry to classroom.

*Helping you to understand the consequences of your actions.*

## 5. REPAY

You will need to make up TIME OF LOST LEARNING.

*Helping you to be responsible for your actions.*



## 4. REFLECT

You will be asked to REFLECT on your behaviour.

*Helping you to take charge of your behaviour.*



## 3. RELOCATE

You will be RELOCATED to avoid distractions, and from distracting others. A parent notification note will be sent home.

*Be a master, not a victim.*



# Multi-Tiered System of Support

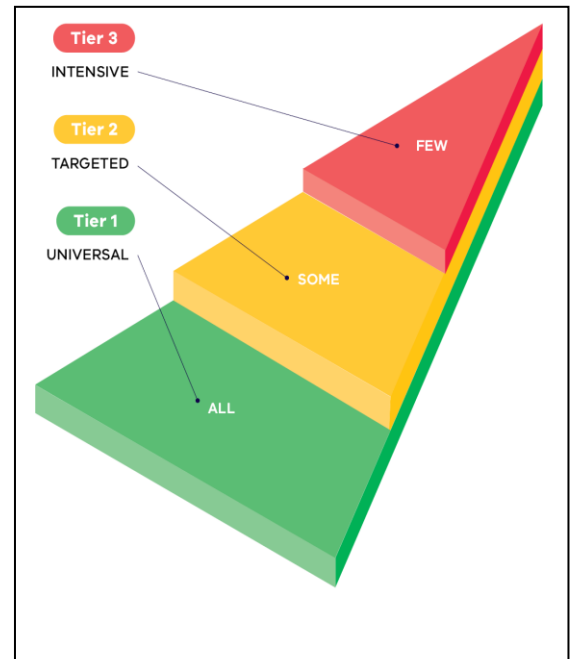
An integrated Multi-Tiered System of Support (MTSS) is an evidence-based model of schooling within the Department of Education Victoria. It involves our staff using data to predict or identify problems and plan solutions. It integrates the school's approach to academic, behavioural and wellbeing outcomes.

Our School organises our work into three tiers:

**Tier 1 represents practices that enable most students to experience success (100% of students).** Tier 1 supports establish a strong foundation for positive behaviour and learning. We use proactive, evidence-based practices to promote success and engagement for all students. This includes setting clear expectations, teaching and reinforcing expected behaviours, and using data to guide continuous improvement across all school settings.

**Tier 2 involves the school having a plan to notice and intervene when students show risk factors (up to 20% of students).** Tier 2 supports provide targeted interventions for students who need extra help with academic or behavioural skills. Schools use data to identify students early and connect them with structured, evidence-based supports. These interventions often involve small groups and skill-building but can also include individualised strategies. Progress is regularly monitored to ensure effectiveness.

**Tier 3 involves intensive intervention for students with the most complex needs (up to 5% of students).** Tier 3 supports provide the most intensive interventions for students with significant needs. Schools use data to identify those requiring highly individualised, resource-intensive support.



## Individual Behaviour Support Plans (Tier 3 Support)

In some cases, a small number of students may benefit from more intensive support to help them manage their behaviour and thrive in the classroom environment. When a student's behaviour significantly affects the teacher's ability to teach, their own learning, the learning of others, or the overall sense of safety and wellbeing within the school, a Behaviour Support Plan (BSP) may be developed to provide tailored guidance and strategies.

This plan is created collaboratively through a formal Student Support Group (SSG) meeting, involving the classroom teacher, principal, parents/carers, the student, and any relevant support staff. The aim is to work together in a strengths-based approach, to support the student's development in a positive and constructive way.

To ensure the best outcomes, families are encouraged to engage with external allied health professionals (such as therapists or intervention services) who can offer additional expertise and support (*please note, these services are accessed privately and may involve a cost*). Parents/carers and students are also invited to participate in regular after-school SSG meetings to review progress and adjust strategies as needed.

## **Rights & Responsibilities**

At Barnawartha Primary School, we believe that a strong, respectful partnership between students, families, and staff is the foundation of a safe and thriving learning environment. Every member of our school community is entitled to key rights, most importantly, the right to teach and learn, and the right to feel safe, both physically and emotionally.

These rights are supported by shared responsibilities. We each play an important role in fostering a culture of respect, care, and accountability. By working together and upholding these values in our everyday actions, we help create a school where everyone feels valued and empowered.

For more details, please refer to the *Rights and Responsibilities* section of this manual.

## **Rules & Consequences**

At Barnawartha Primary School, we use clear rules and consequences to uphold the shared Rights and Responsibilities that guide our school community. These structures are not just about discipline, they're designed to support students in developing self-awareness, emotional regulation, and respectful relationships.

