



WHEELERS HILL
Secondary College



Student Engagement Policy November 2009

Components

- 1. School Profile Statement**
- 2. Whole-school Prevention Statement**
- 3. Rights & Responsibilities**
- 4. Shared Expectations**
- 5. School Actions & Consequences**

NB A copy is provided to parent/carers & students on enrolment. Elements are also found in the student planner.

1. School Profile Statement

Established in 1980, Wheelers Hill Secondary College is a Year 7-12, government school. Situated in the City of Monash in Melbourne's eastern suburbs, the student population is drawn from a wide geographic area, with more than 30% of students travelling from outside the immediate neighbourhood. The College is a full fee paying school for international students. Approximately 8% of enrolled students are part of this program, predominantly from China, Korea, Vietnam, India and Sri Lanka adding cultural diversity and interest to our learning community.

The College is a 'core plus' design with well maintained classrooms. Facilities include a newly renovated and upgraded 140 seat Performing Arts Centre, a full size gymnasium and well equipped library, arts and technology areas. The school is strongly committed to the innovative use of ICT technologies to assist learning and is particularly well resourced in this area.

Major upgrades and expenditure in recent years have improved classroom design and amenity whilst providing a new, modern Resource Centre and a designated Year 7 Learning Centre to cater for flexible curriculum delivery and strengthen our Middle Years of Schooling program. The College grounds have undergone significant development with an on-going planting program. This, along with the redevelopment of a new administration and staff work area has created a thoroughly agreeable working environment for students and staff alike.

We aim to provide a high quality learning environment that is both supportive and challenging. Students from our College will be life-long learners with the integrity and social skills to become valuable community members.

Each year level cohort has been formed from approximately 30 primary schools upon secondary college entry. Student families are from a broad range of socio economic backgrounds and comprise 42 different nationalities. Fourteen percent of families enrolled receive the Educational Maintenance Allowance. For organisational purposes the College is divided into two sub-schools - Senior and Middle School.

School Characteristics

SFO 2005-2208 average	0.40
Percent female students 2006-2009 average	49.0%
Total enrolment 2006-2009 average	559
Indigenous enrolment 2005-2008 average	0.6%
ESL Enrolment 2005-2009 average	2.6%
PSD* enrolment 2006-2009 average	0.7%
Refugee enrolment 2006-2008 average	0.3%

2. Whole-school prevention statement

The educational philosophy of Wheelers Hill SC is built on the four pillars of education. We value learning and understand that it is a lifelong journey. The values that underpin our philosophy are outlined below, attached to one of the four pillars, though relevant to and supporting each.

1. Learning to **know**

We value the pursuit of excellence and doing our best

We value critical thinking and reflection

We value the acquisition of knowledge to inform our thinking

We value the recognition and celebration of individual and group achievement

2. Learning to **do**

We value the acquisition of skills

We value making, creating & performing

We value authentic, real-life application of learning

We value actions that make a positive difference to our world

3. Learning to **live together**

We value relationships that are caring, honest, respectful and considerate of others

We value diversity and tolerance of difference

We value personal expression that is mindful of the rights and needs of others

We value collaborative learning and team work

4. Learning to **be**

We value the realisation of each person's potential - as an individual, as a family member, as a citizen of the local community and the world

We value self-confidence, independence and self esteem

We value innovation, imagination and creativity

We value student leadership and student voice

We value personal challenge

College Strategic Plan Précis 2007-2010

1. Student Learning Outcomes

Goals

To improve student achievement in English/Maths Year 7-10 and all studies in VCE (>10 students) through enhanced teaching and learning practices

2. Student Engagement and Wellbeing

Goals

To improve student engagement in learning and connectedness to school at years 7-10

3. Student Pathways and Transitions

Goals

To improve student pathways and transitions (Year7-12) through greater opportunities and increased self awareness

