STUDENT ENGAGEMENT AND WELL-BEING POLICY

Rights and responsibilities

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.

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
- gender identity
- impairment
- physical features
- race
- religious belief or activity
- sex

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, and
- Respect and promote human rights

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 a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. 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.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

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, and
- 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.

**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 cyber bullying behaviour are:

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

Cyber bullying 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

**Cyber bullying**
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 (e.g. 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 is '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.

Rights and Responsibilities of the School Community

Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
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<tr>
<td>• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</td>
<td>• Participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</td>
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<tr>
<td>• participate fully in the school’s educational program</td>
<td>• Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</td>
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<td>• As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</td>
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Rights and Responsibilities of Parents/carers

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<tr>
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<th>Responsibilities</th>
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<tr>
<td>• parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</td>
<td>Parents/carers have a responsibility to:</td>
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<td>• parents/carers have a right to be provided with information about their child’s progress in a timely manner so that strategies can be developed to assist the child if necessary</td>
<td>• promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.</td>
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<td>• Ensure their child’s regular attendance</td>
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<td>• Engage in regular and constructive communication with school staff regarding their child’s learning.</td>
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<td>• support the school in maintaining a safe and respectful learning environment for all students.</td>
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<td>• Ensure their child is provided with the</td>
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necessary equipment and educational resources as listed by the school in publications like the booklist. If assistance is needed in obtaining such items, it should be sought as early as possible in the school year.

- Support school policies e.g. uniform, body piercing, computer usage, anti-bullying

### Rights and Responsibilities of Teachers

<table>
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<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
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<tr>
<td>• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</td>
<td>• Fairly, reasonably and consistently, implement the engagement policy.</td>
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<td>• expect that they will be able to teach in an orderly and cooperative environment</td>
<td>• Know how students learn and how to teach them effectively.</td>
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<td>• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</td>
<td>• Know the content they teach.</td>
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<td>• Know their students.</td>
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<td>• Plan and assess for effective learning.</td>
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<td>• Create and maintain safe and challenging learning environments.</td>
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<td>• use a range of teaching strategies and resources to engage students in effective learning.</td>
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<td></td>
<td>• Engage in regular and constructive communication with parents/carers regarding their child’s learning.</td>
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<td></td>
<td>• Ensure that equipment and resources provided by parents/carers as required by the school is used in classes throughout the year</td>
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### 4. Shared expectations

**Schools – principals, teachers and school staff**

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

**The school’s values are based on the Australian Government’s nine values, for Australian schools, which are:**

- **Care and Compassion**
  - Care for self and others
- **Integrity**
  - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**
  - Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect**
  - Treat others with consideration and regard, respect another person’s point of view
• **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society

• **Responsibility**
Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

• **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

• **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

• **Honesty and Trustworthiness**
Be honest, sincere and seek the truth

School expectations include:
• inclusive teaching practices
• accessible educational provision for all students
• parent/carer partnerships and liaison
• community partnerships which engage families and the community in ways that support student achievement and success
• provision of appropriate student services
• development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices:
The school is committed to the use of Restorative Practices with students. 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
• Separate the deed from the doer
• Are concerned with establishing or re-establishing relationships in which each person’s rights to equal dignity, concern and respect are satisfied

Diversity in the school community
The school aims to address diversity by:

• maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
• increasing the range of knowledge, skills and experiences available in the workforce
• enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
• creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. **School actions and consequences**

Student engagement, regular attendance and positive behaviours will be supported through relationship based 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 where appropriate for individual students
• consistently acknowledging all students
• empowering students by creating multiple opportunities for them to take responsibility and be involved in
deciding

- 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 experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

**Discipline procedures – 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*.

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.

**Consequences which may be used prior to suspension include:**

- **Withdrawal of privileges**

  - Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. The student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

  Where appropriate, parents/carers should be informed of such withdrawals.

  - Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess/lunchtime may be used for this work.

  Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

  The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

  - Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).
  - Placing the student in a time out room until a return to class has been negotiated
PART B: IMPLEMENTATION GUIDELINES

a) Common class rules and routines followed by all classes

**Students are to**
- Be on time for class and bring all required equipment and materials.
- Behave in a courteous manner and respect the rights of others to learn.
- Follow all instructions of staff members the first time they are given.
- Take the College diary to all classes. If they wish to leave class, the teacher must write a pass in the diary.
- Respect school and personal property. Leave all rooms clean and tidy.
- Make sure the following items are not taken to class: food (including chewing gum), drink (except bottled water), iPods, and other prohibited items.
- Make sure that their possessions and valuables are stored securely (using a padlock or combination lock) in the lockers provided by the school and that school bags are not taken to class – except where students have prac PE lessons.

b) Class based rules and routines developed by individual faculties and classroom teachers.
- Teachers will also develop rules and routines based on the requirements of their particular subjects and teaching spaces. These rules and routines will be clearly explained to the class when the subject is introduced.

DUTY OF CARE PLANS

*Outside the class setting: To ensure the well being and security of students, these rules must be followed:*

a) In the yard
- Students must not leave the College grounds without permission.
- Students must not be in out of bounds areas.
- Students must treat people and property with respect and not engage in any harmful or dangerous behaviour.
- Students must not use offensive language when speaking to people.
- Students must not get together or move around the school in large groups (e.g. more than 10 students), unless directed to do so by a teacher and supervised by a teacher.
- Students must not meet visitors at school boundaries.
- All visitors must report to the General Office.

b) In corridors
- Students should move in the corridors and on the stairs in a safe and orderly manner. Where possible they should keep to the left.
- Noise is to be kept to an acceptable level. Students are not to use offensive language.
- Students should wait outside classrooms in an orderly manner.
- Corridors are to be kept tidy. Bags and other personal property should be stored securely so that people can move safely through the corridors.
- Deliberate damage to College property, surrounds and lockers is unacceptable.
- Students are not to eat in corridors.

c) The canteen
- Canteen staff and canteen duty staff are to be treated with respect and courtesy. Their instructions must be followed.
Students are to queue as directed.
Litter is to be placed in bins.
Students are not to loiter in the area asking for money from other students.

d) **Bus travel**
Bus travel is a privilege not a right.
All students must:
- Obey instructions from the driver or bus captain.
- Wait at the bus stop in an orderly fashion and not approach the bus until it has stopped.
- Be punctual at the pick up (morning and night).
- Enter and leave the bus in an orderly manner.
- Not move around the bus in transit but remain seated at all times.

Furthermore:
- No part of any passenger or object in their possession is to protrude out of windows or doors.
- Boisterous conduct including the use of bad language or any action which may cause distress to other students or distract the driver will not be tolerated.
- If students have to cross the road after getting off the bus they must wait until the bus has moved on at least 100 metres.
- Students have access to their allocated bus only. This will not be changed to meet sporting or social arrangements unless permission is given by the Bus Coordinator.

**INDIVIDUAL BEHAVIOUR PLANS**

a) Where appropriate, individual behaviour management plans will be developed for some students. Such plans will follow consultation between staff, student, parents and support personnel.
b) Where appropriate, special behaviour management plans (short term or long term) will be developed for ‘difficult’ classes.

**RECOGNITION OF POSITIVE BEHAVIOUR AND ACADEMIC ACHIEVEMENT**

Positive feedback is always to be encouraged and the following processes are available:
- merit certificates, commendations, a call home to parents, notes in diary, encouraging/complimentary comments
- the token system whereby students earn points for their House through positive behaviour and academic achievement
- House Achievement awards each term
- College Council Curriculum awards
- House Leader and Coordinator awards
- Presentation Night prizes and scholarships

**BEHAVIOUR PROBLEMS AND CONSEQUENCES**

*Problems and concerns which may occur in the classroom:*
- Failure by student to follow instructions
- Rude, uncooperative behaviour
- Student interference with the learning rights and/or property of others
- Poor work effort in class
• Failure to complete homework

Teachers may draw upon the following strategies in responding to such problems and concerns:

• Communicate with the parent via the College diary or phone
• Implement the College Homework Policy.
• Counsel the student with the support of parents and House Leaders/Directors and Student Well Being personnel.
• Detention.
• Classroom contract between the teacher and student outlining expectations and consequences.