When a student finds it challenging to manage their emotions and their behaviour begins to impact the wellbeing or learning of others, we respond with appropriate and supportive consequences. These are intended to help the student reflect, reset, and regain a sense of control in a safe and constructive way.

Our approach is grounded in care, consistency, and collaboration. For more information, please refer to the *Rights and Responsibilities* section of this manual.

## **Searching School Bags and Locker Tubs**

At Barnawartha Primary School, the safety and wellbeing of all students is our highest priority. In circumstances where there is a genuine concern about potentially unsafe, inappropriate, or unlawful items or behaviour involving a student's school bag or locker tub, it is important that this concern is reported promptly to the principal or classroom teacher.

To ensure a safe and respectful environment, staff may conduct a search of a student's bag or locker tub. Wherever possible, but not in all situations, this will be done in the presence of the student or alongside another staff member. While staff are not required to seek permission from the student to carry out the search, every effort will be made to approach the situation with sensitivity, discretion, and care.

Our goal is always to maintain a secure and supportive school environment for all members of our community.

# Barnawartha Primary School *Student Rights & Responsibilities*

Through consultation with staff, students and parents, we believe that:

<b>Students have the right:</b>	<b>Students are responsible for:</b>
<b>To be a SAFE and responsible citizen.</b>	
To work and play in a clean environment.	<ul style="list-style-type: none"> <li>Eating lunch and snack in the classroom/or eating area and putting all rubbish in the bin before leaving. No wrappers are taken from eating areas.</li> <li>Keeping their desk and working areas tidy.</li> <li>Cleaning up after themselves.</li> <li>Offering to help others.</li> <li>Helping to clean up if asked.</li> </ul>
To know their belongings are safe.	<ul style="list-style-type: none"> <li>Asking for permission to borrow or use someone else's property.</li> <li>Labelling all clothing and personal equipment.</li> <li>Being responsible for personal items brought to school. The school will not replace or pay for any lost or broken items that the child brings to school.</li> <li>Caring for their own and other people's property.</li> </ul>
To feel safe in the classroom and playground.	<ul style="list-style-type: none"> <li>Being in control of their own thoughts, feelings and actions and making strong choices.</li> <li>Being accountable for their actions and accept consequences when given without blaming others for their decisions.</li> <li>Using the appropriate voice level.</li> <li>Making steps to repair any harm caused either emotionally or physically to another person and restore relationships.</li> <li>Not sexualising, labelling, or discriminating friendships (we do not have boyfriends or girlfriends at our school, we do play with everyone regardless of their gender, age, culture, sexuality, religion or disability).</li> </ul>
<b>To be a RESPECTFUL and honest individual.</b>	
To ask questions and share ideas	<ul style="list-style-type: none"> <li>Respecting the opinions of others. We don't always have to agree on everything. It's ok to have different opinions.</li> <li>Asking questions or making statements that are relevant and respectful to the discussion.</li> </ul>
To be respected by their teachers, students, parents and visitors.	<ul style="list-style-type: none"> <li>Talking to teachers, students, parents and visitors to the school with respect.</li> <li>Knowing that we don't have to be best friends, but we have to be friendly.</li> <li>Using their manners ("Please, thank you and may I").</li> <li>Welcoming visitors to the school.</li> <li>Listening with your whole body, heart and mind.</li> </ul>
<b>To be a successful and confident LEARNER.</b>	
To participate in school activities and be given reasonable adjustments to their education to allow them to achieve and experience success in the same opportunities as their peers.	<ul style="list-style-type: none"> <li>Working independently.</li> <li>Doing their best, having a go and trying again.</li> <li>Accepting support feedback and/or constructive criticism and then applying strategies given to them to complete their task independently.</li> <li>Using their initiative by using the environmental print and supports provided within the classroom.</li> </ul>
To learn & achieve to a high standard and be acknowledged for hard work and effort.  To know their goals and pathways to achieve success both academically and emotionally.	<ul style="list-style-type: none"> <li>Completing work that is of a high standard (bold, best and beautiful).</li> <li>Completing homework or assigned tasks.</li> <li>Fulfilling the high expectations and responsibilities placed on them from their families.</li> </ul>
To be supported by their family to learn organisational and responsibility skills.	<ul style="list-style-type: none"> <li>Being prepared for upcoming events.</li> <li>Coming to school on time.</li> <li>Wearing correct school uniform every day.</li> <li>Having the things they need for the day (eg hat, drink bottle, lunch, snack).</li> <li>Carrying their bag by themselves.</li> <li>Supporting school and community events that the school is involved in.</li> </ul>