Targets

- *Improvement in AIM matched and school cohort AIM results (all areas) between Year 7 and Year 9 of 1.0 VELS level.*
- *Improve the percentage of students achieving 40+ in VCE to greater than 7%.*
- *Improvement in all VCE subjects (>10 students) school mean scores to 30.*
- *All study score to indicate 'value add' from GAT to individual study scores.*
- *75% of students achieving at or above the expected VELS standards at each year 7-10.*
- *20% of students achieving above expected VELS standards at each year level 7-10 in Maths/English.*
- *Improve attendance rates at all Year Levels to at least equivalent to State average.*
- *Improved Student Attitudes School Survey variables to a school mean of 4.0 (teacher effectiveness, teacher empathy, stimulating learning, school connectedness, learning confidence and classroom behaviour).*
- *Improved results in Staff Organisational Health Survey to state means for supportive leadership, role clarity, learning, PD, engagement, curriculum coordination, student decision making, effective discipline policy.*
- *Improved Parent Opinion Survey variables for classroom behaviour & parent input to state means.*
- *Improve real retention rates at Year 7-10 to at least equivalent to State Average.*
- *Reduce number of students leaving education for short term employment in years 10, 11 and prior to completion of year 12 by 30%.*
- *Reduce number of students leaving education and training*

In addition to a range of engaging curriculum programs, the following programs, events and activities seek to promote students' behavioural, emotional & cognitive engagement throughout the school and make manifest our philosophy.

Advance Program

Art Exhibition & competitions

Central Australia Camp/Tour

Chess Club & competitions

City Centre Camp

Confidential bullying survey

Debating competitions

Driver Education Program

Excursions

Homework Club

Information Evenings

Instrumental music program

Intra & Interschool sport programs

Our Fantastic Futures – Year 7

Peer support program

PEP program

Personal Learning Goals

Personal Best Program – Year 8

Presentation Ball, Senior Formal

Presentation Evening

School Musical & Dramatic Productions

SRC

Student generated bands

Student Leadership Programs

Student recognition and awards (200 & 250 Clubs)

Subject competitions Maths, Science, Geography, Writing, and Poetry

VCE Study Camp

VCE Transition Programs Y10-11, Y 11-12

VET programs

Work Experience

World Challenge Program/Overseas tour

Year 7 Transition Camp

The College has a strong pastoral care program supported by a Student Welfare Coordinator, Home Groups and sub-school teams. The Pastoral Program complements the strong academic focus of the College. Programs such as instrumental music, performing arts and sporting programs create opportunities for students to develop particular skills beyond the classroom. A particular emphasis is placed on developing and encouraging leadership skills and programs and structures are in place to enable this. College programs have been developed to provide the best possible learning opportunities for *all* students. Through these programs students develop the skills that lead to strong results at VCE and allow them to confidently take their place in the community.

We consistently seek to develop educational programs in a spirit of learning and improvement to better meet student needs and enhance educational outcomes.

Details of current curriculum programs can be found on the College website
<http://www2.whsc.vic.edu.au/learning/>

4. Rights and Responsibilities

This policy acknowledges and is consistent with the:

1. ***Racial and Religious Tolerance Act 2001***, which supports racial and religious tolerance and prohibits vilification on the ground of race or religion
<http://www.education.vic.gov.au/studentlearning/programs/multicultural/schrrtact01.htm>
2. ***Equal Opportunity Act 1995 (Victoria)***, which enshrines the concepts of fair and equal treatment and the protection of the rights of individuals
<http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm>
3. ***Charter of Human Rights and Responsibilities Act 2006*** which requires schools to act compatibly with human rights and consider human rights when making decisions and delivering services
<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm>
4. ***Disability Discrimination Act 1992***, which seeks to ensure that persons are not discriminated against on the basis of disability. 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
<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Rights

Students have the right to learn.

Parent/Carers have the right to expect their children to be well educated.

Teachers have the right to teach.

