

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help is available for non-English speakers. Please get in touch with Berwick Chase Primary School on 97077799

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand the following:

- (a) our commitment to providing a safe and supportive learning environment for students.
- (b) expectations for positive student behaviour
- (c) support available to students and families.
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Berwick Chase Primary School is committed to providing all students with a safe, secure, stimulating learning environment. We understand that students reach their full potential only when they are happy, healthy, and safe and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student well-being and student learning outcomes are closely linked.

This policy aims to support our school in creating a safe, supportive, and inclusive school environment consistent with our school's values.

SCOPE

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

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POLICY

1. School Profile

Berwick Chase Primary School opened in January 2009. Located in one of the fastest-growing areas of Australia, the school grew rapidly during its initial year.

- Current SFO at 0.3649
- 41 different nationalities and cultures
- Current enrolments - 730
- 2.94% of studying in the Program for Students with Disabilities
- Berwick Chase Primary School uses the most current research about how people best learn and turn it into a reality. Students are being prepared for life in the twenty-first century, as well as being educated in a facility that is built for the future.
 - Developing resilience among students by creating an environment that is respectful of and supportive of the learning of individuals.
 - Focused/targeted teaching sessions to support or extend students can be easily catered for. There is time and space for numerous small groups to be working with teachers on their specific needs while other students are working independently.
 - Individual learning needs can be catered for the variety of teaching approaches within the classroom.
 - Space for students to work in and not be restricted by furniture, computers, people, etc.
 - Opportunities for students and teachers to work together across year levels depending on their needs, interests, and class focus. This creates 'learning communities where students from different areas of the schoolwork together.
 - Teaching practices are out in the open so teachers can learn from and with one another.
 - Creating a professional community where teachers are committed to making the personal work of their classroom transparent and public.
 - Consistency of approach to curriculum delivery and student management

The school not only takes pride in the fact that it is at the cutting edge of design and functionality but also environmentally sustainable, with purge windows for air circulation and air-conditioning, rainwater tanks, and bore water supply.

The school is revisiting the pedagogical principles and practices that best support student growth. With the implementation of 'Practice Principles for Excellence in Teaching and Learning', they are empowered to learn and achieve, experiencing high-quality teaching practices and the best conditions for learning which equip them with knowledge, skills and disposition for life-long learning and shaping the world around them.

Berwick Chase's vision for education is to:

- Employ a fully inclusive approach to the education of students with disabilities.
- Demonstrate a willingness to provide the best possible education and positive educational experience for all students.
- Prepare students for lifelong learning.
- Provide a multi-faceted approach to education with learning annexes throughout the community.
- Provide a sound understanding of the individual needs, interests, and aspirations of students, thus providing the basis on which to build positive self-esteem and learning experiences.
- Continue improvement in the critical areas of Literacy and Numeracy
- Use information technology to enable learning to occur in many modes and from many sources.
- Provide an education that helps students to develop a sense of belonging in an ever-changing society.
- Raise educational outcomes and expectations for all students.
- Continually improving teaching and learning for all
- Provide an environment where students, teachers, parents, and the wider school community work side by side to maximise learning opportunities.
- Develop relationships between parents\carers, students and teachers built on mutual respect towards learning from each other.

Berwick Chase Primary School believes in creating an environment of trust and respect for all community members. Students are challenged to achieve high-level literacy and numeracy skills and are expected to make 12 months of growth each year from their previous point of learning. The school runs an extensive reading support program that supports all students to make this expected growth. These high-level literacy skills help students investigate the world and make connections through their studies.

2. School values, philosophy, and vision

Berwick Chase Primary School is committed to providing a safe, supportive, inclusive school environment for students, staff, and our wider school community. At Berwick Chase Primary



School, we believe in an elected Government of law, equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and tolerance. Berwick Chase Primary School is committed to having an equal emphasis on equity and excellence, catering to all students at their point of need.

School Vision

All students will learn and achieve their full potential with a commitment to developing independent, responsible lifelong learners who shape the world around them.

Values:

Our four school values are:

Respect Creativity Responsibility Resilience

3. Engagement strategies

Berwick Chase Primary School aims to provide high student engagement, 100 % attendance, and positive behaviours. Attendance has been highlighted as a focus of the strategic plan. We believe that all children have the potential to learn and achieve and that the well-being of every member of the school community is essential. Our mission is to develop an energetic, welcoming, supportive, and harmonious environment in which all students, staff and families feel engaged and connected.

We aim to provide a stimulating learning environment that fully engages students in their learning and fosters positive well-being through the implementation of programs that encourage pro-social behaviour through:

The Zones of Regulations is a curriculum that fosters self-self-regulation emotional control. It is a system that allows students to categorise emotions in a safe environment.

