

Child Safety Standard 7: Strategies to promote child empowerment and participation

Tinternvale Primary School

Student Engagement
&
Wellbeing Policy

Produced in consultation
with the school community

To be read in conjunction with
*Student Engagement & Inclusion
Guidance 2014*

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Principal: Mrs Kerrie Anderson
School Council President: Mrs Paula Llewellyn



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1. School Profile Statement

Tinternvale Primary School was officially opened in April 1976. The school is located at the junction of Croydon South, Bayswater North and Ringwood East, approximately 32 kilometres from the Melbourne CBD. The site covers three hectares of attractively landscaped, terraced grounds that encourages active and varied play activities. The buildings are modern, spacious and air-conditioned; their design and layout complementing the site with its predominantly shady native gardens.

The school has a free standing library, a gymnasium, a performing arts room, a visual arts room and a canteen. There is an indoor and outdoor netball & basketball court, a grassed oval, three outdoor learning courtyards, three adventure playground areas, a sandpit, paths, roadways, steps, garden beds, recessed seating areas, covered walkways between buildings and a car park. The attractive earthy brown brick veneer complex with colour bond roofing was architecturally designed to blend with its surroundings. Most of Tinternvale's students are from the surrounding suburbs. In addition, the school attracts students from outside its neighbourhood because of a combination of excellent facilities, outstanding programs and a strong community spirit.

Tinternvale enjoys the strong support of parents, school council and staff. Within this community, we strive to create a school where learning is valued and supported in a purposeful and caring environment.

Classes are organised into four levels, based on AusVELS (Australian/Victorian Essential Learning Standards). In addition to general classroom programs, Tinternvale is in the excellent position of being able to deliver a broad range of specialist programs which include Physical Education, Performing Arts, Visual Arts and Japanese, all taught by specialist teachers. Classroom teachers have weekly access to the Library Resource Centre. As well as an EAL (English as an Additional Language) teacher, Tinternvale also offers a range of literacy and numeracy programs to support students with special needs.

The school staff is made up of a dedicated and caring team of professionals. The Leadership Team consists of a Principal, an Assistant Principal and two Leading Teachers. There are 14 classroom teachers and four specialist teachers. The Education Support staff consists of a Business Manager, an office assistant and 2 Integration Aides. The school is supported by a Social Worker, a Speech Pathologist and access to an Educational Psychologist.

The student and parent population consists of:

290 students (201 families)

19 families who speak a language other than English at home; representing 11 different language/cultural groups

4 students supported by the Program for Students with Disabilities

2. Whole School Prevention Statement

As stated in the School Strategic Plan of 2013-2016, as “a professional learning community, our mission is to provide a happy, caring and safe environment in which students acquire the skills, knowledge, attitudes and values which will enable them to reach their full potential as worthwhile and contributing members of society.”

Our School Strategic Plan included the following goal relating to student engagement:

To improve levels of student attendance, engagement and motivation within a culture that fosters positive relationships, connectedness and wellbeing by:

- Developing a whole school approach to student management and support to ensure an orderly school environment.
- Build the capacity of teachers to engage students in stimulating learning.

Tinternvale Primary School provides a safe and supportive community of life long learning where respect, honesty and responsibility are valued by all. Our students are actively engaged in all levels of decision making within the school community and the school places high value on the expertise of our teachers and the role of parents as partners in learning. Tinternvale Primary School responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles and student needs.

We aim to create a positive school culture by:

- Building a safe and supportive school environment
- Expecting positive, supportive and respectful relationships that value diversity
- Promoting pro-social values and behaviours
- Encouraging student participation
- Proactively engaging with parents/carers
- Implementing preventative and early intervention approaches
- Responding to the needs of individual students
- Linking to the local community.

We place a strong emphasis, in particular to our school values of:

RESPECT

All members of the school community will be respectful of each other and their race, gender, religion and cultural and individual diversity.

HONESTY

All members of the school community will act in an honest and fair manner.

RESPONSIBILITY

All members of the school community will take responsibility for their actions, behaviour and attitudes towards others, learning of self and others, and the physical resources that supports the learning environment.