These fundamental rights exist in an environment where the following rights are upheld:

- The right to feel physically and psychologically safe at school
- The right to be valued and treated fairly – with respect and dignity
- The right to learn and teach in a safe, orderly and co-operative environment free from harassment and bullying, including cyber bullying
- The right to have access to an engaging and inclusive curriculum that acknowledges student diversity
- The right to personal expression with regard to the rights, needs and expectations of others including the broader school community

Responsibilities

Students will

- Participate fully in the school's educational program and attend regularly
- Show tolerance and consideration for the rights and needs of others
- Accept responsibility for their own learning and actions
- Respect the property of other school community members
- Respect and care for the college environment, facilities and equipment
- Be familiar with the Student Engagement Policy and follow its guidelines

Teachers will

- Conduct themselves within the guidelines of the VIT Code of Ethics & Code of Conduct
http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
(Refer to *Shared Expectations for Teachers* section for more details)
- Show tolerance and consideration for the rights and needs of others
- Care for and respect the college environment, facilities and equipment
- Be familiar with the Student Engagement Policy and consistently seek to implement it

Parents/Carers will

- Be familiar with and support the school in the implementation of the Student Engagement Policy
- Promote positive educational outcomes for their children by taking an active interest in their educational progress and by modelling positive behaviours
- Communicate with teachers, principals and support staff about matters that relate to their child's education and welfare at school

5. Shared Expectations

We expect that students will:

Students will ...participate fully in the school's educational program and attend regularly

- Attend regularly
Example: Attend school and related excursions/co-curricular activities unless there is a legitimate reason approved by parent/carer.

Likely consequence: Communicate promptly to the school the reason for absence, if legitimate. Where necessary (refer to VCE Handbook & Student Planner), provide medical certificate. For unapproved absence, catching up on work missed and detention. Implementation of Individual Learning or Behaviour Management Plans. In special cases, provision of external referral and/or programs.

- Be punctual. *Example:* Being well organised to ensure arrival on time to all classes.
Likely consequence: Making up lost time after class. Completing work missed in detention or for homework.
Possible referral to the YLC or Sub-School Leader. Parents notified. Detention for continued lateness.

Students will ...learn in a safe, orderly and co-operative environment free from harassment and bullying, including cyber bullying. Please refer to Appendix A College Harassment & Bullying Policy 2008 for more information or http://www2.whsc.vic.edu.au/admin/policies_documents/policies.asp

- Behave in a safe & cooperative manner in school buildings and grounds.
Example: Abstain from smoking or use of other dangerous or illegal substances; Use phones, iPods & electronic devices only as prescribed in the student planner.
NOTE: Electronic devices, including phones, are brought to school at the owner's risk. **The College is not responsible for theft or damage to these items.**

Likely consequence: Smoking: name recorded; parent/carers notified; repeat offences will result in the student's participation in a Quit (or similar) program, and the school's discipline procedures will be invoked. Dangerous materials will be confiscated: some items will only be returned to a parent/carer. Breach of rules re mobile phones, iPods, headphones etc. will result in confiscation of the item: First offence – till the end of the next school day; second offence – parent/carer required to collect item from the General Office. NOTE: No responsibility can be taken for items not collected after three months. Use, possession or supply of illegal drugs will result in counselling support and suspension or expulsion.

- Respect the privacy of others
Example: Avoid taking photographs without permission, accessing computer files or damaging the reputation of other students and/or teachers.

Likely consequence: Warning, and apology where appropriate. Making things right, referral to the YLC or Sub School Leader Parents notified. Loss of computer/Internet access. The nature of the misuse may lead to detention, internal or external suspension. YLC, Sub-School Leader, Principal and parents/carers may be involved. Police involvement where law is contravened.

- Keep within College boundaries.
Example: stay within the boundaries shown on the map in the Student Planner; stay clear of areas set aside for particular year levels/groups and out of bounds areas.

Likely consequence: Warning, parent/carer contact, detention, possible suspension.

