

SHEPPARTON EAST PRIMARY SCHOOL

Student Engagement & Well-Being Policy

**Produced in consultation
with the school community**

**To be read in conjunction with
*SWPBS Booklet***

Trent McCrae
Principal

Kathie Lowe
School Council President

This policy was last ratified by School Council in....September 2014

TABLE OF CONTENTS

	PAGE
1. School Profile statement	3
2 Whole School Prevention Statement	3
Programs and strategies implemented to promote student engagement	4
Goal and Targets from School Strategic and Annual Implementation Plan	5
3 Rights and Responsibilities of staff	6
Rights and Responsibilities of students	7
Rights and Responsibilities of parents	7
4 Shared Expectations	8
Diversity of the school community	9
5 School actions and consequences	9
Guidelines for outdoor activities	10
Consequences	11-12
Whole school approach to student engagement and welfare	13
 Appendices	
1 Rights and responsibilities Guidelines	14-18
2 References	19
3 Values and expectations	20
4 General procedure for dealing with problem behaviours	21

1 School profile statement

Shepparton East Primary School is a highly regarded school located 8km east of the City of Shepparton. It has a current enrolment of 178 students from diverse family backgrounds.

The school has a semi-rural outlook situated in the Shepparton East Township and surrounded by fruit orchards and farm lands. The school enjoys extensive grounds with ample play areas including two ovals, three equipment areas and shaded sitting and play areas. The present school consists of a main school building (including four classrooms and administration area), two mod 5 portables, an art/LOTE room, library and a multi-purpose room.

Shepparton East Primary School aims to promote the link between wellbeing and learning in every aspect of the curriculum, school culture and environment. It is committed to providing a safe, supportive and stimulating learning environment where teachers have high expectations for student learning.

At Shepparton East PS a high priority is placed on core developments of literacy and numeracy skills. We acknowledge that our students have varying skills and abilities and that they learn in diverse ways and progress at different rates. Quality teaching is provided to ensure all students build firm foundations to achieve their personal best in all key areas of learning.

2 Whole-school prevention statement

The core SWPBS values at Shepparton East Primary School that reflect a common understanding within our School Community are:

- Care for Yourself
- Care for Others,
- Care for your Learning
- Care for your School

The school shares high expectations with the whole community and accept that student well-being is everyone's responsibility. We have a belief that students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. This interdependent relationship between student wellbeing and student learning is fundamental to our students' positive and successful engagement with their education.

Our positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage in their learning.

We acknowledge that when a child receives positive recognition of their behaviour and achievements, it not only provides them with confidence, but also a feeling of self worth.

Programs and strategies being implemented by Shepparton East Primary School to promote student engagement, high attendance and positive behaviours are:

- The performing arts program including: class music and drama lessons, choir, private music lessons, school concert, Shepparton Music Festival, State School Spectacular, Supa Star and Cultural Performances.
- Receiving awards including: Reward Days, Student of the Week, PBS spottos, attendance certificates, classroom prize boxes and stickers.
- Camps, whole school and local excursions involving Years Prep to 6.
- Physical education program including: class P.E. sessions, senior sport, swimming and athletics programs, Interschool and Division sport, cross country, Jump Rope for Heart, weekend sports which include soccer and netball.
- Small class sizes – 178 students across eight classrooms.
- School environment including: shaded playing areas, senior learning area, ample play equipment, soccer, football and cricket facilities, library and technology area, Multi Purpose Room, outside seating.
- Buddy system for Prep-Year 6 students.
- Student leaders including: School Captains, House Captains, Junior School Councillors.
- Parent involvement including: Hearing reading, Parents & Friends Club, uniforms, fundraising, camps and excursions, weekend sport, special activity days, concert props and costumes, book covering and other incidental activities.
- Specialist Areas and teacher rotations: LOTE (Italian), Library, Art, Science, Music, P.E., Technology.
- SWPBS (School Wide Positive Behaviour Support) common values
- Value of the week
- Positive acknowledgement system (Spotto, Postcard, etc)
- Literacy and Numeracy Leaders.
- Lunchtime activities: house sports, music, library, games in the outdoor eating areas.
- Education Support staff: reading, tables, numeracy testing
- Reading Recovery for Year 1's.
- Active After School programs eg. golf, karate, dance, t-ball
- Cross-age activities eg. Arts Activity Day, Rewards Days, JSC Activities, Cultural Day
- Information Technology—iPads for Year 4-6, Notebook computers for Years P-3, Interactive Whiteboards.
- Restorative Practices

The engagement and wellbeing goal and targets within the School Strategic and Annual Implementation Plan provide for the development of a whole-school environment that fosters positive student behaviour.