# Barnawartha Primary School *Staff Rights & Responsibilities*

*(teaching and non-teaching)* Through consultation with staff, students and parents, we believe that:

Staff have the right to:

Staff are responsible for:

## To be a **SAFE** and responsible citizen.

### TRUST

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Be trusted to undertake their role to the best of their ability.</li> <li>• Have their privacy protected.</li> </ul> | <ul style="list-style-type: none"> <li>• Being aware of the legal responsibilities and obligations set out in the DE as to their Duty of Care, Child Safe Standards, Child Protection and Mandatory Reporting.</li> <li>• Maintain the privacy of others as per the relevant DE and school policies on privacy.</li> </ul> |
|---|--|

### RESILIENCE

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Undertake new and challenging situations with the support and backing of colleagues and leaders.</li> </ul> | <ul style="list-style-type: none"> <li>• Being prepared to take on new and challenging situations and initiatives with the support, advice and assistance of colleagues when required.</li> </ul> |
|--|---|

## To be a **RESPECTFUL** and honest individual.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Expect that they will be treated as a professional and with respect in their interactions with all members of the school community.</li> <li>• Expect that positive relationships will form the basis for daily interactions.</li> <li>• Be valued for their contribution to the wider school.</li> </ul> | <ul style="list-style-type: none"> <li>• Treating others in a respectful and fair manner in all interactions. Ensure that issues are dealt with calmly and in a non- emotive, non-confrontational way.</li> <li>• Actively contribute to creating a positive work environment.</li> <li>• Valuing the work of others within the school environment. Encourage achievement and celebrate success.</li> </ul> |
|--|---|

### HONESTY

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Work in an environment which is open and honest.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensuring that all interaction is based on open and honest communication.</li> <li>• Undertaking their role in a highly professional, organised and honest manner to never put the school in disrepute.</li> </ul> |
|--|--|

## To be a **successful** and confident **LEARNER**.

### TEAMWORK

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Work in an environment that actively supports and facilitates teamwork.</li> <li>• To engage in cooperative teamwork, which utilises outstanding skills in communication, collaboration and tolerance.</li> </ul> | <ul style="list-style-type: none"> <li>• Acting as a committed and professional member of the teams to which individual staff may belong.</li> <li>• Engaging in cooperative teamwork, which utilises outstanding skills in communication, collaboration and tolerance.</li> </ul> |
|--|--|

### PROFESSIONAL LEARNING

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Be part of the Performance and Development recognition and appraisal process that involves receiving feedback from colleagues and leaders to enhance teaching pedagogy and/or work practices.</li> <li>• Access targeted Professional Learning which is agreed upon to further develop teaching and learning practices and/or work practices.</li> </ul> | <ul style="list-style-type: none"> <li>• Taking an active part in recognition and appraisal processes. To set personal goals, collect evidence, attend meetings and to be prepared to discuss personal progress.</li> <li>• Maintaining standards in relation to hours of Professional Learning undertaken over the required period. (VIT registration).</li> </ul> |
|---|---|

### BEING YOUR BEST

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Expect the school to constantly strive to operate in a way which reflects high standards. To strive for continuous improvement and to be the best.</li> </ul> | <ul style="list-style-type: none"> <li>• Supporting the school to be the very best. To continue to provide constructive feedback and to be supportive of efforts to improve processes and procedures.</li> <li>• Being a positive and proactive advocate of the school and its students.</li> </ul> |
|--|---|

# Barnawartha Primary School *Parent Rights & Responsibilities*

Through consultation with staff, students and parents, we believe that:

Parents have the right to:	Parents are responsible for:
<b>To be a SAFE and Responsible citizen.</b>	
<ul style="list-style-type: none"> <li>Know their child is safe and is ensuring the safety of others.</li> </ul>	<ul style="list-style-type: none"> <li>Modelling positive behaviours of problem solving and conflict resolution to their children to teach them how to solve problems peacefully.</li> <li>Not sexualising, labelling, or discriminating friendships (we do not have boyfriends or girlfriends at our school, we do play with everyone regardless of their gender, age, culture, sexuality, religion or disability).</li> <li>Monitoring their online activity and setting clear boundaries and expectations of safe and respectful online behaviour when at home.</li> </ul>
<ul style="list-style-type: none"> <li>Know where their child is at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Making sure their child arrives to school on time (8:50am) and is collected at 3:30pm.</li> <li>Ensuring their child has a safety plan when travelling to and from school.</li> <li>Ensure their child has 'safe words' or 'code words' they can use if they feel their safety is compromised.</li> <li>Ensure their child knows how they are getting home from school and who is collecting them.</li> <li>Ensuring their child is aware of any intervention or court orders regarding custody and who can or cannot collect them from school.</li> </ul>
<ul style="list-style-type: none"> <li>Know that any prescribed medication will be administered as per prescription and stored securely.</li> </ul>	<ul style="list-style-type: none"> <li>Making sure their child has enough sleep at night, a clean/dry uniform appropriate to the climate, appropriate footwear and a healthy lunch and snack every day.</li> <li>To ensure that their child takes prescribed medication as directed, provides it to school if applicable and informs staff of any changes.</li> </ul>
<ul style="list-style-type: none"> <li>Know the school's values and Codes of Conduct set out in the Student Wellbeing and Engagement Manual.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcing and modelling the school's values (Our Barny Stars), philosophies, Rights and Responsibilities with their child set out in the Student Wellbeing and Engagement Manual.</li> </ul>
<b>To be a RESPECTFUL and honest individual.</b>	
<ul style="list-style-type: none"> <li>Be welcomed to join the many opportunities to be involved in as a proactive and contributing member of our school.</li> </ul>	<ul style="list-style-type: none"> <li>Being a proactive advocate of their child's school, education and wellbeing.</li> <li>Establishing a partnership to participate in school functions, community events and education (eg committees, social/family events, excursions, classroom helper, volunteer, working bees, playgroup, car-pooling, raffles, cake stalls, promotion).</li> </ul>
<ul style="list-style-type: none"> <li>Be part of a school community which is open, inclusive and honest with strong family values that underpin our philosophy that "It takes a village to raise a child."</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that all interaction is based on open, honest and respectful communication.</li> <li>Undertaking their role as a community member of Barnawartha Primary School in an honest and respectful manner to never put the school in disrepute.</li> <li>Interacts with all families in a respectful manner, regardless of education/socio economic/religious/marital status/gender/sexuality/disability.</li> <li>Regularly access and keep up to date with the school's communication systems (eg uEducateUs, Facebook).</li> </ul>
<b>To be a successful and confident LEARNER.</b>	
<ul style="list-style-type: none"> <li>Know their child is getting an excellent education.</li> <li>Reasonable adjustments are being made for students with disabilities to allow them to achieve success through the same opportunities provided to them as their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Instilling high expectations of academic and behaviour achievement and responsibilities on their child whilst at school and when in the community.</li> <li>Supporting the school and their child to be independent, confident learners.</li> <li>Provide all reports and assessments undertaken by external providers or allied health on enrolment or when they are presented.</li> </ul>
<ul style="list-style-type: none"> <li>Be kept informed of their child's learning progress and behaviour at school.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting their child with homework or assigned tasks.</li> <li>Attending SSG meetings, parent teacher interviews/student led conferences.</li> <li>Regularly access and keep up to date with the school's communication systems (eg uEducateUs, Facebook).</li> </ul>
<ul style="list-style-type: none"> <li>Be aware of additional external support, networks or agencies available for their child that can be provided by external agencies, services, and/or medical practitioners, (eg paediatricians, therapists, counselling, disabilities support groups, books and websites)</li> </ul>	<ul style="list-style-type: none"> <li>Being proactive in seeking, utilising and linking into additional advice, support networks or agencies to support their child through external agencies, services, and/or medical practitioners (eg paediatricians, therapists, counselling, disabilities support groups, books and websites) being accountable for the additional costs and time needed to support their child.</li> <li>Making appointments - eg hairdressers/dentist/medical, after school hours if possible.</li> </ul>



# OUTSIDE

In consultation with staff, students and parents, we believe that:

Rights	Rules	Positive Acknowledgement	Negative Consequences
<p>Students, Teachers and Visitors have the Right to learn and play in a clean environment.</p>	<p><b>Food must be eaten in the designated area.</b>            We do not walk around with food.            Lunch and snack must be eaten in the designated classroom or area and rubbish put in the bin before leaving/playing.             Chewing gum, energy drinks, soft drinks, cordial etc is not permitted at school.</p>	<ul style="list-style-type: none"> <li>• Barny Star</li> <li>• Verbal praise.</li> <li>• Classroom recognition eg raffle tickets/stickers</li> </ul>	<p>Reminder to eat in the designated area.             (Yard duty) picking up rubbish/tidying the school.             Chewing gum put in bin, any unused gum/packets, drinks etc removed and will be taken home at the end of the day.</p>
<p>Students, Teachers and Visitors have the Right to be safe in the playground.</p>	<ul style="list-style-type: none"> <li>• We play within school boundaries.</li> <li>• We do not play in or outside the toilet areas.</li> <li>• We must have permission from a teacher to come inside.</li> <li>• We play all large ball games or kicking batting games such as football, tennis, cricket, soccer and basketball/ netball on the oval or basketball courts.</li> </ul>	<ul style="list-style-type: none"> <li>• Barny Star</li> <li>• Verbal praise</li> <li>• Classroom recognition eg raffle tickets/stickers</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 15 minutes time-out on the 'Snake Seat'. (If this occurs at the end of a break then it is carried onto the next break.)</li> </ul>
	<ul style="list-style-type: none"> <li>• We walk our bikes, scooters and skateboards in and out of school.</li> <li>• We always wear a helmet when riding our bikes, scooters and skateboards to and from school and when riding on bike days.</li> <li>• When riding to and from school we follow all road rules and keep ourselves and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise</li> </ul>	<ul style="list-style-type: none"> <li>• Parents notified.</li> <li>• Student issued with warning that they may not be allowed to ride their bike to school until assurance of safety is demonstrated.</li> </ul>
	<ul style="list-style-type: none"> <li>• We wear a school approved broad brimmed hat from the 1<sup>st</sup> of September till end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise</li> </ul>	<ul style="list-style-type: none"> <li>• No Hat = Play undercover Under a solid structure.</li> </ul>
	<ul style="list-style-type: none"> <li>• We do not use sticks as a weapon, to threaten, intimidate or physically harm others.</li> </ul>	<ul style="list-style-type: none"> <li>• Barny Star</li> <li>• Verbal praise</li> </ul>	<p>Staged response.</p> <ol style="list-style-type: none"> <li>1. Remind</li> <li>2. Redirect</li> <li>3. Relocate</li> <li>4. Reflect</li> <li>5. Repay</li> <li>6. Refer</li> </ol>

<p>Students, Teachers and Visitors have the Right to be treated with respect by their peers. <b>Assault either verbal or physical is a serious criminal offence.</b></p>	<p><b>We solve problems peacefully. We do not assault others with intent to harm physically or emotionally.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>We do not spit at others.</li> <li>We do not swear or make racial comments at others.</li> <li>We do not push, pinch, bite or trip others.</li> <li>We do not slap, hit, punch or kick others.</li> <li>We do not threaten to harm another person.</li> <li>We do not damage another person's property.</li> <li>We do not mistreat/damage/graffiti school property.</li> <li>We do not throw objects (eg sticks, stones, rocks)</li> </ul>	<ul style="list-style-type: none"> <li>Barny Star</li> <li>Verbal praise</li> <li>Classroom recognition eg raffle tickets/stickers</li> </ul>	<p>Staged response.</p> <ol style="list-style-type: none"> <li>Remind</li> <li>Redirect</li> <li>Relocate</li> <li>Reflect</li> <li>Repay</li> <li>Refer</li> </ol> <p>NOTE: Depending on the circumstances of the incident/assault, the student may face immediate suspension and or expulsion.</p> <p><b>Assault is a criminal offence.</b> The assaulted person (or their parent/guardian) has the legal right to take this matter further with police.</p> <p>Any damaged items will be replaced by families at their cost.</p>
<p>Students, Teachers and Visitors have the Right to be treated with respect by their peers.</p>	<p><b>We care for others and behave in a friendly manner at all times.</b></p> <p>We do not tease, name call, bully or harass others.</p> <p>We do not yell or scream at others. We do not swear at or tell others to "shut-up".</p> <p>We do not exclude others as an act of power over the group.</p> <p>We do not steal or lie.</p>	<ul style="list-style-type: none"> <li>Barny Star</li> <li>Verbal Praise</li> <li>Classroom recognition eg raffle tickets/stickers</li> </ul>	<p>Staged response.</p> <ol style="list-style-type: none"> <li>Remind</li> <li>Redirect</li> <li>Relocate</li> <li>Reflect</li> <li>Repay</li> <li>Refer</li> </ol> <p><b>Stealing is a criminal offence</b> The affected person (or their parent/guardian) has the legal right to take this matter further with police.</p>
	<p><b>We follow adult instructions at all times.</b></p> <ul style="list-style-type: none"> <li>Overt refusal to follow adult instructions by either verbal (eg saying, spelling, miming, or abbreviating or writing, saying "no" "shut up" "whatever"), or body language (walking away, turning away, eye rolling, grunting or making inappropriate/offensive gestures).</li> </ul>	<ul style="list-style-type: none"> <li>Barny Star</li> <li>Verbal Praise</li> <li>Classroom recognition eg raffle tickets/stickers</li> </ul>	<p>Staged response.</p> <ol style="list-style-type: none"> <li>Remind</li> <li>Redirect</li> <li>Relocate</li> <li>Reflect</li> <li>Repay</li> <li>Refer</li> </ol>
	<ul style="list-style-type: none"> <li>We do not leave the school grounds without permission.</li> <li>We do not refuse to return to class/group/adult.</li> </ul>	<ul style="list-style-type: none"> <li>Barny Star</li> <li>Verbal praise.</li> </ul>	<p><b>Leaving school grounds -</b> Police will be contacted.</p>