- Avoid contact with outsiders.
Example: talking to or being with those talking to ex-students, strangers or unauthorised visitors to the College. (Authorised visitors have been introduced to the office and display a visitor's pass.)

Likely consequence: Students will be asked to move away from outsiders. The usual disciplinary consequences will apply if such a request is refused (including detention and suspension). Police may be called.

- Keep other students safe.
Example: act in a way that protects others, avoid fights or disturbances, inform college staff of possible danger; use public transport safely; act appropriately & considerately between home and school; obey road rules; wear a helmet if you ride a bike to school. Play games & sports considering the safety of others.

Likely consequence: Depending on the nature of the breach, a range of sanctions ranging from warning, apology, and restitution, to detention, suspension, expulsion and police involvement.

- Work and behave in a manner consistent with OHS legislation
Example: Wear correct footwear and protective clothing & equipment in specialist classes such as materials technology, PE and Science

Likely consequence: Exclusion from the relevant activity. Legal implications exist for deliberate failure to comply with OHS requirements.

- Demonstrate leadership by encouraging others to do the right thing
Example: Remind friends to be safe, considerate and cooperative. Quietly & confidentially advise a teacher, YLC or SWC if you know of someone who is being bullied.

Likely consequence: A safer, more considerate and cooperative community. Other community members will appreciate your efforts.

Students will ...show tolerance and consideration for the rights and needs of others

- Be considerate, inclusive and supportive of others
- Not tease or mock other students
- Not harass, exclude, humiliate or physically mistreat others.

Example: no verbal harassment, teasing or bullying, no fighting or violent behaviour. No cyber bullying whatsoever. **Please refer to Appendix A, College Harassment & Bullying Policy 2008 for more information** http://www2.whsc.vic.edu.au/admin/policies_documents/policies.asp

Likely consequence: a range of consequences depending on the nature and extent of the harassment.

Physical fighting will likely result in suspension, even if retaliatory, as will repeated or severe bullying. Bullies may have their movement restricted to protect others. Expulsion.

- Be free to express their opinions unless they are perceived to be racist, defamatory or sexist, or threaten the harmony of the college or otherwise contravene relevant legislation.

Example: Express dissenting views on an issue in a class discussion.

Likely consequence: If the view expressed infringes on the rights of others - warning, counselling, apology and referral to the YLC or Sub-School Leader. Parents may be notified. Detention or suspension for continued infractions.

Students will ... accept responsibility for their own learning and actions

- Have high expectations that they can learn.

Example: Genuinely attempt all work and activity. Ask for teacher assistance where necessary.

Likely consequences: Revise, rework or redo work that is half hearted or slipshod .

- Bring appropriate books, equipment and materials to class.

Example: Student Planner to all classes, PE uniform to PE, writing materials, textbooks & workbooks to each subject

- Refrain from talking when the teacher or designated student is talking.

Example: Treat others the way you would like to be treated.

- Follow teacher instructions.

Example: Move places when asked to by the teacher

Likely consequences: Required to work in a particular location, class activities restricted, withdrawal of privileges, temporary removal from class, detention. Parent contact & SSG meeting. Potentially, suspension, expulsion may apply.

- Accept responsibility for learning, by actively listening.

Example: Look at and engage with the speaker. Stop doing other things while they are speaking. Try and understand exactly what is being said. Ask follow up questions if unsure.

Likely consequences: Inability to understand what is communicated, misunderstanding the task, getting confused or false understanding, ultimately, poorer results.

- Participate willingly in group work and other classroom activities **to the best of their ability**

Example: Get actively involved in activities as a team member, contribute to class discussion make a genuine effort to perform practical tasks as requested.

Likely consequence: Discussion, counselling. Complete activities or alternative work in detention or at another time as determined by the teacher.

- Complete set work and homework on time and **to the best of their ability**.

Example: Finish all work in class time wherever possible, complete homework as set by teacher by the due date (use Student Planner).