Goal:

Engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to school.

Targets:

- Maintain the Student Attitudes to School Survey variables at the 75th percentile and above.
- Improved survey scores for the Parent Opinion Survey variables of ‘student behaviour’ and ‘school climate’ .
- Improved Staff Opinion survey scores for ‘student motivation’, ‘student misbehaviour’ and ‘classroom misbehaviour’.
- Reduce average student absence rates by 2 days at each year level.

3 Rights and Responsibilities

When developing Rights and Responsibilities Shepparton East Primary School has considered their legal responsibilities under relevant legislations:

Equal opportunity Act 1995

At Shepparton East PS all members of the school community will be treated equally regardless of age; gender identity; impairment; physical features; race or religious belief.

Charter of Human Rights and Responsibilities Act 2006 –

At Shepparton East primary school corporal punishment is prohibited and we affirm that all people are born free and equal in dignity and rights.

Disability Discrimination Act 1992 under Disability Standards for Education 2005-

The standards cover enrolment, participation, curriculum development, student support services and harassment & victimisation

Education and Training Reform Act 2006 –

Shepparton east Primary School provides for a high standard of education and training for all students.

Rights and Responsibilities of Staff

Rights	Responsibilities
<p>Staff have a right to:</p> <ul style="list-style-type: none"> • Be treated equitably with common courtesy and good manners. • Teach in an orderly and cooperative environment. • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student. 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • Maintain accurate attendance records and follow-up unexplained absences. • Fairly, reasonably and consistently, implement the engagement policy. • Plan and assess for effective learning and provide a differentiated curriculum. • Know the content they teach and work cooperatively to develop and implement quality units of work linked to AusVELS • Create and maintain a safe and challenging learning environment and use a range of teaching strategies and resources to engage students in effective learning. • Teach students the risks and consequences of improper use of e-communications and how students should report and respond to cyber bullying (e-smart program).

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Be treated equitably with common courtesy and good manners. • Learn and play in a secure environment where, without intimidation, bullying (including cyber bullying) or harassment they are able to fully develop their talents, interests and ambition. • Participate fully in the school’s educational program with appropriate access to all school facilities and equipment. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Be on time to class and be prepared for learning. • Be friendly and treat their peers, teachers and all other members of the school community with respect. • Work and play safely, observing the school rules. • Set goals and complete work on time and to the best of their ability. • Take care of the school environment and property and respect the rights and property of others. • Using information technology appropriately, informing their teacher if they are being cyber bullied, or if they are aware that another student is being cyber bullied.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • Be treated equitably with common courtesy and good manners. • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. • Be kept informed of their child’s learning progress and behaviour at school. 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours. • Ensure their child regularly attends school and is on time for school each day. • Engage in regular and constructive communication with school staff regarding their child’s learning. • Ensure contact details for their child are correct and up to date. • Ensure their child wears school uniform and all clothing items are clearly named. • Assist and encourage their child to maintain personal hygiene and cleanliness and provide adequate daily nutritional requirements. • Support the school in maintaining a safe and respectful learning environment for all students. • Report bullying of any kind including cyber

bullying.

4. Shared expectations

At Shepparton East Primary School the principal, teachers and school support staff have a responsibility to provide an environment that ensures all students are valued and cared for, feel part of the school, and can engage effectively in their learning and experience success.

School staff at Shepparton East Primary School have shared expectations to:

- Provide inclusive teaching practices.
- Ensure educational provision for all students.
- Maintain positive parent/carer partnerships and liaison.
- Support community partnerships which engage families and the community in ways that support student achievement and success.
- Provide appropriate student services.
- Provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.
- Maintain a high level of confidentiality relating to staff, students and parent information.
- Address and celebrate diversity within the school community.