# INSIDE

In consultation with staff, students and parents, we believe that:

Rights	Rules	Positive Acknowledgment	Negative Consequences
Students have the Right to learn and achieve.	<p><b>We follow all staff instructions.</b></p> <p>We do not distract other students, teachers or classes.</p> <p>We respect our own property, school and each other's property.</p> <p>We complete our work quietly and to the best of our ability.</p>	<p><b>Active Learners:</b></p> <ul style="list-style-type: none"> <li>• Barney Star</li> <li>• Verbal praise</li> <li>• Classroom recognition eg raffle tickets/stickers</li> </ul>	<p>Staged response.</p> <ol style="list-style-type: none"> <li>1. Remind</li> <li>2. Redirect</li> <li>3. Relocate</li> <li>4. Reflect</li> <li>5. Repay</li> <li>6. Refer</li> </ol>
<p>Students and Teachers have the Right to feel safe- emotionally and physically.</p> <p><b>Assault either verbal or physical or threatened is a serious act of violence and a criminal offence.</b></p>	<p><b>We solve problems peacefully. We do not assault others with intent to harm physically or emotionally</b></p> <ul style="list-style-type: none"> <li>• We do not spit at others.</li> <li>• We do not swear or make racial comments at others.</li> <li>• We do not push, pinch, bite or trip others.</li> <li>• We do not slap, hit, kick, or punch others.</li> <li>• We do not threaten to harm another student.</li> <li>• We do not damage another person's property.</li> <li>• We do not mistreat/damage school property (eg throwing furniture).</li> <li>• We do not throw objects.</li> </ul>	<p><b>Active Bystanders and Peacemakers:</b></p> <ul style="list-style-type: none"> <li>• Barney Star</li> <li>• Classroom recognition eg raffle tickets/stickers</li> </ul>	<p>Staged response.</p> <ol style="list-style-type: none"> <li>1. Remind</li> <li>2. Redirect</li> <li>3. Relocate</li> <li>4. Reflect</li> <li>5. Repay</li> <li>6. Refer</li> </ol> <p><b>NOTE:</b> Depending on the circumstances of the incident/assault, the student may face immediate suspension and or expulsion.</p> <p><b>Assault is a criminal offence.</b> The assaulted person (or their parent/guardian) has the legal right to take this matter further with police.</p> <p><b>Any damaged items will be replaced by families at their cost.</b></p>
Teachers have the Right to teach without interruptions.	<p><b>We follow all teacher instructions.</b></p> <ul style="list-style-type: none"> <li>• We complete all tasks to the best of our abilities.</li> <li>• We do not leave the classroom without permission.</li> <li>• We go to the toilet and get a drink when the music is playing before we come inside.</li> <li>• Students do not overtly refuse to follow adult instructions by either verbal (eg saying, spelling, miming, or abbreviating or writing, saying "no" "shut up" "whatever"), or body language (walking away, turning away, eye rolling, grunting or making inappropriate/offensive gestures).</li> </ul>	<p><b>Active Learners:</b></p> <ul style="list-style-type: none"> <li>• Barney Star</li> <li>• Verbal praise</li> <li>• Classroom recognition eg raffle tickets/stickers</li> </ul>	<p>Staged response.</p> <ol style="list-style-type: none"> <li>1. Remind</li> <li>2. Redirect</li> <li>3. Relocate</li> <li>4. Reflect</li> <li>5. Repay</li> <li>6. Refer</li> </ol>