Likely consequence: If the teacher thinks you can improve the work, they may require you to redo, revise or extend your effort, with teacher feedback and assistance. Attend Homework Club to complete work. Finish class work during lunchtime or after school. Completion of class work for homework. Parents may be notified. Detention for continued non-completion of work. Unsatisfactory or poor report grades.

- Not behave in a deliberately disruptive manner.

Likely consequence: Required to work in a particular location, class activities restricted, withdrawal of privileges, temporary removal from class, detention, suspension, expulsion.

Students will ...respect & take care of school property and equipment and the property of other students and staff

- Look after their own property and use their locker.

Example: Leave valuables at home where possible. Keep bags in their locker, name all books and clothing, and avoid storing money or valuables in their locker. **Never** leave valuables in bags out of lockers. Keep locker keys, combinations and passwords private & secure.

Likely consequence: Loss of items not secured and associated emotional and financial distress.

- Respect others' property

Example: do not take (steal) others personal items, padlock combinations; avoid use of others' property, use lockers sensibly, do not deface or graffiti, do not interfere with other students' bags or belongings.

Likely consequence: Theft: compensation, withdrawal of privileges, police called if necessary. If police are involved parent/carers must be contacted. Littering or graffiti: clean up wider area. Vandalism: compensation, community service, referral to YLC, Sub School Leader, Assistant Principal (AP) and parents/carers where appropriate

- Care for the school environment.

Example: avoid eating, drinking or chewing gum in any classroom or corridor; Use rubbish bins for all litter; play ball games only on Sports fields or courts. Advise teacher if damage noticed or observed

Likely consequence: Littering or graffiti: clean up wider area. Vandalism: compensation, community service, referral to YLC, Sub School Leader, Assistant Principal (AP) and parents/carers where appropriate. Apology to those affected. Police notification where relevant.

- Use computers appropriately.
Example: avoid breaching the Internet Acceptable Use Agreement or accessing files belonging to other students or teachers, leave computer games at home.

Likely consequence: Warning, and apology where appropriate. Making things right or helping with the network, referral to the YLC or Sub School Leader Parents notified. Loss of computer/Internet access. The nature of the misuse may lead to detention, internal or external suspension. YLC, Sub-School Leader, Principal and parents/carers may be involved. Police involvement where law is contravened.

- Follow the College Dress Code.
Example: Wear correct uniform and seek a uniform pass when out of uniform. Wear PE uniform. Observe safety requirements that apply in certain classes (e.g. Science, PE and Technology Studies); wear safe footwear.

Likely consequence: Student asked to comply with dress code. Student may be provided with alternative clothing to assist with compliance. For continued deliberate non compliance, with the Dress Code the usual range of disciplinary and welfare protocols will apply. Students who may need financial support to comply with the Dress Code will be referred to the SWC for assistance.

We expect that parents/carers will

- Be familiar with and support the school in the implementation of the Student Engagement Policy
- Do their best to ensure students have adequate sleep & nutrition for the school day
- Encourage regular daily attendance at school. Where possible, avoid extended time away from school
- Help to organise students so that they arrive punctually at school
- Provide*, and expect students to wear, school uniform and adhere to the dress code
- Provide explanatory notes for absence, lateness or when a student is out of uniform
- Interact respectfully with teachers, principals, support staff and school community members including other parents/carers & students.
- Support the school in maintaining a safe and respectful learning environment for all
- Communicate regularly with teachers, principals and support staff. For example, by attending parent teacher interviews, student support groups (SSGs) and parent meetings, using student planners, email and phone calls to maintain contact
- Ensure contact details are accurate and up to date
- Take an interest in their child's school life & assist with school work where possible
- Monitor their child's home internet usage to minimise cyber bullying and to ensure their safety online**
- Pay the Voluntary Contributions Charge and meet elective and excursion costs when undertaken to do so
- Consider participation in the wider life of the school through the College Council, its sub committees and school community events