Students at Shepparton East Primary School have shared expectations to:

- Attend school regularly.
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Participate fully in the school's educational program to the best of their ability.

Parents/carers at Shepparton East Primary school have shared expectations to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational program.
- Support the school in maintaining a safe and respectful learning and playing environment for all students.
- Maintain a high level of confidentiality relating to staff, students and parent information.

Diversity in the school community

Shepparton East Primary School celebrates diversity by:

- Attracting and maintaining highly skilled, motivated and energetic staff who are better able to meet the needs of a diverse school community.
- Increasing the range of knowledge, skills and experiences of staff through continual professional development including at least one PLT each term dedicated to student engagement and welfare.
- Ensuring a whole school approach to student engagement and welfare is implemented.
- Creating more effective decision-making due to increased participation levels and an increased capacity to solve problems by valuing the opinions of all staff.

5. School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based common whole-school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school environments.
- Ensuring student participation in the development of classroom and whole school expectations.
- Providing personalised learning programs for students at risk of disengagement.
- Consistently acknowledging all students.
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making.
- Providing physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- Understanding the student's background and needs.
- Ensuring a clear understanding of expectations by both students and teachers.
- Providing consistent school and classroom environments.
- Scaffolding the student's learning program.

Broader support strategies will include:

- Involving and supporting the parents/carers.
- Involving the student wellbeing coordinator, managed individual pathways or careers coordinators.
- Tutoring/peer tutoring.
- Mentoring and/or counselling.
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour.
- Developing individualised flexible learning, behaviour or attendance plans.
- Providing broader educational programs, for example camps, outdoor education, performing arts.
- Involving community support agencies.

Guidelines for outdoor activities

Student Questions	Responses
When should I see the teacher on duty?	If you or someone else is unwell or injured unless it is an emergency, then go to the office or staffroom for assistance.
	If you recognise an unsafe area of play or others are playing unfairly or unsafely.
	If a piece of sports equipment goes out of school property or on the roof.
	If you find school property or someone else's property lying around in the school ground.
Am I Sunsmart?	Wear a wide brimmed or bucket hat each day during Terms 1 & 4 and at other times depending on the weather.
	Apply sunscreen when playing outside.
	Play in shaded areas on hot days.
Do I show respect?	Enter and leave classrooms quietly and orderly.
	Play kindly and fairly, take turns and include others in your games (Bullying is not tolerated).
	Speak and respond politely to other students, staff, parents and visitors to the school.
	Be responsible for your own property and the property of others.
	Share the play equipment and use it for its correct purpose.
What can I do to keep the school clean and tidy?	Ensure all recycled items are placed correctly in the recycle bin.
	Place all waste in the bins provided.
	Pack up sand play and sports equipment on the first bell and return to its correct location.
	Use toilets, toilet paper and hand towel for their correct use.
	Use the troughs for their correct use.
	Refrain from drawing on school property.
How can I move and play safely?	Avoid running in and around the toilet block, inside or close to buildings, under undercover ways or around the eating area
	Avoid dangerous and rough games such as British Bulldog, brandy, gymnastics, play fighting, tackling, using sticks or throwing items such as tanbark, sand, seed pods or stones.
	Refrain from jumping from play equipment or using school fences or rails as climbing or swinging frames.
	Use playground equipment for the purpose it is designed. (All chasing games are banned from the play equipment)
	Walk bicycles and scooters through the school grounds.
	Keep all kicking and batting games to the rebound wall and oval areas.
	Obey the rules of a game and where appropriate use an umpire.
Where should I be?	Remain outside until the reading music plays at 8:45am.
	Remain outside during recess and lunchtimes unless there is an emergency.
	Wait for an announcement before participating in inside lunchtime activities eg Library, MPR activities.
	Stay away from the perimeter of the school between the tree line and the fence, behind the shelter and garden sheds, the bike rack and bus shelter, staff carpark and outside the school ground during play times.
	Prep/1 students are not to use play equipment behind MPR.
	Eat in the designated eating area.
	Stop playing and get ready for class on the first bell (use the toilet, get a drink and pack up equipment).
	Bus travellers wait in the eating area of the school and walk to the bus stop accompanied by the bus duty staff member on the bell.

