



# Student Engagement & Well-Being

Last ratified by School Council: 17<sup>th</sup> February, 2015

## SCHOOL PROFILE STATEMENT

Darraweit Guim Primary School is situated about 60km north of Melbourne. It is part of the Macedon Ranges Network. Darraweit Guim is set in a picturesque valley between two creeks. The large grounds contain a variety of play equipment and sporting areas. School buildings consist of a mixture of the charming, old bluestone building and modern administrative and classroom complexes. The school is well resourced and has an excellent student computer ratio.

The student population is 21. The school values a small school tone and active community participation. As a small school Darraweit Guim has traditionally been able to offer small class sizes and individual support to students. The school offers a comprehensive curriculum with a focus on Literacy and Numeracy programs each morning. Specialist areas include LOTE (Indonesian), the Arts and Library (MARC van). Darraweit Guim Primary School joins with two other small schools (Clarkefield and Bolinda) to take part in activities such as group days, sporting events and performances. These allow students to socialise with larger groups and experience events away from their own school environment.

## WHOLE SCHOOL PREVENTION STATEMENT

Darraweit Guim Primary School strives to enhance the overall development of our students through all aspects of their school life within a safe and happy rural environment.

- A strong emphasis is placed on mastery of the foundation skills, encouraging self-motivated, independent learning and co-operation with others.
- Our children are encouraged to fulfil their potential through a stimulating and challenging curriculum and school environment.
- Social and cultural acceptance of everyone and a close-knit family atmosphere enables our students, staff, council and community to interact in a creative and positive manner.

The community of Darraweit Guim Primary School works towards achieving its purpose by planning and implementing programs and administrative policies that support and enhance the individual and the group.

We believe:

- All students have the ability to learn.
- All children are treated as individuals and encouraged to develop to their full potential intellectually, socially, emotionally and physically
- All children are supported in the development of self-esteem, to become confident, self-motivated learners aspiring towards a high level of achievement in all areas of the curriculum
- All children are encouraged to support each other and respect all those who operate within their school, and to value the contributions of parents, teachers, peers and the community.

The following values underpin the values of our school and how all members of the school community should conduct themselves:

### **Learning**

- Risk taking
- Perseverance
- Thinking
- Reflection

### **Caring**

- Respect
- Inclusion
- Working together
- Honesty
- Communication
- Thoughtfulness

### **Community Involvement and Global Awareness**

- Citizenship
- Participation
- Social Conscience
- Environment

## **RIGHTS AND RESPONSIBILITIES**

### **Guiding Principles**

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

### **Equal Opportunity**

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

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

- age
- 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).

## THE CHARTER OF HUMAN RIGHTS & 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.

## **BULLYING AND HARASSMENT**

### **Definitions**

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

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

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

Examples of cyberbullying behaviour are:

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

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

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

The effects of harassment or bullying include

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

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

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

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

**Subtle: (The most common)**

They include:

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

**Explicit: (obvious)**

They include:

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

Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as**

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

**Cyberbullying**

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

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

Behaving safely online means:

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

If you are being harassed or bullied you should:

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

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

## RIGHTS & RESPONSIBILITIES OF THE SCHOOL COMMUNITY

The children of today are facing a future of rapid change and considerable uncertainty.

This will call for strength of character and well developed skills in interpersonal relationships and ability to cope with change. Independence in living and learning requires a child to take responsibility for his/her own efforts and progress in learning.

Mutual respect for one another and self-respect grow from, and promote, this sense of responsibility - it is the demonstration of our own self-discipline. The development of self-discipline is the all-important link in the development of the child into a fully responsible adult. Self-discipline has to be learnt, and Darraweit Guim Primary School's Code of Behaviour is a response to this important aspect of education. The basic tenet of the code is that everyone has the right to work and play in safety and without disturbance from others.

By developing and agreeing to this Code of Behaviour, Darraweit Guim children, parents and teachers have accepted responsibility for their own behaviour. Teachers and parents must do all that they can to help our children to live and learn by this code - to adopt a positive attitude to a commitment to the code and to accept responsibility for an infringement of the code.

### Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: <ul style="list-style-type: none"><li>• be an individual and to be treated with respect and kindness.</li><li>• express your ideas and feelings in a responsible manner.</li><li>• benefit fully from school.</li><li>• feel safe at school.</li><li>• a healthy body and a healthy school environment.</li><li>• tell your side of the story if you are accused of rule-breaking.</li><li>• expect your property to be safe.</li></ul>	Students have a responsibility to: <ul style="list-style-type: none"><li>• treat others with respect and kindness.</li><li>• allow others to express their opinions - to show tolerance and respect.</li><li>• complete work and to allow others to work without interference.</li><li>• learn and obey all school rules.</li><li>• practise good health habits.</li><li>• be honest and truthful about your own behaviour.</li><li>• take care of your own and other people's property.</li></ul>

### Rights and Responsibilities of Parents/carers

Rights	Responsibilities
Parents/carers have a right to: <ul style="list-style-type: none"><li>• be informed of their child's social, behavioural and academic progress at school.</li><li>• have access to the Principal and Class Teachers to discuss matters concerning their child's progress at school.</li><li>• expect that their child receives a "fair go" in relation to discipline and educational programs.</li><li>• expect that their child's "rights" are respected by other children at the school.</li></ul>	Parents/carers have a responsibility to: <ul style="list-style-type: none"><li>• be in regular communication with the school.</li><li>• ensure their child's regular attendance</li><li>• respect teacher's timetables by avoiding unnecessary interruptions.</li><li>• encourage their child to obey school rules and have a positive attitude toward school.</li><li>• encourage their child to respect the "rights" of others and have tolerance of different values and beliefs.</li></ul>

## Rights and responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to: <ul style="list-style-type: none"> <li>• teach and meet the learning needs of all.</li> <li>• be free from disruption while teaching.</li> <li>• monitor acceptable student behaviour.</li> <li>• have support from students, teachers and the school community.</li> <li>• draw on their expertise and professional judgement.</li> </ul>	Teachers have a responsibility to: <ul style="list-style-type: none"> <li>• fairly, reasonably and consistently, implement the engagement policy.</li> <li>• plan, provide and teach at appropriate levels.</li> <li>• react to positive behaviours.</li> <li>• deal assertively and effectively with problems.</li> <li>• gain respect, be a model, set standards.</li> <li>• communicate academic, social and behavioural progress to parents.</li> </ul>

### SHARED EXPECTATIONS

Darraweit Guim Primary School has developed shared expectations to ensure that the learning, safety and the rights of all are respected. The expectations are intended to be positive in that they set out what are accepted and appropriate behaviours for our community. Parents, students and staff have contributed to the development of these shared expectations.

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

**Care and Compassion** - Care for self and others

**Integrity** - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

**Doing Your Best** - Seek to accomplish something worthy and admirable, try hard, pursue excellence

**Respect** - Treat others with consideration and regard, respect another person's point of view

**Fair Go** - Pursue and protect the common good where all people are treated fairly for a just society

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

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

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

**Honesty and Trustworthiness** - Be honest, sincere and seek the truth.

The values of Darraweit Guim Primary School are demonstrated by the following shared values, expectations and behaviours:

#### Learning

- Do Your Best
- Perseverance
- Thinking
- Reflection

#### Caring

- Respect
- Inclusion
- Working together
- Honesty
- Communication
- Thoughtfulness

## Community Involvement and Global Awareness

- Citizenship
- Social Conscience
- Participation
- Environment

Inclusive classrooms where we actively participate and strive for personal best

- Provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- Positive partnerships which engage families and the community in ways that support student achievement and success

### RESPECT

- We treat others as we would like to be treated
- We work, learn and play in an environment of mutual respect.
- We value individual and collective diversity
- We play and work safely at all times.

### CARE and RESPONSIBILITY

We take responsibility for our own behaviour and understand the logical consequences that follow

We are responsible for our learning and the learning of others TEAMWORK RESPONSIBILITIES

We endeavour to be self-motivated learners

We take care of our own and others personal property and space

We provide appropriate student services

Expectations of students	Expectations of staff	Expectations of parents
<ul style="list-style-type: none"> <li>• Respect the rights and values of others</li> <li>• Have high expectation of their learning</li> <li>• Attend school regularly, arriving punctually</li> <li>• Follow the Student Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the rights and values of others</li> <li>• Have high expectation of their students' learning</li> <li>• Promote regular attendance and punctuality</li> <li>• Support the school's Wellbeing policies</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the rights and values of others</li> <li>• Have high expectation of their child's learning</li> <li>• Promote regular attendance and punctuality of their child, advising school if their child is absent</li> <li>• Support the school's Student Code of Conduct</li> </ul>

### ACTIONS AND CONSEQUENCES

Darraweit Guim Primary school regularly acknowledges students' positive behaviours and celebrates successes in a variety of ways.

When students do not meet these expectations a stage response is implemented as outlined in our school discipline policy.