*Parents/carers needing financial assistance to meet uniform costs can contact the Student Welfare Coordinator

**Parents/carers concerned about bullying may find guidance at

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/goodpractice/parentstrategy.htm>

We expect that Teachers, Principals, and Support staff will:

Work within the Victorian Institute of Teaching Code of Ethics and Code of Practice
http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

The Victorian Institute of Teaching Code of Ethics

As teachers, we use our expert knowledge to provide experiences that inspire and facilitate student learning. We are a significant force in developing a knowledgeable, creative, productive and democratic society. The values that underpin our profession are integrity, respect and responsibility. We hold a unique position of trust and influence, which we recognise in our relationships with students, parents (caregivers and guardians), colleagues and the community.

We demonstrate our **integrity** by:

- *acting in the best interest of students*
- *maintaining a professional relationship with students, parents, colleagues and the community*
- *behaving in ways that respect and advance the profession.*

We demonstrate our **respect** by:

- *acting with care and compassion*
- *treating students fairly and impartially*
- *holding our colleagues in high regard*
- *acknowledging parents as partners in the education of their children.*

We demonstrate our **responsibility** by:

- *providing quality teaching*
- *maintaining and developing our professional practice*
- *working cooperatively with colleagues in the best interest of our students.*

We further expect that Wheelers Hill SC teachers, principals and support staff will:

- ***apply the school's preferred practices in classroom management and student welfare (Our aim is to be united in our behaviour management processes at the classroom and duty of care (beyond the classroom) level.*** (Reference: Rogers 1995: Behaviour Management: A Whole-School Approach). These preferred practices are also detailed in the staff handbook.
- *implement courses and programs consistent with school & DEECD policies and priorities*
- *be active participants in the life of our school community beyond the classroom.*

School Actions & Consequences

Wheelers Hill Secondary College acknowledges its preference for a staged response to behavioural and student management issues. We move, where possible, from a least to more intrusive approach. We also seek, where possible, to link the consequence to the behaviour, or action (Rogers 2008). Where possible, we seek to employ restorative practices for breaches of the Engagement Policy.

However, we also recognise that there are *logical consequences for particular actions* and that students benefit from learning to understand this. We seek to apply consequences and sanctions fairly and consistently.

We emphasise prevention and early intervention to promote positive behaviours and minimise negative behaviours. We consistently seek to encourage, affirm and reward students for meeting *high* expectations.

Possible interventions and consequences for breaches of the Student Engagement Policy are detailed below. *The list is not exhaustive, and the College reserves the right to adapt its response depending on the nature of the incident or behaviour, the welfare of the student(s) involved, and the impact on the safety and the rights of other students, employees and community members.*

Discussion

Counselling

Warning

Restitution - *the return of something to its rightful owner*

Reparation – making amends - *compensation for a wrong or something that is done to achieve this*

Reconciliation - *the ending of conflict or renewing of a friendly relationship between disputing people or groups* (this usually involves apology)

Participation in restorative justice processes or activities

Removal of privileges (including participation in co-curricular programs, events, excursion & camps trips, tours, network privileges etc.)

Detention – lunchtime

Detention – after school

Institute a SSG – Student Support Group (see below)

Individual learning Plan

Individual Behaviour Management Plan

Daily Behaviour Monitoring card/report.

Referral to community support agencies or external professionals (e.g. for counselling or assessment)

Participation in a non-school or community educational training course or program

Restriction of movement around the school

Removal from class

Criminal matters are referred to the Police – whether they occur at or beyond the school

Internal suspension

External Suspension

Expulsion

For detailed information about school & DEECD suspension & expulsion processes please go to:

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/default.htm>

The SSG or Student Support Group

The SSG is constituted of

- School principal (or delegate)
- Student (where appropriate)
- Student's main classroom teacher, the form/home-room teacher or the Year Level Coordinator
- Parents/carers (a parent may communicate via phone where unable to attend in person)
- Professionals who have been supporting the student or their family, for example the Student Welfare Coordinator, Psychologist, Social Worker, Youth Worker etc.