Student Wellbeing Team

The Student Wellbeing Team is comprised of a number of staff, including the Principal and the Assistant Principal (Student Welfare Coordinator). Its main purpose is to focus on the overall wellbeing of students, teachers and parents at Tinternvale Primary School.

Confidentiality and respect for all parties involved are essential aspects of the team, with relevant information being disclosed to the supporting professionals.

Meetings with the students' parents, class teacher and relevant professionals (where required) are an integral part of the team's function. This enables the focus to be fixed on developing workable plans of action, with the appropriate strategies to meet the students' needs. This includes, for example speech pathologists, social workers, psychologists, visiting teachers and external audiologists.

Additional Support:

The following staff/agencies provide additional support beyond that provided by the Student Wellbeing Committee and individual staff members:

- School Social worker whose role is to provide counselling for a referred student and family
- School Speech Pathologist whose role is to assess and provide speech therapy/home programs for referred students
- Educational Psychologist whose role to assess referred students for the Program for Students with Disabilities, or refer them to other agencies for support
- Kids Hope mentors who work with students one-to-one on a weekly basis

- External agencies- At times, students and/or families may be referred to professionals or agencies such as the Royal Children's Hospital, Children and Adolescent Mental Health Services (CAMHS), Department of Human Services, Child First

Levels of support to promote student engagement, high attendance and student wellbeing are *Prevention, Early intervention, Intervention and Postvention.*

1. Prevention

Primary prevention describes strategies that target the whole school community.

The aim of primary prevention is to raise the awareness of what makes a person vulnerable, and develop strategies to reduce vulnerabilities and increase coping skills. It aims to build resilience and relationships, reinforce a sense of belonging and promote wellbeing.

Primary prevention strategies include an engaging curriculum and supporting programs and philosophies that enhance the social and emotional health of all students.

Strategies at this level include:

- Building mutual respect and promoting safety at school eg across level transition, Learning walks
- Enhancing school attendance through the implementation of a comprehensive inquiry based curriculum to engage all students
- Practising inclusive teaching and learning
- Encouraging supportive, positive relationships between students and teachers
- Implementing effective social skills programs eg S.T.A.R.S (Student Teams Are Really Special)
- Teachers using a Restorative Practices approach to discipline
- Involving parents/families and communities eg Parent Helpers, school sports' events, Joggers Club, Monday Morning Coffee
- Easing transition for new students and their families eg buddy mentors
- Explicit teaching in the areas Interpersonal Development, Values Education and Civics and Citizenship.
- Providing Professional Development for teachers related to strategies to enhance student wellbeing
- Engaging students in the creation of collaborative classrooms where negotiation, co-operation and restoration of the relationships are key components eg Learning To Learn unit
- Reviewing and evaluating school policies in relation to: Drug Education, SunSmart, Anaphylaxis, First Aid, Dispensing Medications, Mandatory Reporting, Bullying, Cyber bullying, Internet Use
- Operating an active Student Wellbeing Committee to monitor school strategies
- Adopting the KidsMatter framework to ensure a consistent approach by teachers when teaching skills that develop positive mental health and wellbeing across the school
- Incorporating concepts of personal identity, roles, expectations, responsibilities, personal values and relationships, through VELs and the school curriculum.
- Operating an effective Early Years Literacy and Numeracy Program to enhance academic success of students
- Fostering an effective Transition Program including Pre-school to Prep, Six to Seven and throughout the movement of classes during the student's time at TPS
- Promoting Leadership Programs to provide enrichment and encourage positive role modelling within the school
- Junior School Council
- Level 4 leadership positions
- Using positive recognition strategies to enhance both classroom and yard behaviour
- Individual teachers, through systems set up in the classroom which will include: Class Contracts, CCC, Circle Time
- Sporting Competitions
- Honour Boards
- Mention in the School Newsletter and/or the local media
- Encouraging honest self-reflection
- Assembly Awards

2. Early Intervention

Early intervention strategies are targeted at students displaying general disorganisation in coping skills, and other personal and social vulnerabilities that place them at risk of not reaching their educational potential. The school's aim is to strengthen coping and reduce risk, which may be of short duration. As more sustained efforts are required, the focus moves to accessing support and or providing treatment. The level of intervention is dependent on each individual case.