Consequences

Level of Behaviour	Behaviour exhibited	Examples of Consequences
1	Attending school regularly. Obeying the school rules. Respect the rights of others. Cooperative behaviour. Consistent effort. Leadership qualities.	Positive Reinforcement Receive praise—compliment on behaviour. Receive SPOTTOS, postcards, certificates, etc. Participate in reward days.
2	Inappropriate behaviour in the classroom or playground. Disobeying school rules – minor offence.	Initial Consequences for ‘Minor’ Inappropriate Behaviour (Tier 2) Mark on board or spoken to by teacher as a reminder to improve behaviour. Temporary removal from regular classroom or playground activities. SWIS notification Withdrawal of privileges.
3	Persistent inappropriate behaviour in the classroom or playground. Bullying including cyber bullying. Stealing. Swearing. Disobeying school rules, showing disrespect, causing others to feel unsafe, disruption to student learning or property damage.	Initial Consequences for ‘Major’ Inappropriate Behaviour (Tier 2) SWIS notification Notification to Wellbeing coordinator and or Principal. Contact parents. Removal from class or playground for a specified period of time. Recess and or lunchtime Detention—no more than half the allocated time for the break. Referral to SSSO –student support if deemed necessary Targeted intervention strategies.
4	No improvement in behaviour over time Persistent or serious bullying including cyber bullying Persistent or serious breaking of school rules showing disrespect, causing others to feel unsafe, disruption to student learning or property damage	Pre Suspension Notice (Tier 3) SWIS record Notification to Principal Parent conference Removal from class or playground immediately Recess and or lunchtime detention Afterschool Detention—no more than 45 minutes Targeted intervention strategies including an Individual Learning Improvement Plan (ILIP)and student contract Referral to community support agencies Convening of a support group

Suspension and Expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines** . Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

Suspension

If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student’s parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

Appropriate and meaningful school work must be provided to the suspended student. This work must be consistent with work provided in the student’s classes. While completion of the work is not a requirement for re-entry to school, parents/carers can assist the process by ensuring that the work is completed.

At any time during a suspension, parents/carers can request that a student support group meeting be convened.

5	<p>Deterioration of behaviour over time.</p> <p>Serious or persistent bullying including cyber bullying.</p> <p>Persistent or serious breaking of school rules causing staff and or students to feel unsafe or injured.</p> <p>Continued disruption to student learning or property damage.</p>	<p>Suspension process (Tier 3)</p> <p>Principal responsibility to follow procedures listed in section 4.3 of the DEECD guidelines.</p> <p>SWIS record.</p> <p>Parent conference.</p> <p>In school or out of school suspension.</p> <p>Targeted intervention strategies including an Individual Learning Improvement Plan (ILIP)and student contract.</p> <p>Support group meetings.</p>
----------	---	--

Expulsion

Expulsion from a school is the most serious consequence open to the Principal. When expulsion is unavoidable, Principals have a responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with a staged response and the Student Engagement Policy have been implemented in good faith by the school without success.

Schools should work in partnership at a network level to ensure that expelled students are guaranteed an educational placement at another school or registered training organisation or alternative education setting in their network.

6	<p>Serious breaking of school rules causing disrespect and staff and or students to feel unsafe.</p> <p>Serious disruption to student learning or serious property damage.</p>	<p>Expulsion process (Tier 3)</p> <p>Principal responsibility to follow procedures listed in section 4.3 of the DEECD guidelines.</p> <p>SWIS record.</p> <p>Support group meetings.</p> <p>Expelled from school.</p>
----------	--	--

Whole-school approach to student engagement and welfare

Restorative Practices

Restorative Approaches puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The restorative approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured.

Restorative Practices:

- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- Promote awareness of others, responsibility and empathy
- Involve direct and voluntary participation of those affected by misconduct in its resolution
- Promote relationship management rather than behaviour management
- Separate the deed from the doer.
- Are systematic, not situational
- Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied

Key Questions

- 1 What has happened?
2. Who has been affected?
3. How can we involve everyone who has been affected in finding a way forward?
4. How can everyone do things in the future?