The SSG aims to:

- Develop an understanding of the child or young person
- Utilise data collection and monitoring systems that will inform decision making
- Identify the child or young person's learning, social, emotional, behavioural and environmental needs, and the support or resources the student requires for improvement
- Involve key specialist learning and wellbeing support staff, for example the literacy coach, student welfare coordinator, and/or school psychologist
- Develop an Individual Learning Plan and/or Individual Behaviour Management Plan with the student's classroom teacher and ensure support to implement the plan
- Support referrals to community support agencies for specialist interventions delivered in partnership with the student support group school strategies

The SSG also meets to consider suspension or expulsion.

Parents, students and teachers are also expected to familiarise themselves with specific school rules as detailed in the Student Planner and on the college website <http://www2.whsc.vic.edu.au/>.

Links

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	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
WHSC Harassment & Bullying Policy	http://www2.whsc.vic.edu.au/admin/policies_documents/policies.asp
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
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eoo/eeoact.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

Glossary of terms

AP –Assistant Principal

DEECD Department of Education and Early Childhood Development

ESL – English as a Second Language (eligibility requirements exist)

KLA – Key Learning Area

PSD – Program for Students with Disabilities

SFO – School Family Occupation index – a DEECD measure of socio economic status determined solely by parent occupation listed on enrolment form as ‘Parent A’

SSG - Student Support Group

SSL – Sub School Leader (Head of Middle or Senior School)

SWC – Student Welfare Coordinator

WHSC -Wheelers Hill Secondary College

YLC - Year Level Coordinator

APPENDIX A

Harassment and Bullying Policy



WHEELERS HILL
Secondary College

HARASSMENT POLICY:

Wheeler's Hill Secondary College through its Student Engagement Policy, aims to promote a safe and harmonious environment where students, teachers and parents work cooperatively to ensure the College's educational goals are met. The Student Engagement Policy is based on respect for the rights and dignity of others. Students are expected to behave courteously and to refrain from harassing others, observing conduct and language appropriate to a school setting and consistent with the expectations of the wider community. The Policy aims to create a positive, non-discriminatory environment where relationships between school community members are respectful of the rights of others.

Our aim is to create a safe and supportive environment in which harassment does not exist.

Wheeler's Hill Secondary College believes:

- All members of the school community have a right to feel safe and comfortable.
- All members of the school community have a responsibility to ensure their own behaviour does not result in someone else feeling embarrassed, frightened, hurt, anxious or uncomfortable.
- All members of the school community who know that bullying is occurring have a responsibility to try to stop it or to report it.
- Discrimination will not be tolerated. This includes comments about gender, sexuality, race, marital status, religious beliefs, family background, political beliefs, physical or mental disability or impairment or the status or condition of being a parent or childless.
- No one is to interfere with the educational opportunities of any other person.
- No harassment is acceptable. No incident is too trivial to warrant complaint.
- Perpetrators of harassment or bullying may require support, education or sanction to change their behaviour

Wheeler's Hill Secondary College aims to:

- Provide a safe, secure and harassment free environment.
- Build a community of tolerance and respect.
- Ensure that harassment is not ignored. It is the responsibility of all members of the school community to act to curb harassment when it occurs.
- Empower students and staff to respond effectively to deal with any issues of harassment.

Implementation

What should a student do if he/she is harassed or witnesses harassment?

Talk to a member of the school community who the student feels comfortable with:

Home Group Teacher / Class Teacher
Year Level Coordinator / Sub-School Manager
Student Welfare Coordinator
Assistant Principal / Principal

Education

- Professional development for all staff
- Curriculum initiatives in how to deal with harassment, i.e. co-operative behaviour: communication, conflict resolution, tolerance and respect
- A Confidential Bullying Survey will be conducted twice yearly
- Peer Support Program
- Peer Mediation Program
- Provide information for students on harassment.