Strategies at this level include:

- Assessing children at risk and identifying their needs through Student Support Group meetings with parent and teacher
- Providing counselling and support as required through external agencies
- Developing programs to improve skills

3. Intervention

Intervention strategies are aimed at individual students who experience serious or persistent difficulties, and who may need either short-term or ongoing access to additional professional intervention services and support.

Strategies at this level include:

- Establishing a Student Support Group for the student at risk, made up of teacher, parent, Assistant Principal and any other relevant support staff
- Linking to appropriate support staff / agency such as Department of Human services, Child Protection
- Monitoring and evaluating social progress

4. Postvention

Postvention strategies aim to restore wellbeing and are aimed at students affected by critical incidences or potentially traumatic situations. These strategies also focus on reconnecting students who are disengaged from the school system.

Strategies at this level include:

- Emergency response plans including DISPLAN, Emergency Management Plan
- Providing counselling and support
- Monitoring and evaluating recovery plans related to major incidents e.g bus crash, fire




3. Rights and Responsibilities

Guiding principles

The Charter of Human Rights and Responsibilities Act (2006) outline 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 them when making decisions and delivering services.

See *Charter of Human Rights and Responsibilities Act 2006*(Appendix 1)

Equal opportunity Act 2005 (Appendix 2)

<p>All members of the Tinternvale Primary School community have a right to -</p> <ul style="list-style-type: none"> • fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion • be treated with respect and dignity • feel valued, safe and supported in an environment that encourages freedom of thought and expression. 		
<p>All members of the Tinternvale Primary School community have a responsibility to -</p> <ul style="list-style-type: none"> • acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community • participate and contribute to a learning environment that supports the learning of self and others • ensure their actions and views do not impact on the health and wellbeing of other members of the school community 		
<p>All students have the right to</p> <ul style="list-style-type: none"> • learn and socialise without interference or intimidation in a safe and secure environment • be treated with respect and fairness as individuals • expect a learning program that meets their individual needs 	<p>All staff have the right to</p> <ul style="list-style-type: none"> • expect to be able to work in an atmosphere of order and cooperation • use discretion in the application of rules and consequences • receive respect and support from the school community 	<p>All parents have the right to</p> <ul style="list-style-type: none"> • know that their children are in a safe, happy learning environment where they are treated fairly and with respect. • expect a positive and supportive approach to their child’s learning • expect communication and participation in their child’s education and learning
<p>All students have a responsibility to</p> <ul style="list-style-type: none"> • be prepared to learn • explore their full potential • respect the rights of others 	<p>All staff have a responsibility to</p> <ul style="list-style-type: none"> • build positive relationships with students as a basis for engagement and learning • use and manage the resources of the school to create stimulating, safe and meaningful learning • treat all members of the school community with respect, fairness and dignity 	<p>All parents have a responsibility to</p> <ul style="list-style-type: none"> • build positive relationships with members of the school community • ensure students attend school and have the appropriate learning materials • promote respectful relationships 

4. Shared Expectations

Tinternvale Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

The values of the Tinternvale Primary School are demonstrated by the following shared expectations and behaviours:

Respect

Consider and care for yourself, consider and care for others, consider and care for the environment.

Therefore we will:

- act kindly and thoughtfully
- take time to know, understand and care for each other
- respect and value differences between people
- care for our own, others' and the schools property.

Honesty

Always tell the truth and be fair to everyone.

Therefore we will:

- understand the difference between right and wrong
- treat everyone the way we would like to be treated
- be trustworthy with property and information
- return property that doesn't belong to you (doing the right thing with others property).

Responsibility

You are in control of what you think, what you say and what you do

Therefore we will:

- stop and think before we act
- reflect and learn from our experiences
- make choices that are good for ourselves and others.

Expectations of Staff

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Engagement

The school leadership team will:

- uphold the right of every child to receive an education
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- collaborate with the Tinternvale Primary School community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines
- collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

Teachers will:

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends student's learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture in and outside the classroom.

Attendance

In compliance with Departmental procedures school staff will:

- promote regular attendance with all members of the school community
- monitor and follow up on absences.

Behaviour

Tinternvale Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to

behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Tinternvale Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The school leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Tinternvale Primary School will:

- develop positive relationships with all students
- use the Student Engagement policy as a basis for negotiating a class-based set of shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- adopt the Restorative Practices approach to discipline
- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- involve appropriate specialist expertise where necessary.