Anti Bullying

Fosters a committed social responsibility within the school community and empowers students and teachers with strategies that enable them to build a safe and supportive environment for all.

Students:

- Engage in responsible reporting when witnessing or experiencing injustice
- Identify bullying behaviour
- Build resilience to free oneself of thinking like a victim
- Feel empathy for targeted members of the community and therefore take sensible action as a bystander.

Teachers

- Acknowledge that reduced bullying is a shared responsibility
- Implement whole school prevention and intervention strategies
- Create opportunities for students to develop a social conscience

APPENDICES

Appendix 1 Rights and responsibilities Guidelines

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

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

- Age.
- Breastfeeding.
- gender identity.
- Impairment.
- Industrial activity.
- Lawful sexual activity.
- Marital status.
- Parental status or status as carer.
- Physical features.
- Political belief or activity.
- Pregnancy.
- Race.
- Religious belief or activity.
- Sex.
- Sexual orientation.
- Personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom.
- Respect.
- Equality.
- Dignity.

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

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

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

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter.
- Support others to act compatibly with the Charter.
- Respect and promote human rights.

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

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

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional staffing, providing special resources or modifying the curriculum.
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers.
- Benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers.
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Definitions

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

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

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings) Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

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

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- Grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- Publicly excluding a person from your group.
- Taking or breaking a person's property.
- Knocking a person's books or belongings out of their hands or off their desk.
- Teasing a person because of their looks.

Cyberbullying

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 (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- Protecting your own privacy and personal information (we used to call it 'stranger danger').
- Selecting appropriate spaces to work and contribute.
- Protecting the privacy of others (this can be 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 or carer, at school a teacher.













If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

		VALUES AND EXPECTATIONS			
		 CARE FOR YOURSELF	 CARE FOR OTHERS	 CARE FOR YOUR LEARNING	 CARE FOR YOUR SCHOOL
SETTINGS	LEARNING ENVIRONMENT 	Be on task. Be prepared and ready for learning. Be safe. Be an active listener. Follow instructions. Be honest.	Walk inside. Greet others. Speak politely and use appropriate language. Use an inside voice. Be considerate of others' learning and feelings. Use manners.	Speak in sentences. Be proud of achievements. Begin tasks promptly. Listen carefully. Ask for assistance. Give your best at all times. Be a risk taker.	Use equipment correctly. Tidy up the room. Wear a neat and tidy uniform.
	OUTSIDE & PLAYGROUND 	Walk on paths. Play safely. Involve yourself. Stay inside boundaries. Be sunsmart. Be honest. Think, then act.	Respect others' feelings. Share equipment. Play school approved games. Be a good friend and play safely. Greet others. Be a good sport. Use appropriate language.	Respect others. Follow rules of the game and be a good sport. Be a problem solver. Give new games and activities a go.	Look after buildings & property. Look after gardens. Put rubbish in bin. Care for & clean up sports equipment. Finish food in eating area.
	TOILETS 	Wash hands. Be hygienic.	Leave neat & clean. Use a quiet voice. No playing games. Respect others' privacy.	Use before school & in breaks. Ask for permission during class time.	Leave neat & clean. Use appropriately.
	EXCURSION & BUS TRAVEL 	Use seat belts. Face the front. Stay in your seat. Stay with your group. Get on and off the bus safely.	Follow group leader's instructions. Appropriate games. Use inside voice.	Take all equipment needed. Collect belongings when leaving bus.	Dress appropriately for excursion. Be proud of the school in the community.
	EATING TIME 	Sit while eating. Eat quietly.	Use appropriate manners.	Eat fruit quickly at fruit break.	Minimise rubbish taken to school. Put rubbish in the bins.
	CYBER SPACE 	Keep passwords & personal information confidential.	Use appropriate language. Respect others' feelings.	Be on task. Only use educational apps in school time.	Represent the school. Be proud of what you say & write.
	TRANSITIONS 	Move safely. Use correct doors for the classrooms.	Line up safely. Keep hands & feet to yourself. Walk safely together as a group. Be mindful of other classrooms & children already at work.	Be on time. Take all equipment needed.	Walk on paths.