	<ul style="list-style-type: none"> <li>We do not leave the school grounds without permission.</li> <li>We do not refuse to return to class/group/adult</li> </ul>		<p><b>Leaving school grounds -</b> Police will be contacted.</p>
<p>Students, Teachers and Visitors have the Right to be treated with respect by their peers.</p>	<p><b>We use manners at all times-</b></p> <ul style="list-style-type: none"> <li>We say please, thank you, may I and excuse me.</li> <li>We do not interrupt.</li> <li>We do not make offensive comments/ statements or ask questions that are irrelevant and disrespectful to the discussion.</li> <li>We do not yell or scream.</li> <li>We do not run inside.</li> <li>We do not take other people's property.</li> <li>We do not steal or lie.</li> </ul>	<ul style="list-style-type: none"> <li>Barney Star</li> <li>Verbal praise</li> <li>Classroom recognition eg raffle tickets/stickers</li> </ul>	<p>Staged response.</p> <ol style="list-style-type: none"> <li>Remind</li> <li>Redirect</li> <li>Relocate</li> <li>Reflect</li> <li>Repay</li> <li>Refer</li> </ol> <p><b>Stealing is a criminal offence</b> <i>The affected person (or their parent/guardian) has the legal right to take this matter further with police.</i></p>
<p>Students have the Right to be part of the Barnawartha community.</p>	<ul style="list-style-type: none"> <li>We wear correct school uniform every day, adhering to the rules set out in the Uniform Policy.</li> <li>We do not wear any jewellery, other than: watch, earrings (sleepers/studs).</li> <li>We do not wear facial piercings or tattoos.</li> <li>We do not wear makeup.</li> <li>We do not wear costumes (eg animal/superhero accessories).</li> <li>We do not wear coloured nail polish.</li> <li>We do not have Mohawks or extreme hair colouring.</li> <li>For OH&amp;S and safety it is strongly recommended that hair longer than shoulder length, or covers eyes (both genders) is tied/pinned back to prevent the risk of scalping and contracting headlice.</li> </ul>	<ul style="list-style-type: none"> <li>Barney Star</li> <li>Verbal praise</li> <li>Classroom recognition eg raffle tickets/stickers</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate clothing is removed and student is given a "spare" uniform to wear for the duration of the day. Their clothing is returned at the end of the day.</li> <li>Jewellery removed &amp; returned at home time.</li> <li>Nail polish removed.</li> <li>Parents called to remove hairspray or gel/colouring from child's hair.</li> <li>Students will be asked to wipe off/remove make-up.</li> </ul>

# Bullying and Cyber Bullying

“Bullying is a **repeated** verbal, physical, social or psychological aggressive behaviour by a person or group directed **towards a less powerful person or group** that is intended to cause harm, distress or fear (Department of Education 2015). It can involve such things as:

## **Direct Physical Bullying. (Repeatedly)**

- Grabbing, aggressive staring, hitting, pinching, kicking, pushing & shoving, damaging property.
- Taking or knocking a person’s books or belongings out of their hands or off their desk.

## **Direct Verbal Bullying. (Repeatedly)**

- Publicly excluding a person from your group.
- Teasing and name calling.
- Discriminating comments eg homophobic, sexist/gender biased or racist remarks, or social/financial judgement.

## **Indirect Bullying. (Repeatedly)**

- An action designed to harm someone’s social reputation and/or cause humiliation.
- Lying and spreading rumours.
- Playing nasty jokes to embarrass and humiliate.
- Mimicking.
- Encouraging others to socially exclude someone.
- Damaging someone’s social reputation or social acceptance.

## **Cyber bullying. (Repeatedly)**

- Is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

*Being involved in online spaces – either at home or at school requires students to behave responsibly. This includes:*

- The language you use and the things you say.
- How you treat others & respecting people’s property (copyright).
- Visiting appropriate online places/chatrooms/sites and social media outlets.

## **Behaving safely online means:**

- Being on age appropriate gaming and social media platforms. Some gaming, and social media sites such as Facebook, Instagram, TikTok, Snap Chat and YouTube have age restrictions and some are restricted to 13, 15 or 18 years and older. Therefore, it would be expected that primary school aged children would not be on these sites or referring to them.
- Protecting your own privacy and personal information (not sharing personal information or images)
- Selecting appropriate spaces to work and network.
- Protecting the privacy of others (not sharing personal information or images).
- Being proactive in letting someone know if there is ‘something not quite right’. At home this would be a parent/carer, at school a teacher.

## **If you are being bullied you should:**

- Tell the person you don’t like what they are doing and you want them to stop.
- Immediately screen shot any messages or images that are inappropriate or make you feel uncomfortable and show these to your parent or teacher.
- Seek support from bystanders.
- Discuss the matter with a student leader, teacher, parent, principal or adult.
- Find ways that you can “Bully- Proof” yourself with strategies and a support network.