Zones of Regulation, the implementations of the Superflex character and other initiatives, including Listening Larry.

The Zones of Regulations uses four colours to depict the different emotions.

The Blue Zone	It is used to describe feelings such as sadness, tiredness, boredom, or low motivation.
The Green Zone	This describes a stable state of calmness, happiness, and focus, and this is the state for optimal learning.
The Yellow Zone	This describes feelings such as frustration, stress, anxiety, nervousness, or silliness. This is when the student is losing some control.
The Red Zone	It is used to describe feelings such as anger, rage, panic, or terror. This is when the student has lost total control of themselves.

The use of colours and the explanation of what they each mean is an easy way for the students to identify the zone they are in, in a non-judgemental environment.

Student Engagement (Behavioural/Emotional/Cognitive):

Our school aims to raise awareness of what makes students resilient and to develop strategies to reduce vulnerabilities and increase coping skills to enhance all students' emotional and social health. Efforts are directed at promoting strengths, well-being, and positive developmental outcomes through the following primary prevention programs:

- Welfare Officer / Speech Therapist
- Literacy Support
- Develop and build relationships with parents and the wider school community.
- Ongoing management processes – Sentral behaviour database, anti-bullying policy, student surveys.
- Implementation of a consistent whole-school approach to reading, writing and maths curriculum delivery.

To achieve this, we will:

- Build whole school understanding around playground rules and behaviours, including rubbish in the environment.
- Use of assembly time to reward students with awards (twice a term), and fortnightly social skill awards.

- Chase Champion
- Utilise School Captains elected by peers to model and lead students.
- Utilise House Captains and Student Leaders elected by peers to model and lead students.
- Use the 'Tribe Program' as a way to build relationships across the school.
- Have high expectations, and challenge ourselves, our community and each other.
- Teach to the needs of each individual and value their differences.
- Provide students with learning that lead to meaningful opportunities in the future.
- Acknowledge and celebrate our successes and recognise and value effort.
- Develop a challenging, inspiring curriculum relevant to individual students and our community's needs. Our staff will be informed about both local needs and trends, new technologies and innovations.

Strive to develop positive, trusting relationships for all by:

- Monitoring and reflecting the well-being and engagement of students, staff and families, and support at all levels.
- Putting in time and effort, inside and outside the classroom, to get to know each other, have fun together and show that we value each other.
- Implementing and analysing the 'Tell Them From Me Survey' survey to ascertain areas of strength and future improvement.
- Challenging and changing systems to ensure they best meet the needs of all children and families.
- Following appropriate Departmental Guidelines such as the Student Engagement Policy Guidelines, Equal Opportunity Act etc.

Our success will be measured by the following:

- The attendance, retention, and achievement of students.
- The attitudes and opinions of students, families, and staff.
- The retention of positive, skilled, healthy, enthusiastic, and engaged teachers.
- Improved learning outcomes are leading to more significant life choices.

High Attendance:

We have several practices that raise the attendance profile and support our students to attend school, participate in class and enjoy learning. These practices are primarily developed around the notion of respect for themselves, each other, the school, and the community. Through this, we will develop the students:

- i. **Self-esteem:** to develop and preserve a sense of self-worth and appreciation of the worth of others.
- ii. **Self-discipline:** encouraging students to accept responsibility for their behaviour through positive reinforcement and teaching and learning social skills, problem-solving and conflict-resolution skills.
- iii. **Positive self-concept:** discovering and developing the individual's potential in academic, creative, recreational, and personal activities.

Positive Behaviours:

Berwick Chase Primary School provides a safe and respectful learning environment. There are clear expectations for all staff, students, families, and the wider community. We have developed a culture of respectful communication between students, staff, and community members. This extends to the classroom and forms the basis for respectful communication, relationships and how to respond to behavioural issues. Positive behaviours are promoted through:

- Early intervention strategies
- Seamless transition pathways for all learners into Prep, through the school and into secondary schools
- Revising social rules regularly
- Active involvement of parents in the learning and behaviour of each student. Where necessary, we foster this cooperative approach with parents through meet-and-greet interviews, reports, phone calls, parent-teacher interviews, meetings, and communications books
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through [insert any specific strategies you have in place to support CALD students]
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]

- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on LGBTIQ Student Support [insert any specific measures at your school to support LGBTIQ+ students]
- all students in Out of Home Care are supported in accordance with the Department’s policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program

4. Identifying students in need of support

Berwick Chase Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team - plays a significant role in developing and implementing strategies to help identify students needing support and enhance student well-being. Berwick Chase Primary School will utilise the following information and tools to identify students in need of extra emotional, social, or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled.
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- attendance, detention, and suspension data
- engagement with families
- self-referrals or referrals from peers
- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitors the health and well-being of students in their year and acts as a point of contact for students who may need additional support.

- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- staff will apply a trauma-informed approach to working with students who have experienced trauma.

Individual

Berwick Chase implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- meeting with the student and their parent/carer to talk about how best to help the student engage with school.
- developing an Individual Learning Plan and a Behaviour Support Plan
- considering if any environmental changes need to be made, for example, changing the classroom set-up.
- referring the student to:
 - school-based well-being supports.
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child, and adolescent mental health services or Child First
 - Re-engagement programs such as Navigator

Where necessary, the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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- personal, health and learning information gathered upon enrolment and while the student is enrolled.
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- attendance, detention, and suspension data
- engagement with families
- self-referrals

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect all students, staff, parents, and carers to treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of community members.

Students Rights	Students Responsibilities
The right to be treated fairly, with respect and to have their individuality acknowledged and catered for. (Program for Students with Disabilities, Welfare, Literacy Support Programs, ESL program)	To treat others with fairness and respect and accept their individuality.
The right to be provided with a comprehensive, inclusive, and engaging curriculum.	To attend school regularly and be prepared to learn, play, and acknowledge the rights of others to do the same.
To have input into the development of school/ class rules and consequences.	To follow the agreed-upon school rules and consequences.
Work and play in a secure environment without intimidation, harassment, bullying or disruption.	To resolve differences respectfully.
To expect their property to be safe	To care for their own and others' property.

To learn in an environment free from bullying, harassment, violence, discrimination or intimidation and to prevent racism.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

Parents Rights	Parents Responsibilities
The right to be treated fairly and with respect.	To treat others with fairness and respect.
The right to expect their child/children to be provided with a safe and respectful environment in which they can make the best educational opportunities.	To support the school's efforts to provide their children with a safe and respectful learning environment. To support school attendance, ensure their child attends school regularly and on time daily.
The right to have input into the education of their children.	To take the opportunity to have input into their child's education when the opportunity arises.
The right to have their concerns dealt with in a fair, prompt, and efficient manner in line with the relevant and appropriate legislation.	To communicate their concerns in a relevant and rational manner.

Teachers Rights	Teachers Responsibilities
The right to work in a safe, supportive, and respectful environment.	To ensure that the classroom is a positive, safe, inclusive, caring, and purposeful environment.
The right to teach without distraction or interruption.	To apply the student management policy with consistency and fairness. To promote student attendance and punctuality and follow the student absence protocol.

The right to be accepted as an individual and to be treated fairly and with respect.	To treat all individuals with respect and fairness.
	To recognise and proactively manage incidents of bullying (including cyberbullying).
	To proactively promote positive behaviour.

5.2 Equal Opportunity

The Equal Opportunity Act 1995 sets out the types of 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 based on the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as a carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person identified by reference to any of the above attributes).

5.3 The Charter of Human Rights and Responsibilities Act 2006

In line with the Charter, students are entitled to freedom from physical, mental, and financial

neglect and abuse.

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 essential to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must comply with the Charter and consider 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.

Part of the Human Rights monitoring will be completing the Charter Compliance Checklist on the School Compliance website.

<https://www.humanrights.vic.gov.au/legal-and-policy/victorias-human-rights-laws/the-charter/>

[file:///C:/Users/08826356/Downloads/implementing-the-human-rights-act-government-agency-checklist%20\(1\).pdf](file:///C:/Users/08826356/Downloads/implementing-the-human-rights-act-government-agency-checklist%20(1).pdf)

5.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations of 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 a disability to

participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while considering 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 consider information about the following:

- 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 broader community, including:

- costs associated with additional staffing, providing unique 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 on a person or organisation.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Berwick Chase's Bullying policy.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying and racism will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Berwick Chase Primary School will institute a staged response consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores, and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour and other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate.
- teacher controlled consequences such as moving a student to a classroom or other reasonable and proportionate responses to misbehaviour.
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

WHOLE SCHOOL DISCIPLINE POLICY

Step 1 – Warning

Tell the child that it is their official warning.

Step 2- Name on the board

Step 3 – Cross next to the student's name



The student must sit in the designated area and wait until the egg timer finishes before returning to the class.

Step 4 – Second, cross next to the student’s name.

The student is exited to the year level coordinator and must spend 20mins in the coordinator’s room completing work or reflecting on their behaviour by writing or drawing a reflection. A phone call must be made to the parents.