Serious/repeated problems will be referred to the House Leaders, House Directors or Principal Class who may draw upon the following steps:

• Student Conduct/ Homework/Attendance cards to monitor the situation
• Detention
• Yard Duty
• Behaviour Management plan
• Further counselling: informal or structured meetings
• Withdrawal of privileges, including online access for breaches of online policy.
• Temporary withdrawal of the student from class
• Banning from college excursions, camps, or social functions.
• Placing the student in the Time Out room
• Suspension
• Using law enforcement agencies

**EXPULSION** is a matter for the Principal and he/she will follow the DEECD guidelines.

**BEHAVIOUR OUTSIDE THE CLASSROOM**

**BUS MISBEHAVIOUR**
Students will be dealt with by their school for misbehaviour at bus stops, bus parks and on the bus. A serious incident (e.g.: endangering others, distracting the driver) will result in suspension from bus travel for 3 to 5 days. The first minor incident reported will result in a verbal warning and the parents being contacted. Second and subsequent minor incidents in a school year will result in suspension from bus travel.

All parents receive, sign and return the SWAMP Bus System Measures documents upon enrolment.

**MISBEHAVIOUR IN YARD, CANTEEN, CORRIDORS**
*Depending on the seriousness of the incident, teachers will use one or more of the following:*

a) Direction to modify behaviour.
b) Immediate Yard duty - 10 minutes.
c) Refer to House Leader - additional Yard Duty, removal from yard, notify parents, after school detention. Refer student to the SWC if appropriate.
d) Rostered day(s) Yard Duty (organised through the House Leader).
e) Lunchtime detention, e.g.: relevant writing tasks, clean sports storeroom, etc.
f) Refer to House Directors or Assistant Principals.

**BEHAVIOUR RECOVERY**

Where appropriate, students will be encouraged to use **mediation**, including peer mediation, to
resolve problems with other students. **Counselling** is recognised as a vital component of behaviour recovery and students will have access to the comprehensive resources available at the College. Where appropriate, students will be required to make **restitution** for the problems they have created. E.g. replacing or meeting replacement costs of damage to property. Where appropriate, (especially where there have been serious problems with a student) individual **behaviour management plans** will be used to monitor a student’s progress and behaviour recovery.

### ATTENDANCE

Students must comply with the College’s attendance policy. All students are required to attend 90% of classes in a given subject to be eligible to pass. Special consideration passes will be given to students where just cause for their absence is provided. Just cause for non-attendance will require one or more of the following:

1) A Medical Practitioner’s Statement
2) A Statutory Declaration
3) An acceptable full explanation from a Parent/Guardian related to the circumstances.

Set deadlines for handing in work must be met. Only absences where a “just cause” has been provided will be taken as an acceptable reason for late submission of work.

- An appropriate note, dated and signed by a parent/guardian, must be provided to the College following a student’s absence
- Students who arrive late must report to the General Office and obtain a pass
- Students who leave the College before 3.15pm must have a note signed by their parents/guardians and countersigned by a House Leader/Director. They must also sign the early leavers’ book.
- Lateness to timetabled classes, assemblies and meetings is not acceptable. Students who are late may be given a warning, yard duty or detention.

### UNIFORM

- Kooweerup Secondary College is a uniform school and all students are expected to comply with the College’s uniform policy.
- Students who do not follow the policy will receive lunchtime detention each day they are out of uniform. Persistent problems will lead to parent contact and further consequences.