Expectations of Students

All students are expected to:

- respect, value and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from their own differences

Attendance

All students are expected to come to school every day that the school is open to students. If students can't come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

Behaviour

All students are expected to:

- support each other's learning by behaving in a way that is courteous and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy.
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- be aware of the school Bullying Policy.

Expectations of Parents/Carers

Engagement

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school
- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student- parent-teacher meetings,

student activities, school celebrations, student support groups, reading the school newsletter (Tintalk) every week and responding to communications in a timely manner.

Attendance

- Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

Parents/carers should understand the school’s behavioural expectations and work with it to promote a consistent approach that supports their child’s learning, engagement and endeavour both in and out of school.

5. School Actions and Consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

Acceptable Behaviour

Tinternvale Primary School actively promotes desirable and socially acceptable behaviour in its students. Our student wellbeing focus emphasises a high level of student engagement in all aspects of the curriculum and related activities. Student engagement can only be successfully achieved if student attendance levels at school are high.

In attempting to achieve these goals, it is expected that:

- Staff model appropriate and socially acceptable behaviours
- The introduction of a wide range of programs and relevant strategies at the four levels of intervention (as outlined in Section 2- Whole School Prevention Statement of this policy)
- Seeking and encouraging parents to support the development of socially acceptable behaviours, both at home and at school.

LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> • Celebration assemblies • Reports • References • Newsletters • Leadership opportunities • Positive feedback • The right to represent the school 	<ul style="list-style-type: none"> • Warning & discussion between teacher & student • Time out in classroom • Time out in another room • Sent to Assistant Principal’s office and parent / guardian contacted • Regular communication lines will be established and maintained

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response as outlined in Section 2 Whole School Prevention Statement.

Consistent Unacceptable Behaviour

There are occasions, however, when some students will not meet the shared expectations of staff and parents, and this behaviour will present as unacceptable in the school environment.

1. Where students continue to display behaviours that are disruptive to a safe and orderly school environment, Tinternvale Primary School employs a staged response to manage the student and his/her behaviours.

These include:

- **Discussing** the offending behaviours and their frequency with the teacher/Level Coordinator. Parents/caregivers will be notified.
- **Monitoring** and providing feedback to parent/s.
- **Explicit teaching** of appropriate behaviours if considered appropriate.
- **Time Out** allowing students a 'Cooling Off' period.
- **Withdrawal of privileges**
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, that 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. Withdrawal may also occur from other specific activities, which will be replaced with an alternate educational program.
Where appropriate, parents/carers should be informed of such withdrawals.
- **Referrals** to the Social Worker or external agency for intervention. This will be discussed with the parent to obtain parent permission.
A Student Support Group will be established to regularly review progress.
- 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 may be used for this work.
- **Suspension & Expulsion:** For serious disciplinary measures we follow DEECD Student Engagement & Inclusion Guidance 2014 developed in response to Ministerial order 625 – Suspensions and Expulsions.
When considering suspension or expulsion, Tinternvale Primary School will follow the procedures listed in section 4.3 of the DEECD guidelines published in *Effective Schools are Engaging Schools Student Engagement Policy Guidelines* that provide flowcharts and proformas for use in suspension and expulsion procedures.
A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

References

<http://www.education.vic.gov.au/Pages/default.aspx>

Ratified by School Council:

Review Date:

APPENDIX 1

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.

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

Students with Disabilities

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

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is 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.

Equal Opportunity

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

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

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

Bullying and harassment

Definitions

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

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

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

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- posting photos of others without permission
- spreading of rumours online
- sending unwanted messages
- defamation.

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

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

The effects of harassment or bullying include

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

If a student observes 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. However, if the friend is harassing another person, let them know that their behaviour is unacceptable.

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

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

Subtle: (The most common)

They include:

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

Explicit: (obvious)

They include:

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

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks.

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly.

This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something 'not quite right'. At home this would be a parent or carer; at school a teacher.

If you are being harassed or bullied you should:

Tell the person you don't like what they are doing and you want them to stop.

Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously and always investigated. All complaints will be treated confidentially.