Step 5 – The third cross is on the board, and the student is sent straight to the office. The principal class or the welfare officer will contact the parents.

REFUSAL POLICY

Students refusing to comply with reasonable requests made by staff are liable to be removed from class for an extended period. This time may include a school suspension of up to 5 days.

Parent support will be sought for all suspensions. Lack of support for breaks may be referred to the Senior Field Officer (SFO) or the Department of Health and Human Services.

If a student refuses to comply with a request from the Home Group Teacher, Staff Member in charge or Yard Duty Supervisor, the Staff Member will give the student the choice of compliance or consequence.

They will then ask, “Do you understand what this means if you choose not to do as I have asked?”

In the event of the refusal of a request from the Staff Member in charge or Yard Duty Teacher persisting, the following steps are placed into the procedure:

- Removal from class/yard to year-level coordinator
In the event of the refusal of a coordinator
- Removal from the Coordinator’s care and discipline by the Assistant Principal or Principal. Appropriate (and usual) action at this stage is applying an in-school suspension.

Refusal of the AP or Principal

If a total refusal occurs as a final step, the student's parents will be notified, and the child will be suspended for the safety of themselves and others (students and staff members).

The students will be returned to school after a period negotiated by the school and parent and when the student is ready to comply with school rules.



(A meeting will take place between the student, parents and Prin/AP before the student is returned to class).

- At each step, the same outlines and options will be given to the student.

SEVERE MISBEHAVIOUR

If any student severely misbehaves, all the steps of the Discipline Policy are skipped, and the student is sent straight to the office. This includes things like physical violence and verbal abuse towards staff members.

Suspension, expulsion, and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged eight or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Berwick Chase Primary ensures all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

6.1 Bullying and harassment

Bullying is contrary to the Berwick Chase Primary school's vision and will not be tolerated. Incidents of bullying, including cyberbullying, are dealt with according to our:

Students Management Procedures as outlined above.

Definitions:

Harassment is any verbal, physical, or sexual conduct (including gestures) that 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

Cyberbullying is bullying using digital technologies, including mobile phones, email, and social media tools. Cyberbullying includes:

- Pranking: Repeated hang-ups, anonymous, mocking, or threatening phone calls.
- Image sharing: Forwarding or sharing unflattering or private images without permission.

- Sexually explicit images: People of any age who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.
- Text and email: Sending insulting or threatening texts or emails.
- Personal online information: Publishing someone's private, personal, or embarrassing information without permission or spreading rumours online.
- Identity theft: Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.
- Hate sites: Creating hate sites or implementing social exclusion campaigns on social networking sites.

It is also cyberbullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.

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

It is essential 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 they witnessed the incident and advise them to report it to an appropriate person. They are also encouraged to let the perpetrator know their unacceptable behaviour.

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

Harassment is usually directed at people because of their gender, race, creed or abilities, and 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-mails.
- 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
- making 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 school - requires students to behave responsibly. This includes:

- the language they use and the things they say.
- how they treat others
- respecting people's property (e.g. copyright)
- visiting age-appropriate sites, spaces

Behaving safely online means:

- protecting your privacy and personal information
- 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 something is 'not quite right'. At home, this

would be a parent or carer, at school, a teacher. *Knowing that some online activities are illegal and, as such, are reportable to the appropriate authority.

If students are being harassed or bullied, they should:

- Tell the person they don't like what they are doing, and they want them to stop.
- Inform their parents or teacher immediately.
- Take a screenshot of any texts, messages, photos, etc., as evidence
- Discuss the matter with a student leader or a teacher/coordinator that they feel comfortable with.

7. Engaging with families

Berwick Chase Primary school values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website.
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- Provide parent volunteer opportunities so that families can contribute to school activities.
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual student plans.

8. Evaluation

Berwick Chase Primary School will collect data each year to understand the frequency and types of well-being issues experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Tell it from me student survey data.
- Sentral incidents data
- school reports.
- parent survey
- case management
- CASES21, including attendance and absence data.

- SOCS – Student Online Cases System

Berwick Chase Primary school will also regularly monitor available data dashboards to ensure any well-being or engagement issues are acted upon promptly and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school’s website
- Included in staff induction processes.
- Included as an annual reference in the school newsletter.
- Made available in hard copy from school administration upon request.

Our school will also ensure it follows the mandatory parent/carer notification requirements concerning suspensions and expulsions outlined in the Department’s policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy,

Bullying Prevention,

Child Safe Standards, etc.

POLICY REVIEW AND APPROVAL

Policy last reviewed	09.09.2024
Consultation	School Council
Approved by	Principal
Next scheduled review date	September 2026