Welfare

- Identify “at risk” students and create support opportunities for students being harassed.
- Individual counselling for both parties by: Student Welfare Coordinator, Year Level Coordinator, Student Manager, Guidance Officer and/or Assistant Principal

Discipline

- Breaches of this policy are considered breaches of the Student Code of Conduct
- Discipline breaches will be dealt with by a member of the Student Management Team, who will decide on appropriate consequences for each incident.

Record Keeping

- *Written records are to be kept on each harassment issue reported and the follow up action taken*

DESCRIPTIONS OF HARASSMENT BEHAVIOURS:

DEFINITION

Harassment is verbal, physical or sexual conduct which is unwelcome, uninvited, unreciprocated and/or offensive. Harassment may be a single incident or of a repetitive nature. Bullying is a form of harassment.

VERBAL AND WRITTEN HARASSMENT may involve:

- name calling
- put downs
- 'knocking' students on their level of achievement (low or high)
- spreading rumours
- negative references to a person's appearance or personality
- unwanted verbal comments
- threatening remarks or noises
- negative comments about a person's private life
- negative comments about a person's family structure or situation
- negative comments about a person's private hobbies and/or interests

'ELECTRONIC' HARASSMENT (commonly known as Cyber Bullying) may involve:

- sending offensive content
- making offensive inferences
- spreading rumours,
- teasing
- sending unwanted messages, including photos and/or videos
- organised exclusion (known as 'blocking')
- defaming others through the use of email, blogs, websites, chat rooms, instant messaging, SMS or any other form of electronic communication.

PHYSICAL HARASSMENT may involve:

- threatening behaviour
- unfair exclusion
- fighting and wrestling
- using dangerous weapons
- spitting
- pulling and damaging clothing
- throwing objects, including water
- unwanted touching
- damaging or interfering with others' property
- deliberately blocking access to or exit from an area
- intimidation by deliberately invading the personal space of another
- unwanted invasion of personal space
- Extortion Bullying -Use of threat or power to obtain favour or goods.
- Gesture Bullying - Use of non verbal signals to cause intimidation or fear.
- Bumping

SEXUAL HARASSMENT can be divided into three categories.

Subtle sexual harassment is the most common. It may involve:

- offensive jokes, questions, name calling or suggestive comments about a person's private life, mannerisms, sexual morality, sexual preferences or appearance
- unwanted, persistent 'come-ons' or invitations
- unwanted physical contact (such as purposely brushing against another's body)
- unwanted attention (such as looking up girls' dresses, "dacking", lifting girls' dresses and "wedgies")
- ogling, whistling, offensive staring or leering
- belittling comments based on sex-role stereotyping

Note: sexual harassment does not refer to occasional compliments or courtesies

Explicit sexual harassment may involve:

- sexual gestures which cause embarrassment, discomfort or offence
- verbal, written or illustrative material which causes embarrassment, discomfort or offence
- deliberate, unwelcome physical contact (such as patting, pinching, fondling, embracing, touching)
- exposure
- demanding or offering sexual favours or rewards
- repeated requests to go out with someone, especially after prior refusal

RACIAL AND RELIGIOUS HARASSMENT

- offensive jokes, questions, name calling or suggestive comments about a person's private life, mannerisms, sexual morality, sexual preferences or appearance
- unwanted, persistent 'come-ons' or invitations

Criminal sexual harassment may involve

- indecent exposure
- sexual assault, attempted or actual rape
- sending offensive letters or making offensive inferences in other forms of communication – eg. SMS, websites, email, etc.

Criminal harassment will be reported to the police immediately.

Harassment Policy ratified by College Council:

22/10/08

*Harassment policy will be reviewed as part of a 3 year cycle of review. **Next review date: 2011***