## **Our Emotional Intelligence (EQ), Rock and Water, Resilience, Rights and Respectful Relationships Curriculum, and cyber safety programs.**

At Barnawartha Primary School, bullying in any form is not tolerated. It is important that all concerns are reported immediately to your child's teacher to enable a proactive and educative response. We teach students about the **Golden Rule**, "To Treat Others The Way You Want To Be Treated." Through the use of the *PCMS*, *EQ*, the *Resilience, Rights and Respectful Relationships Program*, and *Rock and Water Program* our students learn skills, strategies and language to be masters of their feelings rather than victims. This is reinforced daily through interactions where all students are educated with combined support from their families to identify the behaviours, how they can be an active bystander and then strategies as to ways they can "Bully-proof" themselves. Our students learn about the power of the group to stand up to an individual. Often it only takes one voice or action from an active bystander to help empower victims to stand together to address and put a stop to bullying behaviours. Cyber Safety programs that teach and assesses student's knowledge about being safe online. Students' complete modules or participate in workshops about topics such as information sharing, purchasing, scams, virus', acceptable online behaviour, digital devices and strangers and friends.

### **Note: Knowing the difference, can make a difference.**

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. It's important to unpack any anti-social situations and look for answers as to why relationships breakdown, or actions have occurred. Often it can be a misunderstanding, jealousy, rumor, paranoia or miscommunication that it stems from. Be articulate in identifying the specific behaviours that are beyond 'mean, annoying, bully', as those words don't allow teachers and students to address the core of the issue, or behaviour they want stopped. Eg ask "What are they doing that is annoying?" Always confirm with your child about their role in the situation. Did they use the catastrophe scale? Did they confirm their feelings with the other person? Did they ask questions to make sure they had all the information before making any assumptions? Did they seek support from their teacher?

**Mutual conflict:** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution, or simply may just want their own way. This could be; not agreeing on a game to play, or wanting to "be the boss," taking ownership of a game eg "I made up the game, so I decide who plays and how we play it", or being rough, loud or bossy, or someone who is perceived as 'always cheating'. It's important to talk to your child about the specific behaviours that are happening and inform your child's teacher as soon as possible to allow us to monitor the interactions. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation (eg wants pay back).

**Social rejection or dislike:** It's normal that throughout your child's schooling and lifetime that they will come across people with differences of opinion, interests and personalities that will make it difficult for some friendships to develop or maintain at the same level. Friendships can be cyclical and will often break down, rebuild or change entirely in the intensity, especially if there is someone new in the social group. It is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others. It's important to speak to your child's teacher immediately if a friendship has suddenly broken down, or just doesn't feel the same as it was. Often it is a simple misunderstanding or a rumor that has been blown out of proportion, or paranoia, or even jealousy. This can be quickly resolved with a meeting with their teacher, principal and/or the students involved, or a class meeting, to unpack the issue and seek peer support. More often than not, children actually want their friendships restored but don't know how to take the first step, and they just need someone to help them initiate it and mediate so that both parties can voice their concern in a safe forum.

**Single-episode acts:** of nastiness, name calling or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned, as these are unacceptable behaviours. Please inform your teacher as soon as possible if this occurs with your child, to allow us to monitor the interactions.



## Barnawartha Primary School Student Contract

*I understand that Barnawartha is a community that values the academic and emotional wellbeing of each other. We believe that being a member of our school is a privilege and something to be proud of. At all times we place high expectations on ourselves to be the best that we can be in everything we think, say and do. Our school is a community much like a family, in which everyone cares, supports and encourages each other no matter what age, gender, religious beliefs or ability. We acknowledge that we have differences, but we are always friendly and respectful to everyone in our community. It's the Barnawartha way.*

*I have read the Barnawartha Student Engagement and Wellbeing Manual with my family, and I agree to fulfil my obligation to contribute to the social-emotional and physical wellbeing of this community from the moment I walk through the school gates and at all times that I represent my school.*

*I also agree to fulfil my obligations to myself and my family to learn and participate to the best of my ability, always upholding the values of our school to be a Safe and responsible citizen, a Respectful and honest individual and a successful and confident Learner.*

*If I do not make strong choices and have a weak moment, in which I don't uphold the values of our school, then I agree to accept the consequences of my actions as written in the Student Engagement and Wellbeing Manual.*

Signed (student) \_\_\_\_\_

Students name \_\_\_\_\_

Witnessed and supported by (parents/guardians) \_\_\_\_\_

Parents/guardians name/s \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/ 20\_\_\_\_

---